

INTRODUCING NORTH TIMARU KĀHUI AKO

Our Vision: To improve outcomes for all students through developing a rich, inclusive, collaborative approach across all kura.

Our Purpose: Our Combined Kāhui Ako's purpose is to build relationships and develop capacities within and beyond our collective kura so that every learner is supported in their educational journey.

OUR HISTORY

North Timaru Kāhui Ako is made up of 9 schools and 11 early childhood centres. It was established formally in 2017 when a group of school and ECE leaders came together to discuss how we could work together as a Community of Learning. It had followed a lot of discussion in the 1-2 years prior as to what we wanted and how our Kāhui Ako would operate. It was decided that the group would be divided into two Kāhui Ako which would operate as one while being administratively separate. Excluding the Catholic schools, there are only 2 schools in the Timaru District who are not part of our Combined Kāhui Ako.

In March 2018 the Lead Principals were appointed for each of South Timaru and North Timaru Kāhui Ako. Since their appointments, the Lead Principals have developed a strategic plan, established communication processes, visited the kura involved in each of the Kāhui Ako and worked to determine the achievement challenges that were most important to the leaders and kura communities.

A Stewardship Team meets several times a year to ensure policies and procedures are established and adhered to, assist with appointments eg Facilitators etc. It is made up of the Lead Principals, Board representatives (both school and ECE), and an Iwi representative.

The Management Team is made up of the principals of all kura in both Kāhui Ako and two ECE representatives. It meets monthly to discuss progress, make decisions and provide feedback for the Lead Principals.

All kura are keen to work together in a positive way for the benefit of our students and kura communities.



KURA PROFILES



Cannington School is a Year 0-8 co-educational school situated in a rural setting 35kms from the centre of Timaru. As at 1st July 2017, it had 26 students. The school community is predominately made up of families involved in large and lifestyle farms.

“The school’s vision is to educate and develop confident, connected and committed learners who positively contribute to society through authentic learning experiences. The school motto ‘We Can and We Do’ is supported by values of diversity, respect, excellence, active involvement and motivation. *ERO REPORT 2018*”



Craighead Diocesan School is a Year 7-13 Integrated girls school with Boarding facilities situated close to the centre of Timaru. The school community is made up of families who are involved in farming, commerce and local industries. As at 1st July 2017, it had 320 students.

“The school’s vision of ‘personal excellence’ that covers academic, sporting and cultural success is being well met. Students from Years 7 to 13 demonstrate high levels of achievement in all these areas. The school’s curriculum and culture strongly supports and promotes students’ learning. Students are enthusiastic about their learning and their school. Effective governance, leadership and relationships are key features of the school.” *ERO REPORT 2016*”



Gleniti School is a Year 0-8 co-educational school situated 5kms from the centre of Timaru. The school community is predominately made up of families involved a wide variety of commercial enterprises and employment.. As at 1st July 2017, it had 401 students.

“The school’s vision and valued outcomes for students are embodied in a whole-child ‘weGleniti’ approach and underpinned by its ARCHER values (Achieve, Responsible, Caring, Honest, Effort and Respect) and the Gleniti touchstones - whānau, aroha ki te ako and kaitiakitanga. These values are integrated into all aspects of the school culture and curriculum and drive the strategic direction of the school.” *ERO REPORT 2018*”



Highfield School is a Year 0-8 co-educational school situated in 4kms from the centre of Timaru. As at 1st July 2017, it had 318 students.

“Teachers and leaders have an intentional focus on building positive learning environments for all children. The school has a strong inclusive culture....The school has capacity and capability to accelerate learning for all children.” *ERO FINDINGS 2017*”



Mountainview High School is a Year 9-13 Co-educational school. It is situated in North Timaru and borders rural countryside. As at 1st July 2017, it had 462 students.

“A high level of strategic understanding is guiding decisions, with student wellbeing and learning at the centre of improvement initiatives. An inclusive and positive school culture supports student learning and students express and display a pride in their school.” *ERO REPORT FINDINGS 2017*

OCEANVIEW HEIGHTS SCHOOL



Oceanview Heights School is a Year 0-8 co-educational school situated in North Timaru. As at 1st July 2017, it had 69 students.

“Oceanview Heights is a small school that supports children and their families from diverse backgrounds. Children learn in multi-levelled classes, in newly developed purpose-built teaching spaces. The vision and valued outcomes defined by the school for all children are the CARE values - co-operate, achieve, respect and encourage. These support children getting along with others, working to their potential, treating everyone with respect and helping them to be their best.

Oceanview Heights is the lead school for the South Canterbury Resource Teachers of Learning and Behaviour service (RTLB) and hosts Special Education Services on its site.” *ERO SCHOOL FINDINGS 2016*



OPIHI COLLEGE

Opihi College is a Year 7-13 co-educational school situated close to the centre of Temuka and being 21kms from the centre of Timaru. As at 1st July 2017, it had 289 students.

“The school’s vision is for the best for all learners through passion, self awareness and community. The school’s C.A.R.E. values are about community, acceptance, respect and excellence. The school, local businesses and community services work well together to provide positive outcomes for students and smooth transitions to work and further learning.” *ERO FINDINGS 2018*



Pleasant Point School is a Year 0-8 school situated in the township of Pleasant point and being 19kms from the centre of Timaru city. As at 1st July 2017, it had 294 students.

“Students benefit from rich learning experiences in and beyond the school. Māori students experience many aspects of their identity, culture, language in school life and learning. Students told ERO that teachers care about them and their learning. Teachers foster positive relationships with parents. The school is well governed and managed.” *ERO FINDINGS 2015*



Temuka Primary School is a Year 0-8 school situated close to the centre of Temuka and being 21kms from the centre of Timaru. As at 1st July 2017, it had 233 students.

“The school is achieving equitable and excellent outcomes for its students increasingly well. The school’s vision and valued outcomes are for students to uphold its ACER values (Acceptance, Caring, Excellence, Respect), to be literate and numerate, and to become independent, confident learners. Students who need extra support to succeed are identified and well provided for so that their learning is tailored to their specific needs.” *ERO FINDINGS 2018*

- **ABC Marchwiell** is an early childhood centre which is licenced for 44 children and is situated near the centre of Timaru city.

“The centre’s philosophy was recently revised by management, teachers, parents and whānau. It is underpinned by shared values and beliefs of what this community considers is important for their children. There is a strong emphasis given to promoting children’s sense of wellbeing and belonging. Staff create a welcoming, inclusive and supportive environment for children and families. They foster positive and respectful relationships across the centre community. Managers and teachers have a strong focus on providing a curriculum that is responsive to the individual interests, strengths and capabilities of children, and increasingly to parent aspirations. Children benefit from the provision of a wide range of interesting learning experiences within and beyond the centre.” *ERO REVIEW FINDINGS 2016*

- **Craighead Kindergarten** is licenced provider of early childhood education for children of 2 years and over. It is licenced for a maximum of for a maximum of 30 children around Timaru.

“The teaching team has had a strong focus on building relationships with children. Teachers know the children well and understand their personalities and individual interests. Children have a strong sense of belonging in the kindergarten. They develop close friendships within the centre. Children are familiar with the kindergarten routines and expectations for behaviour. They confidently make their own choices about what they want to do. Children’s play is supported by the well-resourced inside and outside learning areas.” *ERO FINDINGS 2015*

- **Glenview Free Kindergarten** is an early childhood centre which is licenced for a maximum 40 children and it is close to Gleniti primary school.

“Children’s learning is supported by well-resourced environments and they can make choices from a wide range of resources and interesting experiences. Teachers know children well and respond to and extend their interests. They have genuine conversations with children to support their thinking. As a result

children are settled and engaged in learning and show a strong sense of belonging. Teachers help children to know and show manaakitanga and to be kaitiakitanga (caretakers of the kindergarten and each other).” ERO FINDINGS 2018

- **Karaka Learning Centre, Temuka** is situated in the township of Temuka, some 20kms from the centre of Timaru. It is licenced for up to 27 children aged 2 years and over.

“The centre’s mission is for children to learn to love learning. Teachers aim to work with the children and their whānau to create a caring community where the children feel valued, safe, happy, confident and become competent learners. Children benefit from a wide range of learning experiences and purposeful conversations with their teachers. Many of these come from the children’s ideas and are used to broaden the learning. Children work and play in an unhurried, settled environment. They have many authentic opportunities to develop their literacy and mathematical skills and knowledge.” ERO FINDINGS 2018

- **Karaka Learning Centre, Timaru** is situated in North Timaru and it is licenced for up to 35 children aged 2 years and over.

“The centre’s programme strongly reflects the intent of the philosophy, children’s learning priorities, the intent of Te Whāriki, the ECE curriculum, and the shared values and beliefs of their whānau. These concepts are made visible through respectful, supportive and cooperative interactions that are strongly reflected by the children and their teachers.” ERO FINDINGS 2018

- **Little Wonders Childcare (Aoraki)** is situated in Timaru and is licenced for up to 100 children.

“The children benefit from a range of worthwhile learning experiences including baking, gardening, and excursions for the older children. Recent professional development has led the teachers to place a greater focus on planning for individual children. The profile books are an attractive record of the children’s experiences at the centre and comment on their learning and individual goals..” ERO FINDINGS 2015

- **Ranui Free Kindergarten** is situated towards the North of the centre of Timaru city. It is licenced for up to 40 children.

“Children at the kindergarten develop strong friendships and are pleased to see each other when they arrive in the morning. They share laughter and the enjoyment of being together. Teachers deliberately teach children strategies to care for each other and how to play well together. They help children to develop skills to resolve conflict positively.” ERO FINDINGS 2016

- **Rata Free Kindergarten** is an early childhood centre situated on the in the township of Temuka, some 20kms from the centre of Timaru. It is licenced for up to 33 children aged 2 years and over.

“The kindergarten philosophy has been extensively reviewed. Teachers, with parent input, have developed values which express in general terms what they want children to learn. These are being used to guide planning for individuals and groups of children. The values could be more useful if they describe more specifically what teachers intend children to learn.” ERO FINDINGS 2016

- **Rhona Day Free Kindergarten** is an early childhood centre situated on the in the township of Temuka, some 20kms from the centre of Timaru. It is licenced for up to 33 children aged 2 years and over.

“The teachers build strong partnerships with children to support them to develop a sense of self belief, self identity and a curiosity to learn. They want the children to learn in a sustainable environment and one that celebrates New Zealand’s bicultural heritage. They want children to know that it is their kindergarten. A key feature of the curriculum is developing children’s knowledge, respect and awareness of their environment. Teachers work hard with the children to create and maintain sustainable practices as part of their commitment to being an enviroschool.” ERO FINDINGS 2014

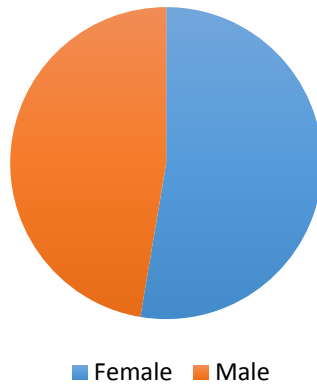
- **Waimataitai Kindergarten** is situated close to the city centre and Ashbury park. It is licenced for 38 children aged 2 years and over.

“Children at Waimataitai Kindergarten are very well supported in their learning. Effective leadership, a rich and culturally responsive programme and intentional teaching practices are promoting positive outcomes for children's learning. Teachers in consultation with whānau and children have developed a moemoeā/vision for the kindergarten. This is "for all our tamariki to turn their natural energy into skills for life - kia huri te wairua o ngā tamariki/mokopuna - ki te toi o te orangatanga.” ERO FINDINGS 2018

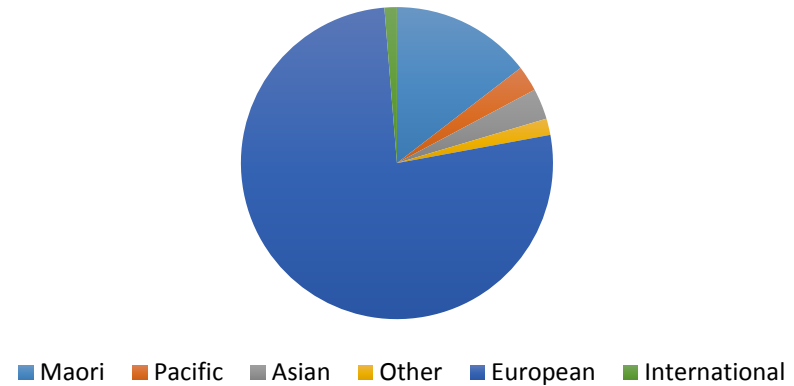
- **West End Kindergarten (Timaru)** is situated close to Highfield Primary School and West End Park area of Timaru. It is licenced to provide early childhood education to upto 40 children aged 2years and above.

“Teachers provide a rich curriculum with a wide range of provocations for children to make choices and be independent. The curriculum recognises, values and responds to the cultural needs of all children. Children experience calm, unhurried routines and interactions with their teachers. Their learning is based on respectful relationships with each other and their teachers.” ERO FINDINGS 2018

North Timaru Kāhui Ako Roll* by Gender as at 1 July 2017



North Timaru Kāhui Ako Roll* by ethnicity as at 1st July 2017



*** Data only includes primary and secondary students**

KURA ROLES

Across School Roles (Kāhui *Facilitators*)

Across the two Kāhui Ako there will be upto 7 Across School Teachers appointed. Their titles will be KĀHUI FACILITATORS to reflect the collaborative nature of their roles. Teachers will be appointed to these roles because of their ability to develop relationships, lead change and work in a collaborative way across a variety of settings. 2 Kāhui Facilitators will focus on preschoolers to Year 3s, 2 will focus on Year 4-7s, 2 will focus on Years 8-11, and one will work with priority learners. This structuring of the distribution of the roles has been chosen as it allows the Facilitators to work with key groups of practitioners at identified student transitions in the educational ‘pipeline’. As the roles are developed and embedded the distribution will be further evaluated with the intention of moving into the secondary / tertiary interphase.

To ensure collaboration and a sharing of ideas, Kāhui Facilitators will meet with Kura Collaborators every week, either one-to-one or in a small group situation. This will be an opportunity to reflect on what is going well, sharing ideas, seeking feedback and suggestions etc. This will allow the Kāhui Facilitators to make connections across kura and develop their own ability to 'lead leaders'. Kāhui Facilitators will also be responsible for leading an interest-based inquiry for teachers across sectors.

Kāhui Facilitators will meet with Lead Principals once per month to reflect on their own learning, share progress towards goals, seek resourcing as required etc. There will also be opportunities for Kāhui Facilitators to undertake professional development alongside Kura Collaborator, DPs and APs. Kāhui Facilitators will be expected to liaise regularly with a member of senior management at each kura they are involved in to ensure collaboration is promoted and valued.

Within School Roles (*Kura Collaborators*)

Within School roles will be appointed by schools as per their entitlement. Their titles will be KURA COLLABORATORS to reflect the collaborative nature of their roles within their own context. Where a school is not entitled to a Kura Collaborator, they will be given one from the combined resources available to the Kāhui Ako as a whole. The aim is to have a practitioner on site at each kura that will

- i Lead the circle of inquiry
- ii Provide an onsite extension to the work of the facilitator
- iii Be a vehicle for maintaining the profile of the Kāhui Ako.

By ensuring where possible, that there is an 'in house' link to the work of the Kāhui Ako it is believed that the work will be better contextualised to the specific needs of the kura community. It is also believed that there will be greater 'buy in' from the kura.

Every school is expected to assign a member of the senior management team to oversee the role and responsibilities of the Kura Collaborator within their own kura, with a focus on well-being and imparting their own knowledge with their colleague. To ensure collaboration and a sharing of ideas, Kura Collaborator will meet with Kāhui Facilitators every week, either one-to-one or in a small group situation. This will be an opportunity to reflect on what is going well, sharing ideas, seeking feedback and suggestions etc. There will also be opportunities for Kura Collaborator to undertake professional development alongside Kāhui Facilitators, DPs and APs

TEACHING				PARTNERING				BUILDING					
Ngai Tahu Education Priorities	Tataiako Competencies	2018				2019				2020			
		Term One	Term Two	Term Three	Term Four	Term One	Term Two	Term Three	Term Four	Term One	Term Two	Term Three	Term Four
Create pathways Prioritise success Provide leadership Promote innovation	Ako – practice in the classroom and beyond			Develop action plan with KF/KC	PLD for Principals	Tchr PLD	PLD for DP/AP/ KF/KC	PLD based on inquiries		Tchr PLD		Review Ach Chall	
					KF/KC Training	Within and across school inquiries begin			Inquiry reviews	Within and across school inquiries begin			Inquiry reviews
						Principal/Headteacher focus-3 per year. (3x2 hour per focus)				Principal/Headteacher focus-3 per year. (3x2 hour per focus)			
	Whanaungatanga – relationships with high expectations	Appoint Leads	Stewardship Team Appt	KF/KC Appt	KF/KC Training	Tchr PLD	PLD for DP/AP/ KF/KC	Review KC		Tchr PLD		Review KF/KC	
				Develop action plan with KF/KC	Appraisal of lead roles	Review lead roles		PLD based on inquiries	Appraisal of lead roles	Review lead roles		Review Ach Chall	Appraisal of lead roles
						Within and across school inquiries begin			Inquiry reviews	Within and across school inquiries begin			Inquiry reviews
	Tangata Whenuatanga – place-based, socio-cultural awareness and knowledge			Develop action plan with KF/KC	KF/KC Training	Tchr PLD		PLD based on inquiries		Tchr PLD		Review Ach Chall	
						Within and across school inquiries begin			Inquiry reviews	Within and across school inquiries begin			Inquiry reviews
	Manaakitanga – values – integrity, trust, sincerity, equity			Develop action plan with KF/KC	KF/KC Training	Tchr PLD		PLD based on inquiries		Tchr PLD		Review Ach Chall	
						Within and across school inquiries begin			Inquiry reviews	Within and across school inquiries begin			Inquiry reviews
	Wananga – communication, problem-solving, innovation	Com Plan Dev	Engage Runanga	Data Capture	KF/KC Training	Tchr PLD	PLD for DP/AP/ KF/KC	PLD based on inquiries		Tchr PLD		Review Ach Chall	
			Create Strat. Plan incl Ach Chall	KF/KC Appt	Develop report/record methods for KF/KC	Within and across school inquiries begin			Inquiry reviews	Within and across school inquiries begin			Inquiry reviews
			Steward. Mtg	Develop action plan with KF/KC	Steward. Mtg - review		Steward. Mtg		Steward. Mtg		Steward. Mtg		Steward. Mtg
Monthly Management Meetings													
EVIDENCE				PATHWAYS				LEADING					

Combined South and North Timaru Kāhui Ako Strategic Plan 2018-2021

Strategic Plan

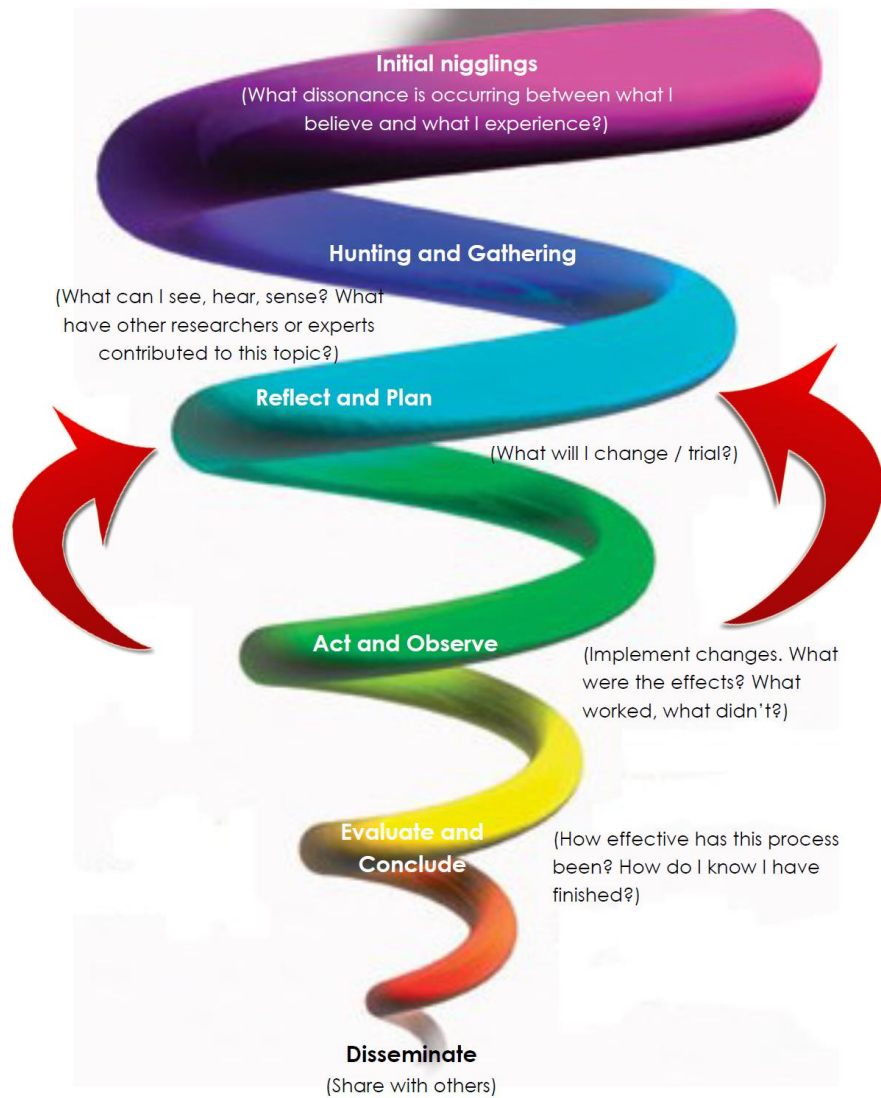
The focus of all activities will reflect the Education Priorities of our mana whenua (Ngai Tahu), and relate to one or more Tataiako Competencies which are relevant to learners of all levels, abilities and cultures. The domains surrounding the plan identify the things we will be regularly monitoring and reviewing.

Actions taken are colour-coded to show relation to the aspects being monitored.

COLLABORATIVE INQUIRY – CREATING A NEW WAY OF WORKING TOGETHER

The Management Team agree that the New Zealand Education System is based on a competitive model in which resourcing is heavily linked to student population. While there are some initiatives that provide for particular groups of students eg ESOL, Special Needs etc, the general understanding is that the bigger the school roll, the bigger the funding and the more staffing allocated. While this may seem fair, it disadvantages schools with a larger percentage of students with additional learning and behavioural needs. There are a large number of schools and ECEs in the Timaru District and so movement between schools is fairly common if a parent feels their voice is not being heard or their child's needs are not being met in the way they expect them to be. Because of the way this system is designed, schools 'compete' for students and this competition has, historically, meant there have been pockets of collaboration across kura but in a somewhat limited way. The commitment of the Timaru schools and ECEs to the Kāhui Ako signals a desire for us to come together as an educational community, to share knowledge, skills and understanding in a way which will benefit all students in our district. Ultimately, every student, regardless of the uniform they wear, will be important to every educator in our area.

Collaborative inquiry is the means by which we will endeavour to uncover and better understand the needs of our students, and by which our practice will be shaped. This inquiry will be based on the Action Research model and be underpinned by the principles of the Kaupapa Māori Research model.



Aroha - Kānohi kitea - Manaaki Tangata - Whakawhanaungatanga

Action Research Model

Action Research allows flexibility and encourages constant reflection, accommodating changes in direction as a result of our improved understandings.

The benefits of an action research methodology include:

- enhancing the participants' understandings of their practices and the situations in which they are conducted (Prodait, 2006)
- a focus on improving practice – praxis-related research (Locke, Alcorn, O'Neill, 2011)
- an ability to involve people in informing and implementing this process of change (Townsend, 2011)
- an opportunity to produce research outcomes which more authentically reflect the opinions of the community in question (Townsend, 2011, p.5)
- a desire for the construction of knowledge to be liberating and not controlling (Townsend, 2011, p.5)

The disadvantages of this model are usually based around time constraints. Fortunately, the kura in our Kāhui Ako are committed to a long-term relationship and time limit and constraints are not something we impose upon ourselves.

➤ Initial Niggings

Action research is praxis-based research, it aims to improve practice and it has to arise out of a perceived need. It is those 'initial niggings' which prompt action and provoke discussion about what could be improved. Our needs (focus areas) have arisen out of our perceived needs and observations within our individual kura. Finding common foci

for a large group of kura has been an important part of our process, and the challenge is to now align our ‘hunches’ with expectations and achievement.

➤ **Hunting and Gathering**

There are many stakeholders in our Kāhui Ako. Families come from a wide catchment area, hold a range of socio-economic positions and represent a wide variety of cultures. While our concern is shared i.e the education and well-being of our children, there are a lot of differences across the stakeholders. The Kiwi Leadership for Principals document (2008) explains, “The people who make up a school community are not typically of one mind on many issues. There will often be a range of views across different interest groups on educational matters. Effective principals are sensitive to these differences and work with groups and individuals to develop common understandings, and ideally consensus, on key educational issues.” (p. 21). The role of the Kāhui Ako leaders is to ensure all groups are respected and have equal opportunity to contribute to the research.

A wide range of tools can be used to gather information about our current situation. The Management Team is very keen to employ a combination of both qualitative and quantitative data. While we have some basic baseline data, this process of sourcing data will become part of our inquiry process as we determine what is important, relevant and useful information to be collecting and measuring. As we are Professional Educators, an important source of information will be found in research articles and texts about our focus areas. Over time we may find that our own inquiries enable us to contribute to the pool of knowledge based on our experiences across the Kāhui Ako.

Much of this work will be done once we are able to employ our Kāhui Facilitators and Kura Collaborators.

➤ **Reflect and Plan - Interpretation of data**

During this stage, we will reflect on our findings and look for ways to address the needs that have arisen. This will be a time of creativity, sharing of knowledge and best practice within and across kura, and educators will be given the freedom to experiment and innovate so that we can find new ways to address identified problems. We anticipate having multiple interventions and initiatives running across our Kāhui Ako at any one time. They will be things that the teachers are committed to and that they believe will have a positive impact on their own kura.

➤ **Act and Observe - Trial**

Time will be allowed for changes in practice to have an effect. It is important to use a range of observation tools during the implementation phase. These may include observations, audio and video recordings, photographs, journal entries and interviews.

➤ **Round and Round - Flexibility of direction, improvements and changes**

Throughout the process, the Kāhui Facilitators, Kura Collaborators, School Leaders and Management Team will meet to discuss the effects of the actions, view and interpret the observational data. This should lead to further suggestions of action and improvements to the research. It may take several cycles of trial and error and cannot be limited to a time period as the point of the research is to seek improvement, not to simply carry out an experiment.

➤ **Evaluate and conclude - How will we know when we are finished?**

One of the challenges of this research will be determining when we have finished, when we have achieved our goal and answered our question. While targets are a part of the requirement of measuring student achievement, observations will also be required over an extended period of time, as will shared conversations with members of the Kāhui Ako and a realisation that all possible actions have been exhausted. It may be useful to work backwards with the leaders of the Kāhui Ako during the initial action planning, asking them ‘What will each of our foci areas look like, feel like and sound like once they are achieved?’ The criteria they create following that discussion may help us to know when we are finished that aspect of our journey. It is also very likely that the conclusion of this research will signal the beginning of a new stage of research for our kura.

Kaupapa Maori Research Model

The Action Research we will carry out will be based upon the principles of Kaupapa Maori Research. The key elements we will incorporate are:

- Aroha – affection, compassion, love
- Kānohi kitea – the importance of a physical presence, meeting people face to face so they can feel valued and can “evaluate the advantages and disadvantages of becoming involved.” (Cram and Pipi, 2000 as cited in Rangahau)
- Manaaki Tangata – to support, protect and show respect for people. It “acknowledges that learning and expertise exist in both parties.” (Rangahau).
- Whakawhanaungtanga- establishing relationships and relating well to others, “an unspoken but implicit commitment to other people.” (Bishop, 1988, p. 203, as cited by Rangahau)

These principles must be modelled by the leaders of the Kāhui Ako; Management Team, Lead Principals, Kāhui Facilitators and Kura Collaborators.

References:

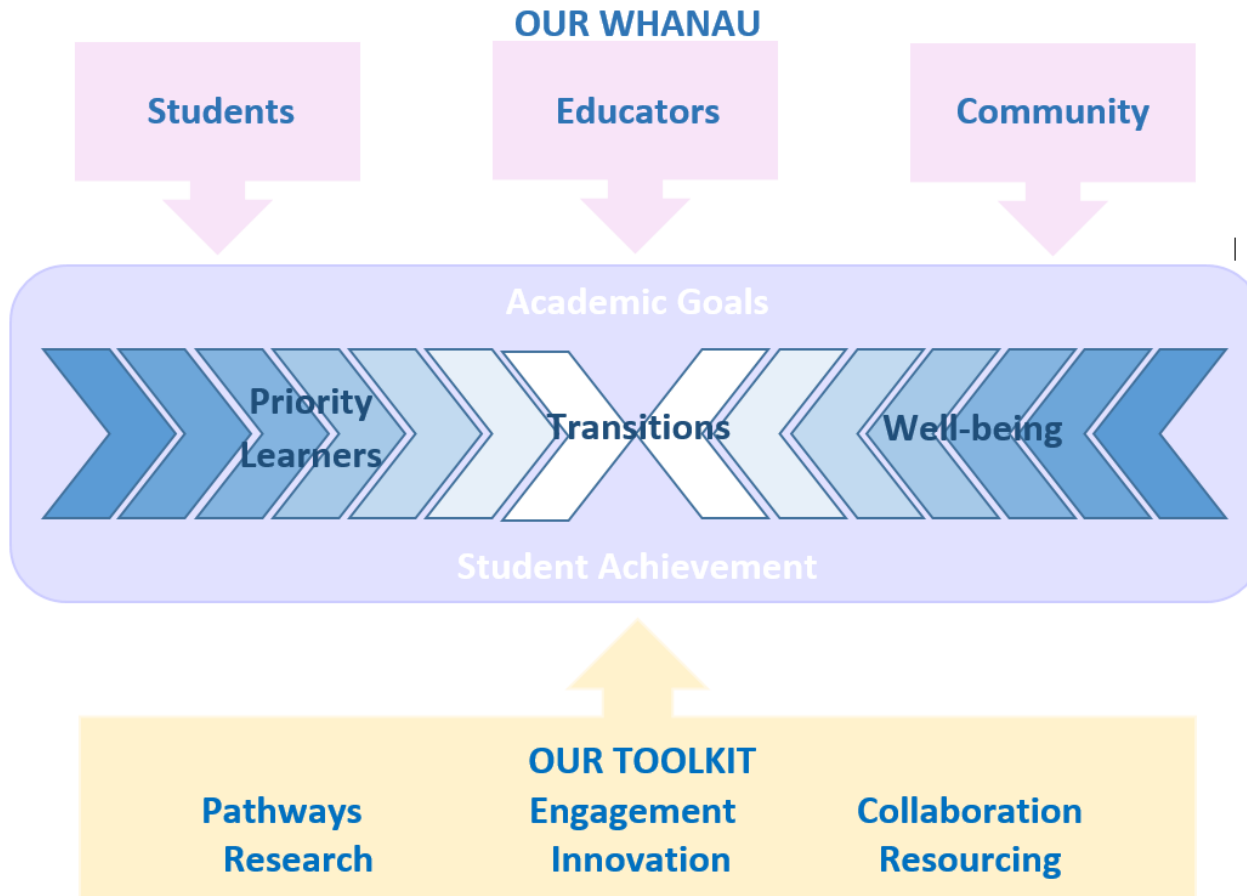
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EVIDENCE SUPPORTING OUR ACHIEVEMENT CHALLENGES – The process that has led us to this point.

While student achievement is the key driver for the establishment of Communities of Learning, it has been the opinion of our Kāhui Ako from the beginning that if certain elements are not considered, particular basic human needs are not met, and if effective processes are not put in place, a student will not be able to reach their full potential. Our combined experiences over time and place have taught us that if a child does not have good nutrition, a safe environment, an understanding of who they are and their value to the community, they are less likely to be able to focus on their learning. A child who is stressed or does not know what is expected of them and where they are heading, is disadvantaged in their learning and so that student's achievement is restricted. Children are not isolated or separate to their environments and relationships and so, to eliminate the negative impacts of those variables, our kura are committed to treating our students as 'whole' people rather than focusing solely on student achievement data. We believe that by doing so, student achievement will naturally be raised because our children will be in a better place mentally, emotionally, physically, socially, academically and spiritually.

We began the process with surveys of kura leaders as to what they wanted from being in the Kāhui ako, followed by face-to-face visits by the Lead Principal to individual kura. This process was valuable in establishing connections and enabling the Lead Principal to 'see and feel' the different environments the Kāhui Ako members were working in. It also gave principals and headteachers a voice. From here, the Focus Areas were developed.

FOCUS AREAS



Our focus areas were selected by visiting and learning about every kura in our Kāhui Ako. Leaders shared about what made each of them unique as well as the things they believed would benefit both their own kura and the wider Kāhui Ako by focusing on. Those discussions led to a collective focus on Priority Learners, Transitions and Well-being. On the diagram below, the arrows face inwards to reflect an understanding that each of these foci are interconnected and overlap in many ways.

Priority Learners

Priority Learners refers to ‘People of the Pacific’ i.e. Māori and Pasifika students, and Students with Special Learning Needs i.e. learning difficulties and gifted students. They are identified as being priority learners by the Ministry of Education and kura are aware of our collective need to address their unique

learning needs within each educational context.

It was clear from the information gathering, both from oral innterview and submitted survey data that there exists a range of issues across the Kura in the North Timaru Kāhui Ako. Areas that were identified with significant frequency included but were not exclusive to;

Relational and Cultural practice and pedagogy,

Increase in the number and needs of students with identified behavioural and learning issues,

Identification of these areas is also supported by the quantitative data particularly when engagement indicators are considered. As a consequence we have elected to incorporate all priority learner groups as some schools have very few Māori or Pasifika students, and others have few students with Special Learning Needs.

Transitions

Transitions refers to the movement both vertically and horizontally amongst kura in our Kāhui Ako. Moving from ECE to Primary, from Primary to Secondary, and from Secondary to Tertiary settings can be an unsettling time for students and their whanau with different expectations from one setting to the next. A high number of the Kura involved in North Timaru have highlighted through both interview and questionnaire submissions that issues exist in this domain. Issues arising from the relatively straightforward level of communication of data – both the type and amount of information that should go with and to student families in both vertical and horizontal transitions, through to the deeper aspect of each sector having a strong working understanding of what other sectors require of students and do with students.

Research has shown that transitions across settings eg from one primary school to another primary school, also has an effect with some students losing up to 6 months' worth of progress following a move. It is important, as we focus on every child in our town, to make transitions across settings a smooth process. With the competitive nature of schooling, it is also important that kura find ways to honour and respect one another when a parent chooses to move their child(ren).

Well-being

Well-being refers to the well-being of everyone involved in the learning process. When our children are well, safe and have their needs met, they are in the best position for learning. When our teachers are well, safe and supported, they are in the best position for teaching our children. When families are well, safe and part of a positive kura community, they are in the best position to work in partnership with teachers to raise student achievement. There is significant survey

data to suggest that there are areas of concern throughout the Kāhui Ako. This data is in part supported by the well being data from Child and Adolescent Mental Health that has demonstrated an increase in referrals in recent times.

Areas identified from the survey data indicate that there is a noticeable increase in the numbers of students with anxiety issues and a significant decrease in resiliency levels. Kura felt that this trend was also reflected in a number of parents and staff. Anecdotaly it was felt across the Kāhui Ako that the causative factors were many and varied. In addition to the CAMHs data evidence to support the identification of these issues could be found in the PB4L data of a number of the different kura in addition to attendance / truancy data.

Student Achievement

Sitting behind our Achievement Challenges, are Student Achievement and Academic Goals. By having a measure of student achievement, tracking specific cohorts over time, we are able to determine the effectiveness of interventions. These are not the driving forces for the actions our Kāhui Ako will undertake but they enable leaders to reflect and set next steps in our collaborative journey.

Our Whanau

Our Kāhui Ako whanau is made up of students, educators and community. Community includes mana whenua, board members, the Management team, the Stewardship team, an expert partner, Ministry of Education advisors and other individuals who contribute to our focus areas. Their contributions are vital to the operation and success of our Kāhui Ako.

Our Toolkit

The tools that we will use to enable us to address our achievement challenges include the following:

- Pathways within, between and across kura for both students and educators

- Engagement with a wide variety of educational community members to varying degrees throughout our journey
- Collaboration in the way we structure our Kāhui Ako and work towards the achievement challenges
- Research to ensure we are making changes which are based on best practices, including within and across-kura inquiries
- Innovation which encourages and promotes risk-taking to find new ways of doing things
- Resourcing to release, reward and enable educators to work towards achievement challenges.

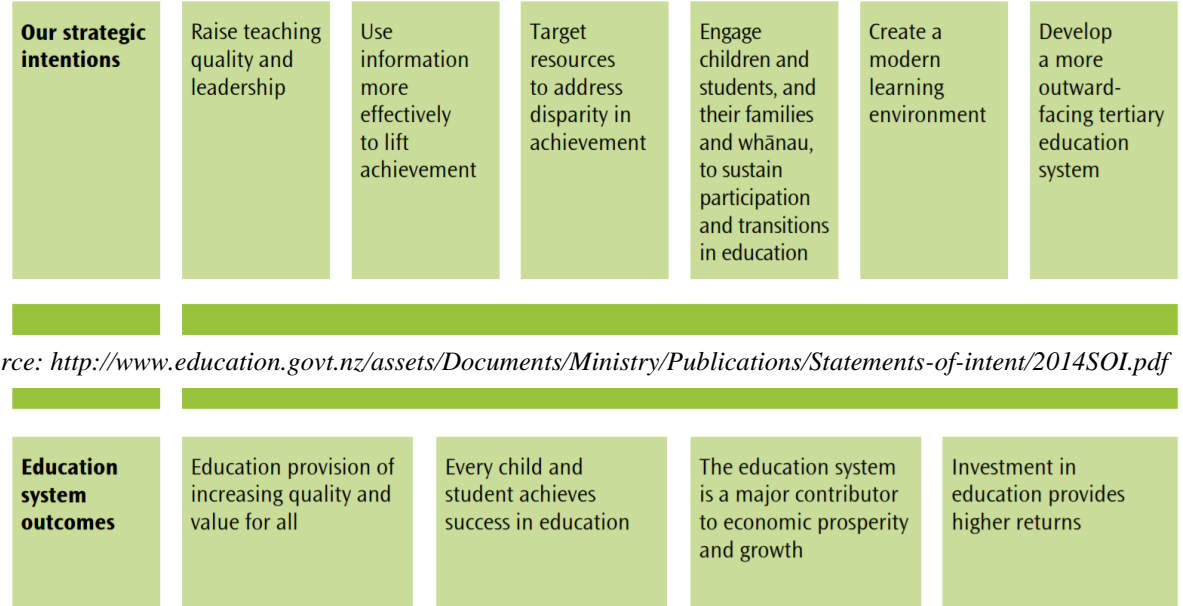
Data collection originally focused on curriculum levels of students in Years 2,4,6,8 and 10. While data from all curriculum subjects would have delivered a more comprehensive understanding, we settled on Maths and Literacy as the core curriculum subjects are foundational to all subject areas. We also selected every second year as they roughly align to the end of curriculum levels eg aim for end of Level 1 by end of Year 2 etc. Data was collected from other sources eg Education Counts, but was later discounted by the Management team as they felt the data did not give a full, accurate picture of student achievement in our kura.

It was decided by the Management Team that qualitative data would be more relevant as an initial measurement with regards to our focus areas. All kura were invited to provide feedback as to their key concerns in each of the areas, the key groups affected and their sources of evidence. (See data listed below.) Teachers and kura leaders were invited to contribute to ensure we had a fuller understanding of the situation in our schools. Common themes were highlighted within each focus area to give some direction as to the achievement challenges.

Once Kāhui Facilitators are appointed to their roles, further sources of evidence will be obtained in a way which aligns with the kura leaders' philosophies around the use of data. This data will be collated and used to measure progress in our initiatives.

How does this relate to the outcomes of the New Zealand Curriculum?

The Ministry of Education's Statement of Intent 2014-2018 (2014, p.14) identifies their priorities for students. The key outcomes they have identified which we believe our foci will support are 'Education provision of increasing quality and value for all' and 'Every child and student achieves success in education', ultimately working to fulfil the purpose of 'lift(ing) aspiration and rais(ing) educational achievement for every New Zealander'.



Source: <http://www.education.govt.nz/assets/Documents/Ministry/Publications/Statements-of-intent/2014SOI.pdf>

Priority learners are groups of students who have been identified as historically not experiencing success in the New Zealand schooling system. These include many Māori and Pacific learners, those from low socio-economic backgrounds, and students with special education needs. ERO (August 2012, retrieved from <http://nzcurriculum.tki.org.nz/Priority-learners#collapsible1>)

Our focus on Priority Learners will ensure that every child, regardless of culture, socio-economics or learning needs, has access to a 'quality' education based on research and initiatives we will develop as a result of our kura inquiries. This focus will also align with the NZC principles of High Expectations, Treaty of Waitangi, Cultural Diversity and Inclusion.

The Principles of the New Zealand Curriculum are intended to underpin everything we do. They are identified as:

- High expectations
- Treaty of Waitangi
- Cultural Diversity

- Inclusion
- Learning to Learn
- Community Engagement
- Coherence
- Future Focus

Coherence is described as being when ‘The curriculum offers all students a broad education that makes links within and across learning areas, provides for coherent transitions, and opens up pathways to further learning.’ (The New Zealand Curriculum, p.9). Our focus on transitions across and between kura aims to develop those coherent transitions to enable students to follow pathways to further learning. When kura, whanau and students understand the processes and expectations around transitions, our children will be better prepared for the next stage in their learning journey. We are aiming for our kura to have a shared understanding about what the role of each learning community is and how we can work together to lessen the stress, anxiety and misunderstandings around transitional periods.

Te Whariki identifies the importance of Well-being as one of its strands. Its goals express a desire for children to ‘experience an environment where: their health is promoted; their emotional wellbeing is nurtured; they are kept safe from harm’. (Te Whariki, p.27). This understanding which takes a holistic approach towards the education of our children is something that all our kura identify with. By meeting the needs of every child, beyond academics, our students will be empowered to achieve in their learning.

KĀHUI AKO BASELINE DATA

Qualitative Data was obtained from each kura by surveying teachers, asking them what their biggest concerns were in each of the focus areas, which cohorts were most affected, and what evidence they had to support their concerns.

Priority Learners:

- Most of the data was gathered through observations and starting school data. The data highlighted a lack of school readiness for priority learners who were new entrants. The issue of ongoing support for learners with high needs was also identified, with ECEs finding it difficult to obtain funding and

noting that the process for getting assistance was difficult and long. We will need more targeted data to assist with determining specific focus areas within 'Priority Learners'; this will be collected by the Kāhui Facilitators and Kura Collaborators.

Well-being:

- 7 of the 9 schools found resilience and anxiety issues of students was of concern. 3 out of 3 ECE's also raised concerns related to resilience and anxiety. They identified that students across all levels were not willing to take risks in their learning. 4 of the schools also identified that nutrition and deprivation issues were of concern. This data was gathered through observations, discussions with whanau, student surveys and student management data records. These areas can be addressed within individual kura through their collaborative inquiry.

Transitions:

- 5 out of 9 schools and 1 out of 2 ECEs who responded found that expectations of what students should be able to do, were inconsistent between kura or unknown eg ECE to primary, primary to secondary. The data was sourced from observations, professional learning conversations and surveys. The vast majority of schools and both ECEs also found that sharing of information across centres was an area of concern. That was based on past experiences. This is something that has been discussed informally by educational professionals across the two Kāhui Ako for a long time. Setting up our structure with Kāhui Facilitators working across ECE to Primary will enable better collaboration across sectors.

Quantitative Data from schools as at July 2018 indicated that

In Reading:

- 3 out of 5 primary schools have 30% or more Year 2 students are achieving below the middle of Level 1
- 2 out of 6 primary / Secondary schools have 30% or more Year 8 students are achieving below the middle of Level 4
- 3 out of high schools have 30% or more Year 10 students who are achieving below the middle of Level 5

In Maths:

- 5 out of 5 primary schools have more than 70% of Year 2 students who are achieving at or above the middle of Level 1
- 5 out of 6 primary schools have 30% or more Year 8 students are achieving below the middle of Level 4
- 2 out of 3 high schools have 30% or more Year 10 students who are achieving below the middle of Level 5

In Writing:

- 2 out of 5 primary schools have 30% or more Year 2 students are achieving below the middle of Level 1
- 4 out of 5 primary schools have 30% or more Year 8 students are achieving below the middle of Level 4

This data was obtained by teachers identifying the level of the New Zealand Curriculum each child was working at. It was based on testing, student work samples, observations and teacher judgement. These ‘checkpoints’ represent the period following significant transitions for students (i.e. from ECE to primary, from primary to Year 7-13 schools, and from contributing to high schools). It highlights the importance of focusing on points of transition, having shared expectations and a transparency around the sharing of knowledge across sectors. By tracking these aspects over time, we expect an improvement in the percentages of students achieving at their expected levels due to the interventions we put in place which relate to our focus areas.

The data indicates that there is a significant group of students that operate below their expected level. It also suggests that not only do these students not catch up on their attainment as they progress through the educational pipeline, rather the group appears to increase in size across the cluster. Further examination of the data in terms of gender and ethnicity in the future sho

Additional Quantitative Data Related to the North Timaru Ako

NCEA July 2016

- 88.5% of Maori students achieved NCEA Level 1 or above, compared to 91.4% of European students
- 65.4% of Maori students achieved NCEA Level 2 or above, compared to 83.8% of European students
- 26.9% of Maori students achieved NCEA Level 3 or above, compared to 57.4% of European students

(Data was unavailable for Pasifika students)

School Leavers 2016

The age that students left school was tracked in 2016. The average age for a student completing their upper secondary qualifications is one year after compulsory education finishes i.e. aged 17. The results for North Timaru Ako showed:

- 42.7% of Maori students left before aged 17 compared with 16.7% of European students.

(Data was unavailable for Pasifika students)

Stand-downs 2017

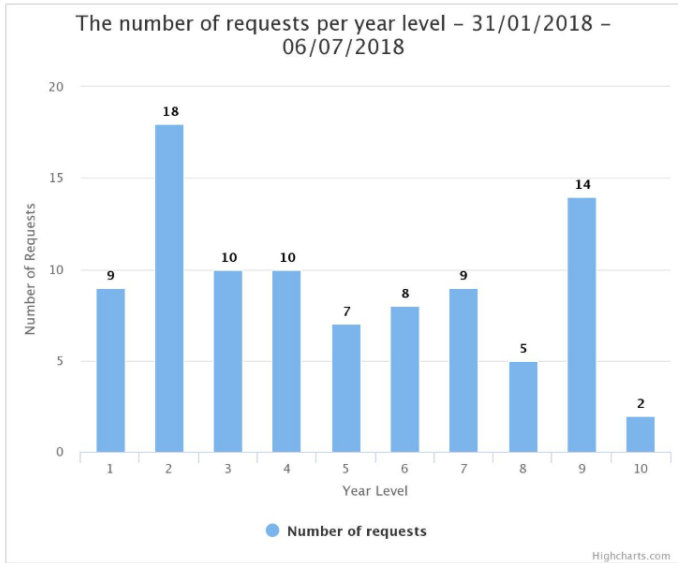
- Data shows that, in 2017, there were 48.7 stand-downs per 1000 Māori students compared to 29.0 stand-downs per 1000 European students.

Collectively the NCEA, school leaver and stand-down data suggests that our students who identify as Māori are less engaged with formal education at the end of secondary schooling when compared to students from other ethnic backgrounds. As a consequence this leads to a significant underachievement rate that only increases as the duration of secondary schooling continues.

Resource Teacher for Learning and Behaviour (RTLB) data for Timaru

“The Requests for Service in Yr. 1 are representative of the work that is done by RTLB when transitioning students into the school setting . This is a similar pattern when students are transitioning into Yr. 9 . The large number of Requests for Service in Yr. 2 supports the notion that the earlier teacher support is provided in a student’s schooling, the more effective it is to establish positive pathways for learning . . . Māori are over represented in requests for service. Māori students represent 13% of the student population in the Aoraki Cluster. Requests for support for male students (76%) continue to far outweigh the number of requests for female students (24%). ”

Source: Aoraki Cluster Report Terms 1&2 2018



This data speaks to the focus areas of Transitions and Priority Learners.

North Timaru Community of Learning Education Profile

2015-2016

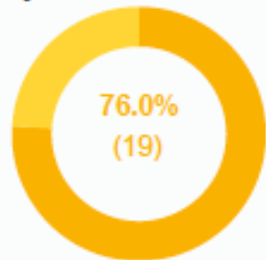
Custom profile: 9 Schools Included

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SECONDARY/TERTIARY (AGES 16-18)

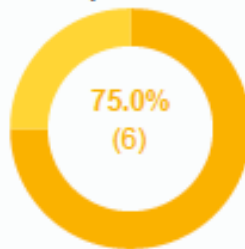
Qualifications

18-year-olds with NCEA Level 2 or equivalent



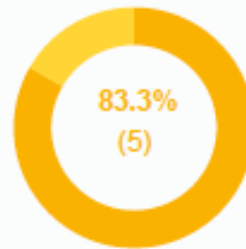
MĀORI

▲ 2.7 percentage points



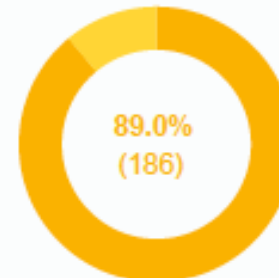
PASIFIKA

▲ 25.0 percentage points



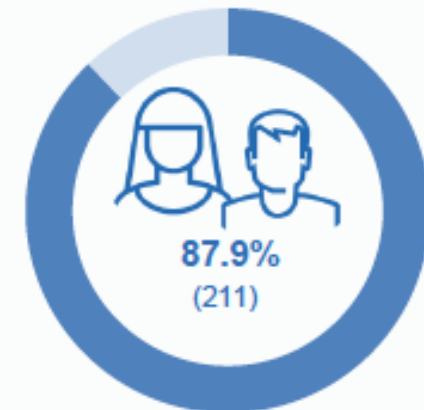
ASIAN

0.0 percentage points



EUROPEAN/PĀKEHĀ

▲ 2.8 percentage points



Total 18 year-olds with NCEA Level 2

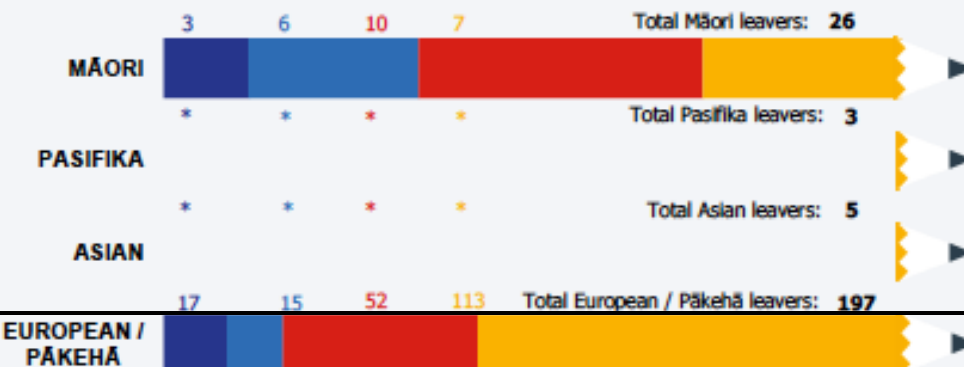
▲ 3.2 percentage points

Parenthesised values indicate the number of students attaining
▲▼ All comparisons are to the previous year
Values marked * are suppressed to protect confidentiality

SECONDARY (AGES 13-18)

School Leavers

By highest qualification



TOTAL FEMALE LEAVERS

151

99 NCEA Level 3 or above
32 NCEA Level 2
9 NCEA Level 1
11 Below Level 1



TOTAL MALE LEAVERS

78

23 NCEA Level 3 or above
33 NCEA Level 2
13 NCEA Level 1
9 Below Level 1



Proportion of leavers with NCEA level 2 or above:

81.7% ▲ 0.3 percentage points



Proportion of leavers with NCEA level 3 or above:

53.3% ▼ 1.8 percentage points



PRIMARY (AGES 5-13)

Achievement

Students at or above National Standards

Reported numbers based on 8 out of 8 Schools



READING:
75.6%

(1,027 students)

▲ 0.1 percentage points



WRITING:
76.5%

(1,039 students)

▲ 1.6 percentage points



MATHEMATICS:
73.3%

(996 students)

▼ 0.7 percentage points



KŌRERO:

*

*



PĀNGARAU:

*

*

MĀORI

Reading: 73.2% (150 students)

Writing: 78.5% (161 students)

Mathematics: 72.1% (147 students)

PASIFIKA

Reading: 44.1% (15 students)

Writing: 76.5% (26 students)

Mathematics: 52.9% (18 students)



TUHITUHI:

*

*



PĀNUI:

*

*

ASIAN

Reading: 79.5% (35 students)

Writing: 82.2% (37 students)

Mathematics: 91.1% (41 students)

EUROPEAN / PĀKEHĀ

Reading: 77.2% (824 students)

Writing: 76.0% (810 students)

Mathematics: 73.7% (787 students)

FEMALES

Kōrero: **

Pānui: **

Tuhituhi: **

Pāngarau: **

MALES

Kōrero: **

Pānui: **

Tuhituhi: **

Pāngarau: **

GOAL: 80% BY 2021

Proportion of year 8 students at or above
for Writing / Tuhituhi



77.8%



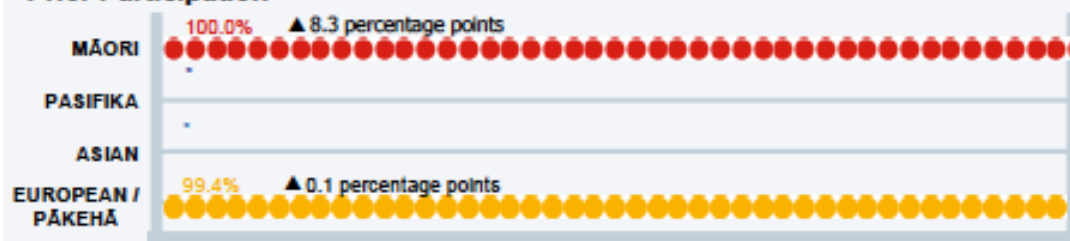
Proportion of year 8 students at or above
for Mathematics / Pāngarau

GOAL: 80% BY 2021

73.4%

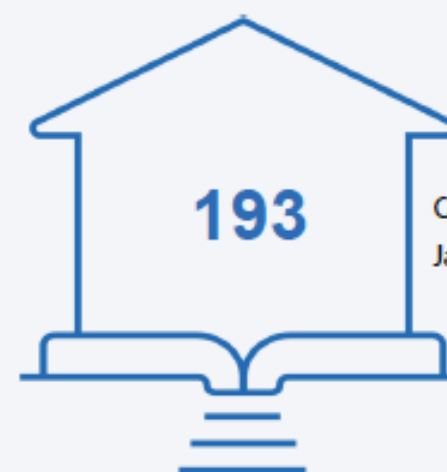
EARLY CHILDHOOD EDUCATION (AGES 0-6)

Prior Participation



Total participation in ECE:

▲ 0.7 percentage points to 99.5%



193
Children started school between
January and December 2016

NORTH TIMARU KĀHUI AKO ACHIEVEMENT CHALLENGES:

Drivers for change:

These are the focus areas that our Kāhui Ako has identified as the key areas we wish to focus on, based on our data, observations, discussions and ‘niggings’. They are very complex areas with a wide variety of opportunities to make a difference in our students’ lives. Having relatively ‘global’ foci enables kura to focus on the aspects that are most important to them while having a common overarching theme. These three drivers are our Achievement Challenges.

1. Transitions across kura (both vertical and horizontal) will be coherent and seamless with kura sharing relevant, useful information.
2. Priority learners will receive the support they need within kura to enable them to achieve at their expected level at the end of ECE, Primary School and Secondary School.
3. Well-being of our kura communities will be enhanced by addressing issues of resilience and basic human needs eg nutrition and clothing etc, so that an increased number of students will identify (and be identified) as being confident, competent, connected, actively involved lifelong learners and communicators, healthy in mind, body and spirit. (A combination of the visions of Te Whariki, p.5, and the New Zealand Curriculum, p.8).

The following actions may be taken to achieve our challenges:

- Appointing Facilitators and Kura Collaborators who will lead inquiries across kura
- Implement WEAP (Whanau Education Action Plans) for Maori and Pasifika students
- Work with mana whenua and Pasifika communities to develop a better understanding of culturally responsive curriculum and whanau engagement
- Work with WAVE team (South Canterbury District Health)
- Investigate Te Whariki / NZC links (particular focus on dispositions and key competencies)
- Investigate current practice re: expectations of ECE-Year 1 learners, Year 6-7 learners, Year 8-9 learners
- Share best practice across kura

- Develop graduate profiles for age 5, end Year 6, end Year 8, end Year 13
- Liaise with MOE PB4L, Restorative Practice, RTLB and Learning Support services

Note: this list is not exhaustive. As part of the inquiry and action research process, we will determine a fuller range of actions to be undertaken within and across kura.

WHAT WILL HAPPEN TO MAKE PROGRESS AGAINST EACH CHALLENGE?

Once our Achievement Challenge has been approved, our Kāhui Facilitators and Kura Collaborators will undertake a term of training with our Expert Partner. She will upskill them in the areas of Managing Change and Developing Relationships.

At the start of 2019, all kura from our Combined North and South Timaru Kāhui Ako will join together for a day of professional development. The aim is to ensure everyone has an understanding of what will be happening, who will be involved and how we will operate.

From there, Kura Collaborators will work with their own kura to determine which focus area(s) they will work on. They may choose to focus on one for a set period of time, or have several projects going at once. They will work through the Collaborative Inquiry process, using the Action Research/Kaupapa Māori model within their schools, gathering data, determining trends/themes, planning action, implementing changes, monitoring and evaluating those changes.

Kāhui Facilitators will meet with Kura Collaborators every week or fortnight to share stories and ideas, to seek advice and support in their roles. Kāhui Facilitators will be the connection across kura, able to make links between what different kura are doing, disseminating information etc. Kāhui Facilitators will also lead their own inquiries at the same time and several of them will be the link between the schools and ECEs.

Lead Principals will meet regularly with the Kura Collaborators and Kāhui Facilitators to provide feedback, offer support and guidance. Theirs is an oversight role, ensuring we are focusing on the areas and challenges we have agreed to.

The Management Team will undertake professional development as part of their monthly Management meetings and Senior Leaders within kura will be given the role of overseeing the work of both the Kura Collaborators and the Kāhui Facilitators within their own kura. This is to ensure they do not feel disenfranchised or disempowered by the work around them.

Because we are aiming for a true collaborative approach and do not wish to limit the innovations, talents or initiatives of the educators within our kura, we can only predict what will be done. (See list of actions above.) While we have a clear idea of how we wish to work together and the groups that might assist us in our endeavours, the actual sequence of actions cannot be identified before we collate our baseline data and get our educators involved.

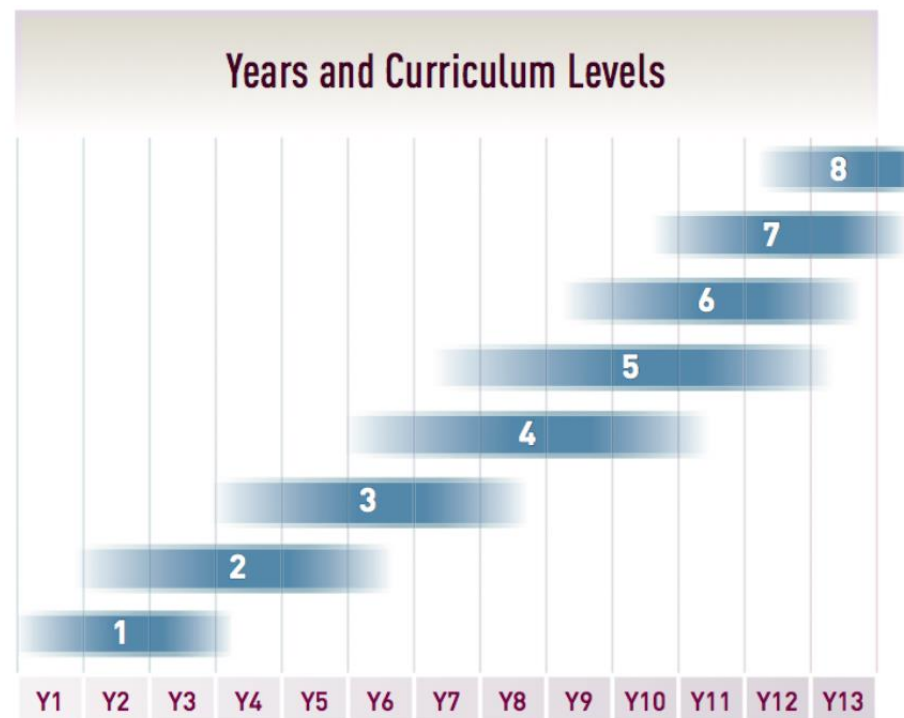
Measures in progress – how will we know progress has been made in each challenge?:

By focusing on the drivers for change, we anticipate it will result in students being ready to access and achieve in all curriculum areas. We will monitor the progress key student groups make at specific mileposts. We will identify the numbers of students that meet the expected achievement levels and particularly those who do not. Further analysis of students who do not meet the achievement criteria will enable key groups to be further identified and supported.

1. at the beginning of NZC Level 1 in Year 1.
2. at the end of NZC Level 4 in Year 8.
3. at the end of NZC Level 5 in Year 10.
4. at NCEA Level 1 in Year 11.
5. Maori/Pasifika students will achieve at the same rate as NZ European students.
6. Process target: We will develop ways of sharing best practice across kura.

These outcomes are based on the New Zealand Curriculum Years/Levels.

In addition tracking nominated students via NSN’s longitudinally will provide further evidence for the progress that is being made on adjusting the achievement pipeline for students over time with the aim of accelerating the achievement of at risk students.



We have initial data regarding student achievement in Reading, Writing and Maths for all children in Years 2, 4, 6, 8 and 10. These year levels were selected as three of them follow significant transition periods eg end ECE, end primary school. They also generally fall at the end of each curriculum level eg end level one

at approximately Year 2 etc. Disengagement of students as they progressed through our local education network has been noted and so by looking at data over a shorter time period (i.e. over 2 years), we may be able to better pinpoint where the influences for disengagement begin occurring. This data will be expanded upon and we will use a range of assessment tools to ensure we have moderated results upon which to track our students. We will be further dissecting data to consider our Maori cohort due to the underachievement identified through our data. We will also be tracking our 2019 4 year olds and 11 year olds over time to see the longitudinal effects of our efforts with them.

Due to the large number of kura within our combined Kāhui Ako, we will be able to continue to track those same students if they move kura within most Timaru ECEs and schools. This will be done by the Kāhui Facilitators and Kura Collaborators, starting in the first 2 terms of next year. Our kura leaders want to ensure additional data is obtained beyond purely academic results eg well-being surveys, student voice. It will be important to ensure themes are identified in a simple way which can be repeated from year to year, showing progress across levels.

In line with best practice, individual kura (under the leadership of Kura Collaborators) will maintain ongoing formative assessment records which will inform actions within their kura, as part of the collaborative inquiry process. They will share and discuss their data with Kāhui Facilitators and Lead Principals as part of a regular cycle of review and reporting to measure progress and to ensure any significant trends or areas of concerns are highlighted, addressed and shared with the wider Kāhui Ako. Results will be stored in a central location and will be accessible to Kura Leaders.

Lead Principals will be responsible for reporting to the Stewardship Team, Management Team, Boards of Trustees and the Ministry of Education through annual reporting which will be based on the ongoing data collection and comparison. It will also include a review against the Kāhui Ako Development Map domains to identify progress towards collaborative practice across the Kāhui Ako. This will be done in Term 4 of each year, as per the Strategic Plan (see above). The Management Team will review our Drivers for Change on an annual basis. Once 85% of students are achieving at the levels above (see Measures in Progress Numbers 1-6) across all kura, they will be considered 'achieved'.

FINAL THOUGHT

Our Kāhui Ako is at the beginning of a very exciting journey. We know that by collaborating on issues and foci that matter to our children, whanau and wider community, we will be able to make a significant improvement to the way things are done in each of our kura. Ultimately student achievement cannot help but be improved through our commitment to holistic education ensuring our children's needs are catered for, effective processes are put in place and the 'pockets of knowledge' that are currently hidden throughout our Kāhui Ako are imparted to our colleagues across all education sectors.