

Te Manahuna

Kāhui Ako



Communities of Learning | Kāhui Ako

A Community of Learning/Kāhui Ako is a group of education and training providers (early learning, schools, kura, and post-secondary) working together to help learners achieve their full potential.

Each Community of Learning/Kāhui Ako sets shared goals, or achievement challenges based on the particular needs of its learners and young people.



Te Manahuna
Kāhui Ako

**“He tātai whetū ki te rangi,
ko te ira tangata ki te whenua.”**

**Like the myriad of stars in the heavens,
so is the essence of humanity spread across the land.**



O - Ownership | U - Unity | R - Relationships

Our Vision

To build and grow professional relationships and partnerships across our community through authentic collaboration to enhance the learning opportunities and wellbeing (hauora) for the tamariki of Te Manahuna - Mackenzie Basin.

Our Purpose

To:

- Improve teaching practice across the Mackenzie District.
- Enable teachers to work together and benefit from each other's knowledge and experience.
- Help all learners benefit from the skills and knowledge of great teachers from across the Mackenzie Schools and ECE.
- Help schools work together so it's easier for learners to move through the education system.

Our Whakatauki

Ehara taku toa i te toa takitahi, engari he toa takitini. My success is not mine alone, but it is the strength of many.

Our Dispositions

We are responsible and committed to upholding the shared values and ethics of working collaboratively within the context of Te Manahuna. Professional practice will strengthen and grow through discussion, critical thinking and reflection as kaiako are receptive to new learnings.

Our dispositions are also guided by our Code of Professional Responsibility.

WHAKAMANA : empowering all learners to reach their highest potential by providing high-quality teaching and leadership.

MANAAKITANGA : creating a welcoming, caring and creative learning environment that treats everyone with respect and dignity.

PONO : showing integrity by acting in ways that are fair, honest, ethical and just.

WHANAUNGATANGA : engaging in positive and collaborative relationships with our learners, their families and whānau, our colleagues and the community.

Our Protocols

Members of Te Manahuna have signed a Memorandum of Agreement. This document underpins our professional responsibility and commitment to upholding the shared values and ethics of working collaboratively. Examples of professional practice will ensure that:

- Communication is open, representative, targeted, timely and effective (meetings, correspondence, deadlines met).
- Our wider communities are engaged and knowledgeable of the kāhui ako (staff, learners, parents, board, community).
- Each kura is committed to the kāhui ako (challenges, attendance of meetings, consultation).
- Member are engaged in critical thinking and reflection (inquiry).

Our Name, Our Gift

Te Kāhui Ako o Te Manahuna

https://ngaitahu.iwi.nz/our_stories/ka-ara-tupuna/

Our Kāhui Ako were gifted the name “Te Kahui Ako o Te Manahuna” by Irai Weepu - education advisor Ngai Tahu. Te Manahuna (the Mackenzie Basin) was well-known tribally for its abundance of weka and tuna, which were principally gathered from May to August to take advantage of the high level of fat content which greatly assisted the preservation process. The central location of Te Manahuna within Te Waipounamu meant Kāi Tahu hapū from all over the eastern and southern seaboard of Te Waipounamu undertook seasonal mahika kai expeditions to Te Manahuna over a variety of traditional travel routes. This reflects the richness of our Kahui Ako and the desire to meet, collaborate and make connections between educational institutions in the Mackenzie.

Our Place

Summer sunshine, winter snowfalls, flora and fauna, and incredibly dark starry skies are all the hallmarks of this special region in the heart of New Zealand’s South Island. The symbol reflects many elements including the sun, snowflake and flowers of the region, coupled with the colours of lakes, mountains and tussock. A simple, yet elegant solution to a very special part of our country. Acknowledgement to <https://mackenziencz.com/>



Map of the Region





Our Schools & ECE Centres

Our Places	No. of Learners 2019	Our Sector	School Vision
Albury School 	23	Primary	For all learners to be positive, confident learners, strive for personal excellence, make good learning decisions and healthy lifestyle choices, reflect on their learning, be effective communicators, aware of self, and have positive relationships.
Fairlie Area Kindergarten 	38	Early Childhood	He taonga te mokopuna, kia whāngaia, kia tutu, kia rea. A child is a treasure, to be nurtured, to grow, to flourish.
Fairlie Early Learners 	47	Early Childhood	A strong focus on fostering learners's independence, confidence, social skills, curiosity, and responsibility.
Fairlie Primary School 	129	Primary	Fairlie Primary School creates a safe and positive environment, equipping learners with the Mackenzie Kid qualities, and ensuring that , with the support of their community, they are fully prepared to walk their own pathway to learning and success.
Mackenzie College 	191	Secondary	Aims to provide a positive learning environment where all learners are encouraged to strive for excellence and to acquire the skills and values which will enable them to become responsible citizens of New Zealand.
Aoraki Mt Cook School 	12	Primary	"Success for All" is the school's vision. The expected valued outcomes for all learners are to achieve personal excellence in a learning culture which values all and reflects the unique mountain environment.
St Joseph's School 	33	Primary	Our learners learn and live Gospel values in a caring, Catholic community where they are challenged to achieve their personal best to become confident, lifelong learners.
Tekapo School 	35	Primary	Our aim is for our learners to grow and learn as it is their sense of place and belonging that forms the connection between themselves and their community. This connection encourages our learners to go out of the classrooms to make connections, both with the land which tells its own story and with its community which connects the relationships between people.
Tekapo Kindergarten 	13	Early Childhood	"To create a culture of kindness and empathy"

Our Journey so far

The Te Manahuna Kāhui Ako began its journey of moving from collegiality to collaborative action during the initial formation process in 2016. We were a group of 6 schools working together as a cluster to organise sporting activities and principals meetings. Geographically there are large distances between schools and this traditionally made getting together difficult. More recently the Kāhui Ako has used virtual meetings to break down the distance barrier and become more inclusive. We have included the 3 ECE centres since the appointment of the Lead in May 2018. More recently the ECE's are now able to formally join the group and we are working through the process to have them recognised and funded.



2016	2017	2018	2019	2020
Mackenzie Kāhui Ako formed.	Principals meeting.	Lead Principal appointed, Expert Partner engaged, Memorandum of Understanding signed, Relationship building hui.	Achievement Challenge writing group draft, PLD allocated in Digital Fluency (schools), Achievement Challenge endorsed, Appointments of across and in-school teachers, Action Plans developed and initiated.	Collaborative inquiry embedded and actioned across the Kāhui Ako.

Community consultation and levers for change

Consultation with Kāhui Ako members began early 2018 and continues to this day. The consultation included a variety of surveys, phone calls, emails, discussions and face to face meetings. We used an iterative inquiry process to inform all parts of the Achievement Challenge and Strategic Plan.

From this inquiry process evidence indicated a need to focus on the following 3 areas: *Wellbeing, Digital Fluency and Coherent Pathways*. These were seen to be likely leavers for improving learner achievement and engagement across the Kahui Ako community. Our three achievement challenges outlined below are strongly rooted in our shared educational philosophies underpinning our developing Theory of Improvement/Levers for Change.

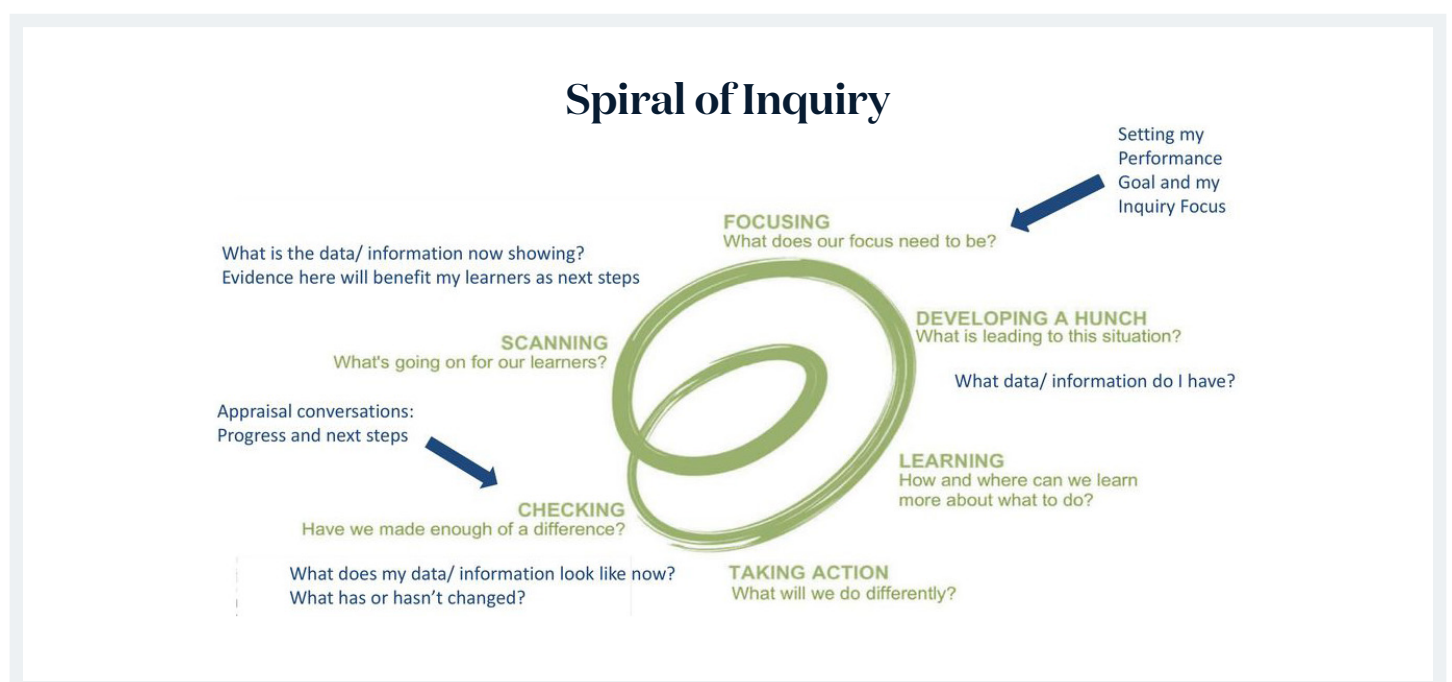
Overall, learners within Te Kahui achieve well. However, we know that we can do better in meeting the needs of all our learners.

Our Collaborative Inquiry

The Kāhui Ako has already spent time reflecting and responding to data and evidence through an Appreciative Inquiry (AI) lense. This is a way of looking at organisational/community change which focuses on identifying and doing more of what is already working , rather than looking for problems and trying to fix them. It makes rapid strategic change possible by focusing on the core strengths of an organisation/community and then using those strengths to reshape the future. We are excited to be formalising working together as a community of learning and developing a deeper understanding of how all learners learn within and across our schools. Our drivers will provide for rich teacher inquiry into classroom practice and school curriculum development.

We will be using The Spiral of Inquiry (Judy Halberg and Linda Kaser) across the Kāhui Ako as a common framework. The Spiral of Inquiry is designed to be a continuous cycle of teacher reflection and improvement. Spiral of Inquiry is geared towards making sure that our response to learner needs is targeted and effective, that it will have an impact and make enough of a difference for our learners. Spirals of Inquiry is specifically designed to be collaborative. By working as an interdisciplinary teams, our learners will benefit from the changes teachers are making to their practice across the community.

To mitigate the risk of collaboration failing we have 'inquired' into the factors that cause collaboration to fail, and suggested a range of processes and procedures that can ensure authentic collaboration across the community of learning.



Why collaboration fails?	Our protocols to build authentic collaboration (behaviours, rules of engagement, tikanga)	Our processes to build authentic collaboration (organisation)
Lack of trust	Protocols and honesty around school competition and individual character.	Confidentiality agreement between schools. Relational Trust and Respect across Schools. Possibly develop a 'dispositions statement and code of practice' for everyone working across the school and ECE centres.
Lack of transparency	Predetermined outcomes and barriers of time and depth for discussion.	All documentation pertaining to Kahui Ako to be available for viewing on a shared file. Expectations and structure in place for feedback of Kahui's processes, progress, discussions to staff/parents/community.
Lack of shared purpose	Shared knowledge of value and importance of Kahui's direction - therefore input essential (linked to transparency above). Recognition of individual school pressures and philosophies - Similarities and differences - Roles and Responsibilities within schools Understanding and Valuing shared expertise. Respect Time and individuals stress levels.	PLD Goals and Shared knowledge - Successes, Failures & Learning - Purpose. Feed back to BoTs is united and concise. Having a time for feedback from whanau whanui before moving on at the next meeting - start each face to face with a wider feedback session.
Adults are not fully engaged	Attendance at Kahui ako needs to be strongly advocated for as it strengthens the sense of cohesion. There needs to be a willing commitment from all stakeholders. Linked to shared purpose above - the value needs to be obvious (worth the time and energy commitment).	Availability of online technology as an option if physical meetings are tricky to get to.
Too much conformity	An environment where it is safe to put forward different ideas without judgement or right and wrong answers. Supportive environment where everyone has an opportunity to contribute and be heard. Diversity celebrated and accommodated for (maybe vision, goals and targets broad enough to not suppress individuality of each school's direction and character). Difficult to balance individuality with conformity - Understanding Collaboration and its complexities needs to be acknowledged.	Ensuring that there are different pathways to offer ideas, opinions.
Personal achievements aren't recognised	Take time and genuine interest in getting to know the strengths and achievements of members. Achievements shared and celebrated as part of process e.g. via Group page or a time at meetings Opportunities available to visit other kura and share achievements and good practise in action.	Strengths recognised and utilised.

Why collaboration fails?	Our protocols to build authentic collaboration (behaviours, rules of engagement, tikanga)	Our processes to build authentic collaboration (organisation)
Ineffectual communication	<p>Agenda sent out ahead of Kahui ako gatherings to ensure everyone is aware of the format of the day and have completed any tasks required of them prior. It is the responsibility of each teacher in attendance to feedback to their teams.</p> <p>Formal apologies.</p> <p>Clear expectations set for tasks for future meetings.</p> <p>Minimised, concise, easily digestible docs (eventually) so that whanau whanui (the wider members of the Kahui) don't have to wade through superfluous information - ease of access.</p>	<p>Everyone has access to relevant documents and contributes /feeds back to their team/school.</p>
Lack of professional integrity	<p>All members agree to adhere to our Professional Standards.</p>	<p>The values from within the Achievement Challenge are seen and heard across the Kāhui Ako in actions and evidence.</p>
Lack of equity	<p>All Community of Learning Members to have equal access to resources independent of their size, location or nature.</p> <p>Group meetings/PLD/etc are encouraged that are specifically targeted to meet the diverse needs of all members of the Kahui.</p> <p>Meetings and resources are strategically allocated to reduce the impact of isolation, staffing constraints (relief) etc.</p>	<p>Shared resources are accessible by all.</p> <p>Shared relievers details for all schools to access.</p>



Our School and ECE Strategic Aims as they relate to the Kāhui Ako focus areas.

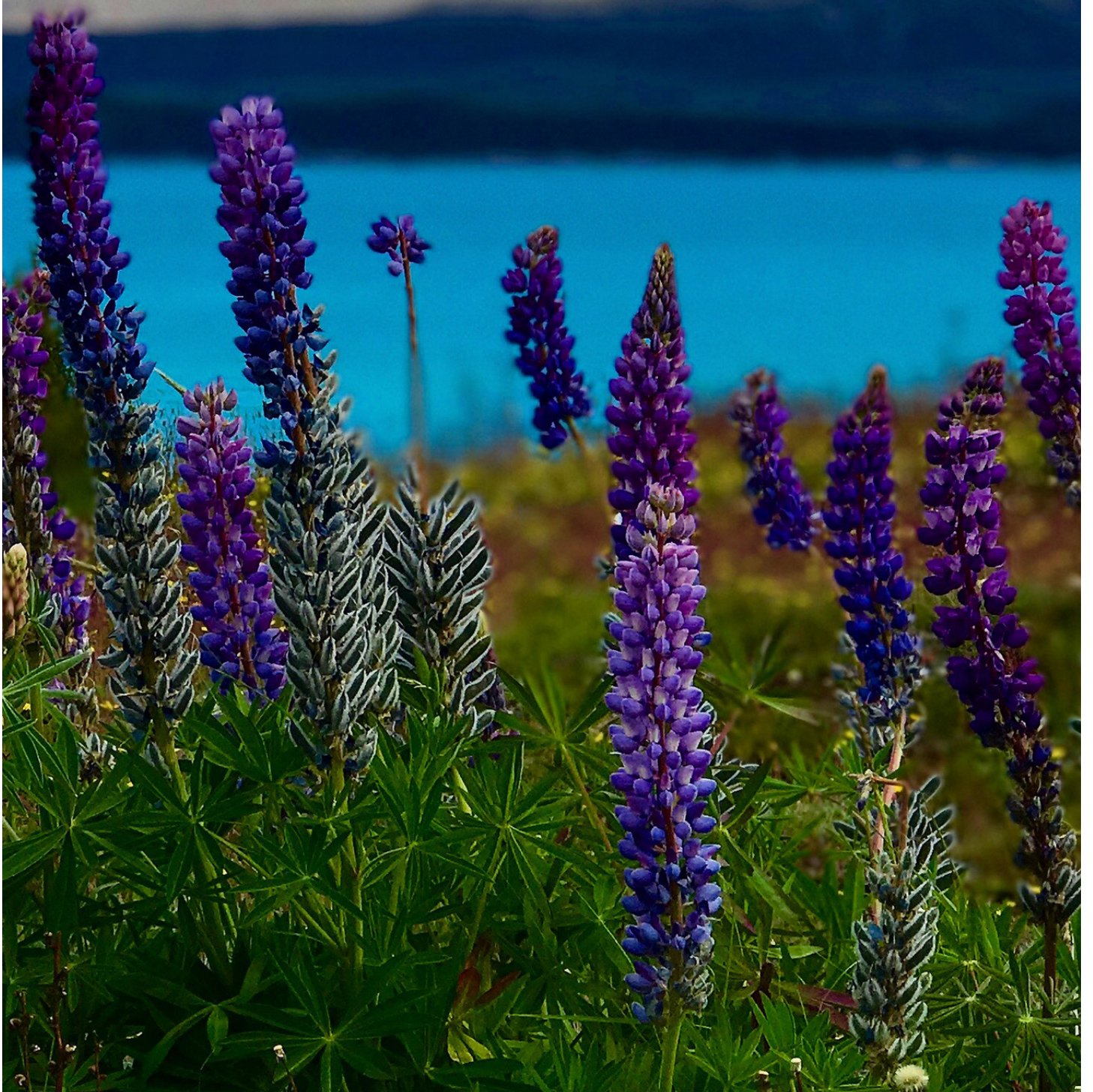
Kura	Strategic Aim	Strategic Aim	Strategic Aim
Fairlie Primary School	Continuous academic improvement for all learners.	To develop authentic, high-order collaborative learning and digital literacy across the Curriculum, equipping learners to be confident, connected, active life-long learners.	Effective relationships and partnerships are developed within Fairlie Primary School and the wider community.
St Joseph's School	Progress for all learners, demonstrated by target groups meeting or exceeding relevant curriculum levels with a focus on literacy (reading and writing). Science and digital technologies will be major drivers through which this target will be achieved.	Evidence of engagement of learners, parents, caregivers, whanau in their learning with the intent to lift achievement levels in a safe, inviting and challenging learning environment.	All members in our school community are encouraged to engage in and take an active part in our wider community, growing into Christian citizens with the values, knowledge and skills to participate in and contribute to our community.
Albury	To maximise our learner's potential through personalised learning.	Continue to develop the Albury Kid making further links with School values, inclusiveness and diversity.	Ensure assessments will be inline with best practice and guidelines from the MoE. New MoE initiatives will be followed including PLD for staff.
Mackenzie College	Learner Achievement in Literacy and Numeracy and across all areas of the Curriculum.	Learners to participate proudly in all aspects of Mackenzie College life whilst developing the character, values and competencies to also succeed in life beyond school.	Learners are equipped to be confident, connected, active life-long learners. This occurs within an increasingly flexible learning environment.
Tekapo	Learning to Learn / High Expectations - To develop, implement, monitor and review programmes and practices that strengthen learner achievement.	Community Engagement / Inclusion - To provide a dynamic learning environment for our learners by ensuring our learners are supported by their families and the wider school community in their educational endeavours.	Future Focus / Coherence - To provide the opportunity for our learners to develop the skills for lifelong learning.

Kura	Strategic Aim	Strategic Aim	Strategic Aim
Aoraki Mt Cook	To improve every learner's learning and achievement by ensuring all learners can access the New Zealand Curriculum, evidenced by progress and achievement in relation to the achievement levels of the New Zealand Curriculum.	To develop life-long learners through the use of our four pillars: - Learning to know - Learning to do - Learning to be - Learning to live together	Staff, BOT and learners work together to create an environment that encourages and fosters learning.
Fairlie Area Kindergarten	<p>Cultural Identity Fostering tamariki's language, culture and identity.</p> <p>Communication/Mana reo Tamariki develop increasing competence in oral language, literacy, mathematics and the arts.</p>	<p>Environmental Sustainability To foster a generation of tamariki who think and act sustainably.</p> <p>Inquiry Learning Developing critical and creative thinkers through exploration to make sense of their world.</p>	Whanaungatanga/Relationships Kind and caring, respectful relationships between people, places and things.
Fairlie Early Learners	Transition: Kaiako will cooperate with parents and whanau to ensure a successful transition from preschool to school occurs for all tamariki.	Well-being: All tamariki have the right to have their health and well-being promoted and to be protected from harm. They also have the right to experience affection, warmth and consistent care.	ICT: Kaiako support tamariki to develop an understanding of security and safety when communicating in a digital world. Tamariki demonstrate curiosity and the ability to inquire into research and explore through digital media.
Lake Tekapo Kindergarten	Whakawhitiwhiti koreo – communication Tamariki will share rich experiences that will expand their vocabulary, stretch their thinking and enable them to express themselves in many different ways.	Whakawhanaungatana – relationships Tamariki will know they are loved and that they play an important part in the life of Lake Tekapo Kindergarten. Kaiako will support tamariki to develop friendships and work together peacefully.	<p>Whakauka – sustainability Tamariki will learn about ways they can look after the natural world.</p> <p>Atawhai – kindness Over time, tamariki will develop the capacity to respond to one another with gentle kind words, help one another and make decisions that support peaceful, inclusive play.</p> <p>Auahatanga – creativity Tamariki will be encouraged to use their imagination, try out their ideas and test their working theories.</p>

Research rationale for selecting focus area

Focus Area	Research rationale for selecting focus area
<p>Well-Being</p>	<p>The Kāhui Ako supported the rationale presented in the the 2016 ERO report - WELLBEING FOR SUCCESS: A RESOURCE FOR SCHOOLS. "Why focus on learner wellbeing?"</p> <p>The ethical responsibility of teachers, leaders and trustees is to consider, promote, balance and respond to all aspects of the learner, including their physical, social, emotional, academic and spiritual needs. These considerations require deliberate expression and action across all curriculum areas, pastoral care, strategic priorities and teaching practices. To maximise the role that schools have in promoting and responding to learner wellbeing, these systems, people and initiatives require a high level of school-wide coordination and cohesion.</p> <p>Support for a focus on learners' wellbeing exists in professional frameworks including The Code of Ethics for Registered Teachers, Registered Teacher Criteria, the National Administration Guidelines, United Nations Convention on the Rights of the Child and the Vulnerable Children Act. Learner wellbeing is not only an ethical and moral obligation for teachers, leaders and trustees but also a legal responsibility."</p>
<p>Coherent Pathways</p>	<p>The Kāhui Ako saw an opportunity to refocus and explore the intent of the New Zealand Curriculum. It defines coherence as occurring when:</p> <p>"The curriculum offers all learners a broad education that makes links within and across learning areas, provides for coherent transitions and opens up pathways to further learning."</p> <p>The Curriculum, Progress and Achievement Ministerial Advisory Group Background Paper also supported the notion of exploring Coherent Pathways.</p> <p>"We need to clarify pathways for learning because the current state is as follows: The national curriculum currently does not always adequately convey what learning is most critical, or describe the increased cognitive demand from one level to the next. It is hard to know if progress is sufficient. It is also hard to know if pathways of learning ensure learners acquire the knowledge, competencies, skills and values to engage in the next curriculum level."</p>
<p>Digital Fluency</p>	<p>"In the years ahead, digital fluency will become a prerequisite for obtaining jobs, participating meaningfully in society, and learning throughout a lifetime."</p> <p>Resnick, 2002, p. 33 White, 2103.</p>

Our Achievement Challenge Action Plans



Well being / Hauora

Focus Area	Well being / Hauora
<p>Our Goal</p>	<p>To respond holistically to all aspects of learners needs, including physical, social, emotional, academic and spiritual (ERO Well-being for Success), in order to increase learners sense of wellness and resilience and understanding of their own mana atuaanga – uniqueness and spiritual connectedness (Te Whaariki).</p>
<p>Our Baseline Evidence and Data</p>	<p>The evidence collected through survey and narratives across the community indicates the following:</p> <ul style="list-style-type: none"> • Absences from school are increasing, particularly longer periods of absences during the school term. Up 15% of learners taking holidays during term time. • Lunches show a marked increase in highly processed foods. Up to 30% of learners bringing unhealthy lunches to school. • Referrals to external agencies have increased in the last two years with one school reporting a 20% rise in referrals in one year. • Staff sick leave has increased over the past 18 months with one school reporting 100% of sick leave budget used by the end of Term 3. • The number of learners being late, disengaged and not making expected rates of progress has risen. At least 25% of learners are demonstrating these behaviours.
<p>Our rationale for selection</p>	<p>The hauora of our learners is a key lever in enabling them to learn effectively: Learner wellbeing is strongly linked to learning. A learners level of wellbeing at school is indicated by their satisfaction with life at school, their engagement with learning and their social-emotional behaviour. It is enhanced when evidence-informed practices are adopted by schools in partnership with families and community. Optimal learner wellbeing is a sustainable state, characterised by predominantly positive feelings and attitude, positive relationships at school, resilience, self-optimism and a high level of satisfaction with learning experiences.¹</p>
<p>How will we know we have made an impact?</p>	<p>Attendance above 92% Adequate lunches and prepared for learning. Referrals to outside agencies decrease. Learners will be achieving and progressing at their expected rate. Akonga will have meaningful learning relationships with teachers and adults in the community. RTLb audit will show changed results.</p>

¹ Noble, T. & Wyatt, T. (2008) Scoping study into approaches to learner wellbeing. Final Report. Canberra. Department of Education, Employment and Workplace Relations. P30. As cited in MOE's Wellbeing for Success (March 2016).

Well being / Hauora

Our Aspirations	Indicators of Success
We hope to further our understanding of well being and how this impacts on the eventual academic achievement and success of every learner in our community.	There are differentiated and scaffolded opportunities made available across the Kāhui Ako to grow our collective understanding of well-being so that collective actions are well informed and monitored throughout implementation.
That all learners have a sense of their own cultural, language and identity.	Opportunities are made to celebrate and learn from our culturally and language rich community.
New families are welcomed, supported and are aware of school and local resources.	Processes and procedures for welcoming new families into the community are shared and common practices supported across schools and kura.
The community provides an inclusive learning environment so that all learners are 'confident, connected, actively engaged, life long learners' with a strong sense of their individual self and this is accepted and embraced.	Schools and kura develop programmes and processes, from ECE to leaving school, that are inclusive and learners demonstrate the aspirations of the community.
Everyone and most importantly learners, feel safe at school.	Transitioning processes are shared including best practices to support a safe learning environment. A collective process for tackling bullying is established, including what has worked previously. Access to counselling for all sectors. Practises such as used in PB4L in place to promote universal understandings of expectations and self-responsibility.



Plan of Action

Well being / Hauora	
Explore	Trial
Investigate, and develop if necessary, a consistent wellbeing measuring tool.	All learners in Year 4,6, 7 and 10 will participate in the NZCER wellbeing survey.
Collect and collate personal voice – learners, teachers, support staff, leaders, parents and whanau, iwi (as applicable).	A wider survey for the whole learning community.
Introduce positive behaviour initiatives that build resilience and confidence.	Introduce PB4L.
Explore dispositions of independent learners.	Use the dispositions as a form of visible learning - learners monitor themselves. Where am I, Where am I headed, How do I get there.
Identify the range of practices and programmes that contribute to wellbeing throughout the Kāhui Ako.	Share the practices that schools in the Kahui Ako use in a way that all schools/ECE can access eg. google docs, drive, electronic formats and tools.
Support identified vulnerable learners.	Gather information about what support a group of vulnerable learners have received. (MOE, Wellbeing Resource, 2016)
Programmes and personnel are in place to improve wellbeing, resilience, self-regulation, growth mind-set, physical health, cultural identity, friendships, empowerment.	Source effective resources, programmes and personnel to improve wellbeing – resilience self-regulation, growth mind-set, physical health, cultural identity, friendships, empowerment.

<p>Explore relevant and topical wellbeing issues through the curriculum.</p>	<p>Look for how many opportunities there are in our curriculum for learners to explore relevant and topical wellbeing issues.</p>
<p>Parents and whānau feel they are informed, listened to and valued.</p>	<p>Use a variety of approaches to find out the extent to which parents and whānau feel they are informed, listened to and valued. (MOE 2016)</p>
<p>Teachers reflect on the ways in which the school values are incorporated into teaching practice.</p>	<p>PB4L SET survey.</p>
<p>New learners to the area and their families feel well supported by the school and the community.</p>	<p>Schools consider a staff member responsible for this at their school.</p>
<p>Diversity is valued and celebrated in our school.</p>	<p>Explore how we can ensure diversity is valued and celebrated in our school. E.g. International Day, Express Yourself Day.</p>
<p>Learners feel happy and safe in their learning environment.</p>	<p>A good transitioning process that shares information and best practices for individual learners' differences. A collective and consistent process for tackling bullying and sharing of what has worked previously. Access to counselling for all sectors. Practises such as used in PB4L in place to promote universal understandings of expectations and self-responsibility.</p>
<p>Sharing information of learners' concerns about their care & wellness at transition points.</p>	<p>Learner profiles for ECE/Year 0, Year 6/7 and Year 13</p>
<p>All learners have a sense of their individual self and this is accepted and embraced.</p>	<p>Schools have ongoing programme from ECE to leaving school that embraces differences.</p>
<p>Identify and connect with external agencies about learner wellbeing. Identify and support expert teachers across the CoL in relation to identified good practice for the across school and within school roles. Identify ways to share and sustain good practice. Explore and develop consistency of assessment practice.</p>	<p>Expert teachers for the across school and within school roles are identified, appointed, coached and mentored. Ways to share and sustain good practice identified and implemented. Resources, programmes and personnel to improve well-being are identified, purchased/implemented as applicable.</p>

Well being Measurement Tools and Evidence

ECE

1. Te Whariki Principles, Strands and Learning Outcomes
2. Inclusive Practice Tools
3. A wide range of assessment tools
4. Work in partnership with whanau.
5. Learner demographics – attendance, engagement
6. Collection of voice

Years 1-6

1. Agreed Kāhui Ako - wide Wellbeing Survey (Year 4+6)
2. In-school wellbeing survey of learners
3. Inclusive Practice Tools
4. Work in partnership with whanau.
5. Learner demographics – attendance, engagement, lateness, suspension and behaviour data over time
6. Collection of voice

Years 7-8

1. Agreed Kāhui Ako - wide Wellbeing Survey (Year 7)
2. In-school wellbeing survey of learners
3. Inclusive Practice Tools
4. Work in partnership with whanau.
5. Learner demographics – attendance, engagement, lateness, suspension and behaviour data over time
6. Collection of voice

Years 9-10

1. Agreed Kāhui Ako - wide Wellbeing Survey (Year 10)
2. Inclusive Practice Tools
3. Work in partnership with whanau.
4. In-school wellbeing survey of learners
5. Learner demographics – attendance, engagement, lateness, suspension and behaviour data over time
6. Collection of voice

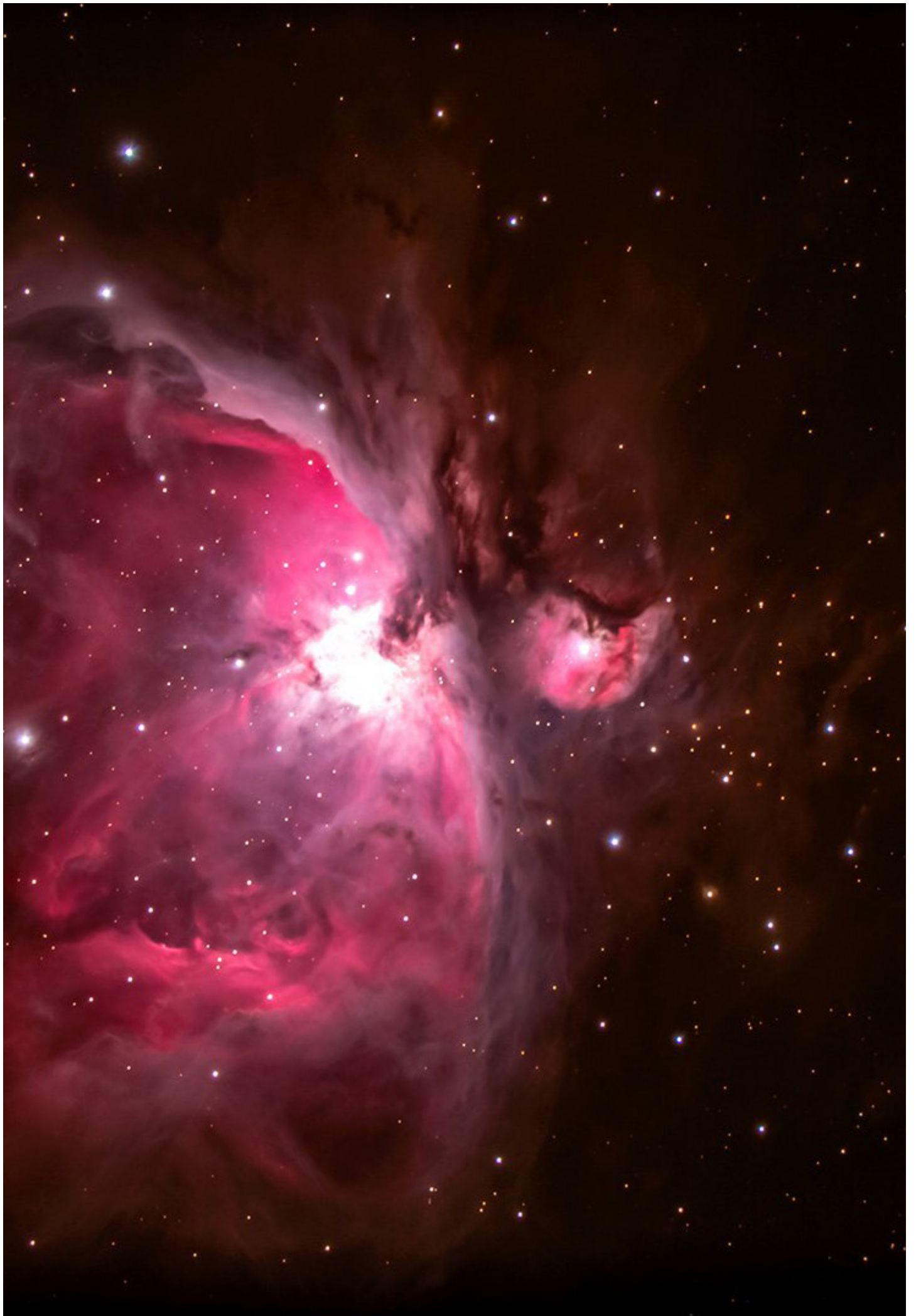
Years 11-13

1. In-school wellbeing survey of learners
2. Inclusive Practice Tools
3. Work in partnership with whanau.
4. Learner demographics – attendance, engagement, lateness, suspension and behaviour data over time
5. Collection of voice

ORS

1. In-school wellbeing survey of learners
2. Inclusive Practice Tools
3. Work in partnership with whanau.
4. Learner demographics – attendance, engagement, lateness, suspension and behaviour data over time
5. Collection of voice





Coherent Pathways (Transition)

Focus Area	Coherent Pathways
<p>Our Goal</p>	<p>That our akonga follow a coherent learning pathway that starts in the home and reaches a conclusion when they leave secondary school. The pathway recognises that learners not only transition between schools, but that our rural community also sees many transient learners. Whanau, kaiako and akonga all contribute to the seamless transition between kura, acknowledging that each has an integral part to play in making the transition successful.</p>
<p>Our Baseline Evidence and Data</p>	<p>The evidence collected through survey and narratives across the community indicates the following: There is inconsistency of documentation and the processes used as learners move between levels and transition between sectors. There is variability in the use and content of graduate profiles across the Kāhui Ako. While recognising school and kura unique context, shared local curriculum practice is currently in the areas of digital fluency and writing moderation. There is variation in assessment practices and use of tools to measure progress especially between sectors. (see supplementary data table). There is variation within schools and across sectors in regard to the knowledge, competencies, skills and values required for learners to progress within and across learning areas. The Kāhui Ako will use the The Coherent Pathways Toolkit to help ensure that learners experience learning continuity from early childhood through to the end of their secondary schooling.</p>
<p>Our rationale for selection</p>	<p>By providing and improving coherent learning pathways for all akonga of Te Kahui Ako o Te Manahuna, we believe they will experience a greater sense of mental well being (taha hinengaro) and consequently this will result in improved learner achievement.</p> <p>It also establishes for our whanau and wider community that their local ECE and schools are the kura of choice for them and their learners.</p> <p>Localised curriculum statement</p> <p>We wish our learners to be “competent and confident learners and communicators, healthy in mind, body and spirit, secure in their sense of belonging and in the knowledge that they make a valued contribution to society.”</p> <p>https://www.education.govt.nz/early-childhood/teaching-and-learning/te-whariki/</p>
<p>How will we know we have made an impact?</p>	<p>Learner voice and survey data that indicates that they are feeling confident, safe, settled etc. Teachers are confident that they have accurate information about achievement and backgrounds of new akonga from whanau, previous kura, and the learners themselves. Learners who arrive at kura during the year have their needs met (both educational and in a well being sense) Kaiako have a common language across all kura. Whanau feel confident in being involved in their local kura, are confident contacting teachers, and have a voice about how their learners’s needs are being met. Curriculum is aligned across all Kura and schools especially in the capabilities framework. Achievement measures are coherent, consistent and transparent across all kura and schools. Graduate profile will be developed and used to track learners across the Kahui Ako.</p>

Coherent Pathways (Transition)

Our Aspirations	Indicators of Success
Information that is useful and used - effective communication.	Teacher planning will reflect what we know about the learners/ learners's needs . Continuity of learning/behaviour plans and agency involvement.
Digital transfers.	Teachers in new environment have a clear picture of the child.
Standardised/Consistent process.	There is a process that is implemented consistently and it works for all schools/ECE's.
Transition information built around key competencies.	There is a process and clear documentation.
Learners know what to expect.	A collective approach to teaching learners that is appropriate. PB4L.
An approach that is built around the needs of the learners in front of us, so a process that can and should change year on year based on the needs.	Learners at risk self scoring their anxiety/concern - keeping track of this. Working with families around anxiety.
Parents/Caregivers and learner involved in transition progress - hearing their wants, aspirations, concerns. Personal contact - face to face.	Date will show parent satisfaction and suggestions being implemented.
Multiple opportunities for learners to be involved in the next step. Structured for all not just the extra anxious.	Learner voice around how they are feeling, self regulation statements, family feedback.
Learners will transition seamlessly through their education and into the workplace. Transition programs need to be equitable across all sections and areas e.g so that transition is not affected by location, size of school or funding. Supporting transitions for learners outside of the community.	Good communication. Processes and systems in place. Making connections with other educational environments outside of the area, sharing knowledge, helping smooth the transitions.
Whole community approach to transitions, to promote smooth transitions, that supports the whole family/caregivers through the process so that barriers are broken down on all levels e.g. child, staff, parent/caregiver level.	Consulting community about what they need to make transitions successful. Staff sharing their knowledge of all environments and supporting this in the community, recognising that different environments can cater for individuals needs.
In depth knowledge of our learners from ECE until they leave school through recognition of the work that has been done prior: <i>What type of learner they are, what strategies have worked well and which have not. Information from families.</i>	Teachers feel comfortable asking for help across sectors. Plans in place for helping learners who need the extra support. Meetings of teachers across sectors.
Develop connections early: Learners visit the next educational centre (i.e from ECE to primary, primary to secondary) for an afternoon over a period of weeks or in final year to use facilities such as science labs etc. Teachers from the next educational centre visit previous school to join in with classes. Transition also means revisiting the previous school in the next year. Following up on how their learners transitioned to the new school.	Learners know their teachers and feel comfortable. Graduate profile to track alonga.

Plan of Action

Coherent Pathways	
Explore	Trial
<p>All schools will use the NZCER wellbeing survey (year 4 up) and modify to include ECE and learners up to Year 4.</p> <p>Scoping the language that is used around the transition points.</p> <p>Scoping the transition documents that move with the child.</p> <p>Explore the idea of graduate profile.</p> <p>What is currently used to establish akonga's achievement within the NZC / Te Whariki.</p>	<p>All learners in Year 4, 6, 7 and 10 will participate in the wellbeing survey.</p> <p>Co-construct parent / learner voice for ECE and Year 2 learners similar to wellbeing survey.</p> <p>Co-construct Yr 12 and 13 learner voice for transition similar to wellbeing survey.</p> <p>PE / Social Sciences / reading - how are we collecting the information on achievement in these areas.</p>



Coherent Pathways (Transition) Measurement Tools and Evidence

ECE

1. Planning will reflect knowledge of learner/learners.
2. Inclusive Practice Tools.
3. A graduate profile will be developed to track learners.
4. Work in partnership with whanau.
5. Student demographics – attendance, engagement.
6. Collection of voice.
7. Enrolments and exits during the year.
8. Share best practise around enrolments.
9. Curriculum is aligned using capabilities framework.
10. Continuity of learning/behaviour plans and agency involvement.
11. Individualised plans in place for learners who need extra support.

Years 1-6

1. Planning will reflect knowledge of learner/learners.
2. School enrolments and exits during the year.
3. Inclusive Practice Tools.
4. Work in partnership with whanau.
5. Student demographics – attendance, engagement, lateness, suspension and behaviour data over time.
6. Collection of voice.
7. Share best practise around enrolments.
8. Curriculum is aligned using capabilities framework.
9. A graduate profile will be developed to track learners.
10. Continuity of learning/behaviour plans and agency involvement.
11. Individualised plans in place for learners who need extra support.

Years 7-8

1. Planning will reflect knowledge of learner/learners.
2. School enrolments and exits during the year.
3. Inclusive Practice Tools.
4. Work in partnership with whanau.
5. Student demographics – attendance, engagement, lateness, suspension and behaviour data over time.
6. Collection of voice.
7. Share best practise around enrolments.
8. Curriculum is aligned using capabilities framework.
9. A graduate profile will be developed to track learners.
10. Continuity of learning/behaviour plans and agency involvement.
11. Individualised plans in place for learners who need extra support.

Years 9-10

1. Planning will reflect knowledge of learner/learners.
2. Inclusive Practice Tools.
3. School enrolments and exits during the year.
4. Work in partnership with whanau.
5. Student demographics – attendance, engagement, lateness, suspension and behaviour data over time.
6. Collection of voice.
7. Share best practise around enrolments.
8. Curriculum is aligned using capabilities framework.
9. A graduate profile will be developed to track learners.
10. Continuity of learning/behaviour plans and agency involvement.
11. Individualised plans in place for learners who need extra support.

Years 11-13

1. Planning will reflect knowledge of learner/learners.
2. School enrolments and exits during the year
3. Inclusive Practice Tools .
4. Work in partnership with whanau.
5. Student demographics – attendance, engagement, lateness, suspension and behaviour data over time.
6. Collection of voice
7. Share best practise around enrolments.
8. Curriculum is is aligned using capabilities framework.
9. A graduate profile will be developed to track learners.
10. Continuity of learning/behaviour plans and agency involvement.
11. Individualised plans in place for learners who need extra support.

ORS

1. Inclusive Practice Tools.
2. Student demographics – attendance, engagement
3. Work in partnership with whanau.
4. Collection of voice.
5. Share best practise around enrolments.
6. School enrolments and exits during the year.
7. Liasion with outside agencies.
8. Curriculum is is aligned using capabilities framework.
9. A graduate profile will be developed to track learners.
10. Continuity of learning/behaviour plans and agency involvement.
11. Individualised plans in place for learners who need extra support.





Digital Fluency

Focus Area	Coherent Pathways
<p>Our Goal</p>	<p>That our learners develop a sense of positive self-worth and digital citizenship, where whānau, learners and teachers are all engaged in the learners learning and together we all learn. The learners will have the confidence and skills to select the appropriate tools to create their own resources. These digital skills will enhance and support their learning and ensure that whānau are able to engage in the learning experiences of their tamariki via digital tools.</p>
<p>Our rationale for selection</p>	<p>The Kāhui Ako recognised this focus area early, and have been participating in PLD for the last three years.</p> <p>The evidence collected through survey and narratives across the community indicates the following:</p> <p>There is variability in learner access to digital devices and tools, approximately 18% of learners do not have access.</p> <p>There is a lack of access to the web due to geographic location, with up to 10% of learners unable to access the internet at home. Therefore, teaching and planning needs to be modified to address this inequity.</p> <p>There has been progress in learner and teacher exposure to and the use of creation apps to show learning. 85% of all learners have now used these apps in the last 12 months.</p> <p>Schools are not yet using the new Technology curriculum.</p> <p>By building on the digital fluency we enable our ākonga to:</p> <ul style="list-style-type: none"> · Have access to future focused digital leadership and resources from their kaiako and kura. · Have the skills to access and use appropriate digital tools for a wide variety of learning tasks. · Become creators, as opposed to consumers, of diverse digital content. · Keep themselves safe in a digital environment. · Be flexible in response to an ever evolving digital future.
<p>How will we know we have made an impact?</p>	<p>Learners will become fluent in using Digital Technology to enhance their learning and an increase in learner efficacy and agency.</p> <p>Parents more engaged with learners' learning and digital fluency. E.g. evidenced by parent engagement with Seesaw/class dojo.</p> <p>Citizenship embedded into all aspects of learning across the whole Kahui Ako. Learners become the champions of this.</p> <p>Learner voice and data that shows learners are more confident in Digital Fluency and taking ownership of their learning, creating and sharing resources/learning.</p> <p>The individual kura of our kahui ako will have a shared knowledge of the digital tools, pathways, resources and skills being utilised within our learning community.</p>



Plan of Action

Our Aspirations	Indicators of Success
All learners will have a sense of positive self-worth.	Learners can cope with challenges and difficulties. Growth mindset.
Making citizenship, safety and parenting in the real world.	Citizenship embedded into all aspects of learning across the whole Kāhui Ako. Learners become the champions of this.
Find digital means/environments to engage whānau, learners and teachers in their learning.	Parents more engaged with learners' learning and digital fluency. E.g. evidenced by parent engagement with Seesaw/dojo.
Teachers, learners and whanau all learning together.	Across Kāhui Ako collaboration in a digital format.
Learners, teachers and whanau collaborate digitally as good digital citizens.	Learners can critique each other's work in a way that is constructive.
Digital fluency - learners create their own resources.	Learners can critique each other's work in a way that is constructive.

Digital Fluency	
Explore	Trial
<p>Identify learner/teachers strengths in digital fluency.</p> <p>Explore the apps and programmes that teachers want to trial and use in their classes for learning.</p> <p>How can we share this learning with whānau, the community and across schools.</p> <p>Explore the Digital Fluency curriculum and Digital Readiness.</p> <p>What is currently used to enhance the learners learning.</p> <p>Identify and support expert teachers across the CoL in relation to identified good practice for the across school and within school roles.</p> <p>Identify ways to share and sustain good practice.</p>	<p>Learner voice on use of Digital Technology in their learning.</p> <p>Teachers take the time to trial 3 or 4 apps/programmes in their class and slowly introduce them into the teaching programmes.</p> <p>Gather parents feedback on sharing learners learning using technology.</p> <p>Teachers up skill using resources to give more detail and information about the new curriculum.</p> <p>Expert teachers for the across school and within school roles are identified, appointed, coached and mentored.</p> <p>Ways to share and sustain good practice identified and implemented.</p>

Digital Fluency Measurement Tools and Evidence

ECE

1. Planning will reflect knowledge of learner/learners.
2. Inclusive Practice Tools.
3. Work in partnership with whanau.
4. Collection of voice.
5. Share best practise around digital fluency and tools.
6. Equitable access to devices and digital tools for all.

Years 1-6

1. Planning will reflect knowledge of learner/learners.
2. Inclusive Practice Tools.
3. Work in partnership with whanau.
4. Collection of voice.
5. Share best practise around digital fluency and tools.
6. Equitable access to devices and digital tools for all.

Years 7-8

1. Planning will reflect knowledge of learner/learners.
2. Inclusive Practice Tools.
3. Work in partnership with whanau.
4. Collection of voice.
5. Share best practise around digital fluency and tools.
6. Equitable access to devices and digital tools for all.

Years 9-10

1. Planning will reflect knowledge of learner/learners.
2. Inclusive Practice Tools.
3. Work in partnership with whanau.
4. Collection of voice.
5. Share best practise around digital fluency and tools.
6. Equitable access to devices and digital tools for all.

Years 11-13

1. Planning will reflect knowledge of learner/learners.
2. Inclusive Practice Tools.
3. Work in partnership with whanau.
4. Collection of voice.
5. Share best practise around digital fluency and tools.
6. Equitable access to devices and digital tools for all.

ORS

1. Planning will reflect knowledge of learner/learners.
2. Inclusive Practice Tools.
3. Work in partnership with whanau.
4. Collection of voice.
5. Share best practise around digital fluency and tools.
6. Equitable access to devices and digital tools for all.





The Story of Data

Data has been gathered from all members of our Kāhui Ako in order to present a picture of achievement in our region. This data is current to the end of 2018.

NCEA Data

NZQA Achievement	Roll-based percentages at specified year level (2018)
NCEA Level 1 Numeracy and Literacy Achieved (Year 11)	95%
NCEA Level 1 Achieved (Year 11)	85%
NCEA Level 2 Achieved (Year 12)	89%
NCEA Level 3 Achieved (Year 13)	92%
University Entrance Achieved	82%

Targeted learner year groups to monitor effectiveness of interventions, PLD and collaborative inquiry.

Reading	Below (includes well below)	Proportion	At (includes above)	Proportion	Total number
All students	85	28%	217	72%	302
Maori	9	28%	23	72%	32
Pasifika	1	13%	7	88%	8
Asian	10	40%	15	60%	25
European/Pakeha	33	17%	160	83%	193
All other	0	0%	2	100%	2
Male	35	22%	123	78%	158
Female	35	26%	100	74%	135
Reading	Below (includes well below)		At (includes above)		
After 1 year at school	7	21%	26	79%	33
After 2 years at school	6	16%	31	84%	37
After 3 years at school	6	21%	22	79%	28
After 4 years at school	8	24%	26	76%	34
After 5 years at school	4	13%	28	88%	32
After 6 years at school	7	19%	30	81%	37
After 7 years at school	17	59%	12	41%	29
After 8 years at school	11	48%	12	52%	23
After 9 years at school	8	28%	21	72%	29
After 10 years at school	13	42%	19	58%	32

Writing	Below (includes well below)	Proportion	At (includes above)	Proportion	Total number
All students	104	35%	196	65%	300
Maori	14	45%	17	55%	31
Pasifika	1	33%	2	67%	3
Asian	6	30%	14	70%	20
European/Pakeha	20	14%	122	86%	142
All other	1	50%	1	50%	2
Male	39	33%	79	67%	118
Female	29	34%	56	66%	85

Writing	Below (includes well below)	Proportion	At (includes above)	Proportion	Total number
After 1 year at school	4	13%	27	87%	31
After 2 years at school	10	26%	28	74%	38
After 3 years at school	7	27%	19	73%	26
After 4 years at school	8	24%	25	76%	33
After 5 years at school	7	22%	25	78%	32
After 6 years at school	10	27%	27	73%	37
After 7 years at school	20	69%	9	31%	29
After 8 years at school	20	87%	3	13%	23
After 9 years at school	8	28%	21	72%	29
After 10 years at school	13	42%	19	58%	32

Mathematics	Below (includes well below)	Proportion	At (includes above)	Proportion	Total number
All students	112	37%	190	63%	302
Maori	23	51%	22	49%	45
Pasifika	3	38%	5	63%	8
Asian	11	38%	18	62%	29
European/Pakeha	61	26%	178	74%	239
All other	1	50%	1	50%	2
Male	49	28%	124	72%	173
Female	38	29%	95	71%	133

Mathematics	Below (includes well below)	Proportion	At (includes above)	Proportion	Total number
After 1 year at school	3	8%	33	92%	36
After 2 years at school	4	10%	37	90%	41
After 3 years at school	9	35%	17	65%	26
After 4 years at school	7	21%	26	79%	33
After 5 years at school	8	25%	24	75%	32
After 6 years at school	13	35%	24	65%	37
After 7 years at school	27	93%	2	7%	29
After 8 years at school	21	90%	2	10%	23
After 9 years at school	14	47%	15	53%	29
After 10 years at school	14	43%	18	57%	32

The 3 cohorts identified below have been chosen as cohorts of focus in the 3 curriculum areas of reading, writing and mathematics based on progression and achievement data from the supplementary tables above. They show data below that of the other cohorts for the same learning area. We believe that by implementing and developing our achievement challenge areas of transition (sense of belonging, my place and I know what to do here philosophy), well being (attendance, engagement, basic needs eg. lunches) and digital fluency (connecting our learners and communities raising engagement and developing a shared culture and understandings) will lead to a lift in achievement for these 3 cohorts.

In developing the achievement challenges we initially used the Community of Learning profile provided by the Ministry of Education which showed 2015 National Standards and NCEA data. In addition, we collected data from schools across Year 1-13 to identify specific cohorts. The evidence from member surveys and the achievement data indicated that there were both areas of good practice to share and areas to work on.

In developing our achievement challenges we gathered information from a range of sources. We met and collectively analysed the findings, drawing on our knowledge understanding of each school's context. This led to in-depth conversations, which resulted in us identifying evidence to support some of our hunches.

Reading

CURRICULUM AREA	YEAR GROUP	CURRENT DATA (At or above the expected curriculum level)	PROJECTED DATA 2019 (At or above the expected curriculum level)	PROJECTED DATA 2021 (At or above the expected curriculum level)
Reading	8	52%	73%	86%

Writing

CURRICULUM AREA	YEAR GROUP	CURRENT DATA (At or above the expected curriculum level)	PROJECTED DATA 2019 (At or above the expected curriculum level)	PROJECTED DATA 2021 (At or above the expected curriculum level)
Writing	8	13%	65%	91%

Mathematics

CURRICULUM AREA	YEAR GROUP	CURRENT DATA (At or above the expected curriculum level)	PROJECTED DATA 2019 (At or above the expected curriculum level)	PROJECTED DATA 2021 (At or above the expected curriculum level)
Mathematics	7	7%	63%	92%

Secondary School National Certificate of Educational Achievement (NCEA) - Endorsement

CURRICULUM AREA	YEAR GROUP	CURRENT DATA 2018		PROJECTED DATA 2019		PROJECTED DATA 2020	
		Merit	Excellence	Merit	Excellence	Merit	Excellence
	Endorsed						
NCEA Endorsed	11	31%	18%	43%	19%	48%	24%
NCEA Endorsed	12	32%	8%	36%	19%	10%	20%
NCEA Endorsed	13	30%	20%	33%	22%	35%	25%

Secondary School Year 9 End of Year OTJ Data (Curriculum Level 5B)

CURRICULUM AREA	YEAR GROUP	CURRENT DATA 2018	PROJECTED DATA 2019	PROJECTED DATA 2020
English	9	45%	50%	55%

Leavers Data

In 2018 we had 32 school leavers. Their destinations were:

DESTINATION	NUMBER	%
University	14	44%
Polytechnic	1	3%
Other Training	1	3%
Apprenticeship	2	6%
"Gap" Year	2	6%
Work	6	19%
Unknown	6	19%

Evaluation

An improvement focused evaluation process based on the theory of change will be developed mid 2019. It will be based on recognising that change in education is complex and that initiatives can be explored using fast testing. The underpinning principles of evaluation will be to:

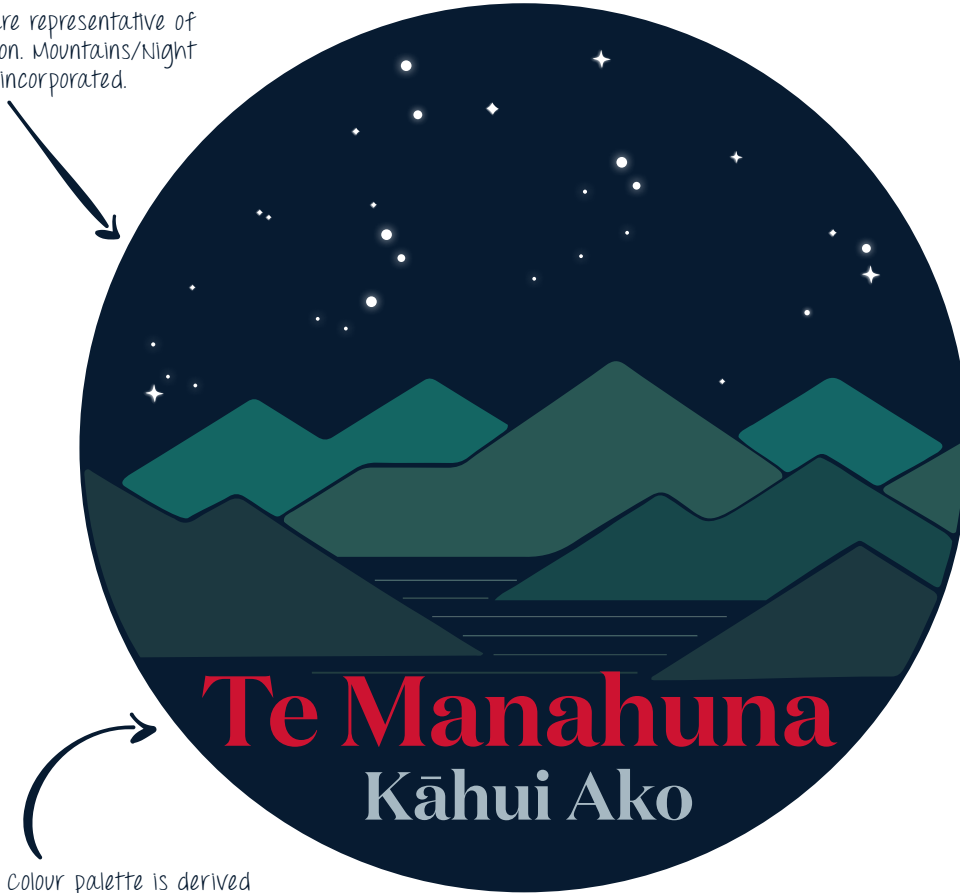
- ask different questions and seeking multiple perspectives
- expect and seek variability so understanding where things are working (for whom and why) and where they are not
- develop deep understanding
- stop doing what doesn't work and spread what does.

An ongoing touchstone will be learner participation, progress and achievement. This will be explored at the middle and end of each year using a range of tools including the curriculum design toolkit.



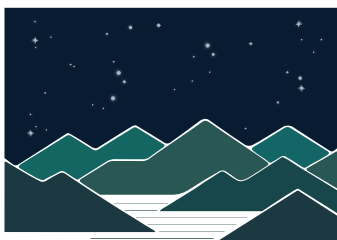
Our Logo

Graphic elements are representative of the Mackenzie region. Mountains/Night sky/basin land all incorporated.



Circular shape to represent the idea of "collaboration" or "all-encompassing"

Colour palette is derived from the Mackenzie Tartan. The splash of red gives impact and adds a point of focus.



Te Manahuna
Kāhui Ako

**“Whāia te iti kahurangi ki te tūohu
koe me he maunga teitei.”**

**Aim for the highest cloud so that if you miss it,
you will hit a lofty mountain.**





Te Manahuna
Kāhui Ako