



Te Kāhui Ako o Kawakawa

STRATEGIC DIRECTIONS & ACHIEVEMENT CHALLENGES 2023-2026

Whakatupu, Tiaki, Manaaki **Grow, Protect, Sustain**

Te Kāhui Ako o Kawakawa consists of 16 schools that educate over 4280 students and 14 Early Childhood Education Services (ECEs). We are situated in the North Island of New Zealand in an area that surrounds and includes the town of Feilding. Feilding has a population of over 17,000 people with the outlying rural districts adding a further 10,000 people to this total.

Our Vision

Mātaitipu hei papa whenuakura
Grow and nourish a thriving community

Our Kāhui Ako will empower and unify the collective strengths of our community to enhance the engagement and achievement of all ākonga.

Our People

Local iwi - Ngāti Kauwhata

Ngāti Kauwhata is partnered with Te Kāhui Ako o Kawakawa. This iwi whakapapa to the Tainui waka having originated in the Kawhia area before travelling inland to Pirongia and Kakepuke. During the 1600s, Ngāti Kauwhata were known to have moved deeper into the Waikato region. There they developed strong kinship ties with other inhabitants of the area including their close kinfolk of Ngāti Raukawa. Around the turn of the 19th century conflicts arose with the long term and migrating iwi from the Hauraki and Coromandel areas. Ngāti Kauwhata responded to a request from Te Rauparaha to journey south to support his people. This resulted in the main body of Ngāti Kauwhata joining the early 1800s migration south known as 'Te Hekenga Mai Raro.'

Ngāti Kauwhata settled in the Manawatū region and have resided here ever since. Colonisation impacted the iwi negatively in terms of loss of te reo Māori, land, identity and culture.


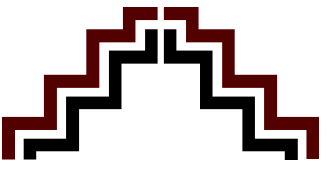

In their role as mana whenua, Ngāti Kauwhata acknowledge their responsibility towards those who sit under their korowai of manaaki. They also recognise the interests in the education sector they share with neighbouring iwi such as: Ngāti Raukawa, Ngāti Maniapoto, Ngāti Tuwharetoa, Rāngitaane, Te Rūnanga o Ngā Waiariki Ngāti Apa.

As mana whenua, Ngāti Kauwhata support Te Kāhui Ako o Kawakawa and our shared goal to see Māori succeeding as Māori. Members of the Ngā Kaitiaki o Ngāti Kauwhata Education Committee have shared their aspirations and educational plans with us. Through our relationship with Ngāti Kauwhata, we are actively strengthening our knowledge and understanding of our local histories, tikanga and how to indigenise our spaces. This learning is highly valued and has informed the strategic direction outlined in this document.



He Whakamārama mo Te Tohu | Design Explanation

Ngāti Kauwhata has crafted our tohu to recognise the whakapapa of Te Kāhui Ako o Kawakawa. This tohu also provides the Kāhui Ako with a pathway of progression, that can be applied to our Vision, Collective Aspirations and Achievement Challenges.

<p>Ngā Pou Arataki</p> <p>The various niho depicted in this pattern represent the many Pou that make up Te Kāhui Ako o Kawakawa such as early education centres, schools, high schools, local iwi and hapū and all those contributing to the educational success of tamariki.</p> 	<p>Te Ara Poutama</p> <p>The poutama is a traditional Māori pattern used in tukutuku panels. Te Ara Poutama represents the pathway taken by Tāne te Wānanga in order to gain the three baskets of knowledge, ngā kete o te mātauranga.</p> 	<p>Te Toi o Ngā Rangi</p> <p>The niho taniwha formed as a maunga seen here represents Te Toi o Ngā Rangi, the highest of all the heavens. In the case of Te Kāhui Ako o Kawakawa, this maunga represents the learning, skills and achievements gained by our tamariki to reach the pinnacle of education.</p> 
--	---	--

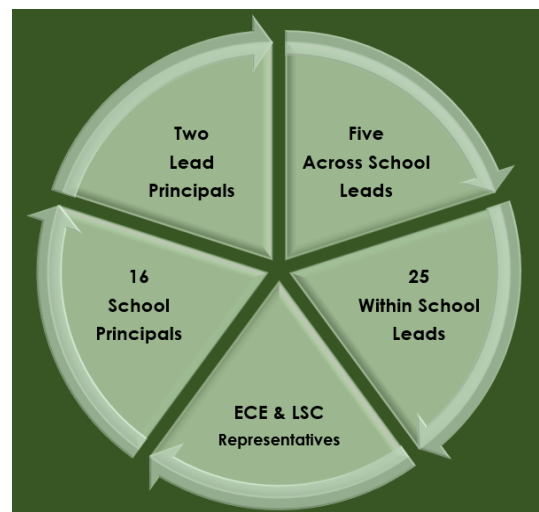
Our Leadership Team

Te Kāhui Ako o Kawakawa's leadership group is made up of the people listed in the diagram to the right.

Our Lead Principals (LPs) and Across School Leads (ASLs) meet weekly to set the priorities and directions for the Kāhui Ako.

The Within School Leads (WSLs) work within their schools to share and implement tautōhito urutau (responsive practices) and essential pedagogies from Te Mātaiaho (the refreshed NZ Curriculum) to promote and enrich student wellbeing and engagement. Each WSL is supported by the principal of their school to actively lead change through discussion forums and within school initiatives.

Our Early Childhood Education (ECE) services and Learning Support Coordinators (LSCs) have representatives who attend hui and work closely with our leadership team to support our ākonga.



Our Community

The ethnic breakdown of the ākonga in our Kāhui Ako is:

23% Māori (n=1141) 4% Pasifika (n=171) and 73% Pākehā/New Zealand European (n=3566)
(data as at July 2022)

While schools house the majority of our ākonga, our 14 Early Childhood Education (ECE) services are important and valued members of the community.

The following ECE services are current members of Te Kāhui Ako o Kawakawa: A Place to Grow, Building Blocks, Busy Bees Manchester St, Country Kindy Ltd, Eden Christian Kindergarten, Feilding Kindergarten, Feilding Playcentre, Gail's Childcare Centre, Kimbolton Early Learning, Makino Kindergarten, Manchester Kindergarten, The Learning Garden, The Secret Garden Childcare Ltd and Tui Early Learners.











The close partnerships Te Kāhui Ako o Kawakawa has established with these local ECE services aim to aid communications and facilitate smooth transitions and success-oriented learning journeys for all ākonga.

The members of Te Kāhui Ako o Kawakawa value the collaborative partnerships we have developed with: Ngāti Kauwhata, our local ECE services, our LSCs, the wider community and other educational experts and Kāhui Ako. We remain committed to actively working to sustain these partnerships in the future.

Ēhara taku toa i te toa takitahi, ēngari he toa takitini | My strength is not a strength of my own, but a strength of many together

Our Kura

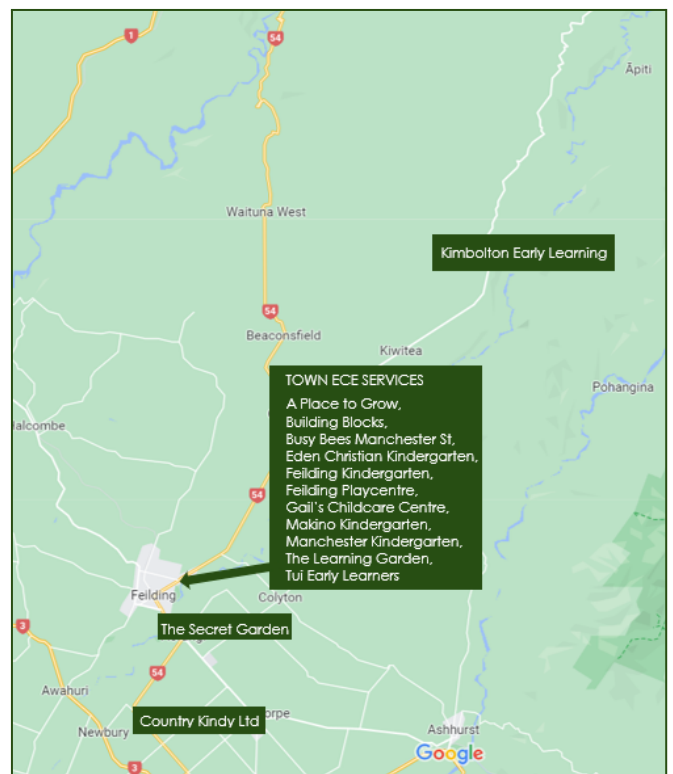
The following 16 schools are current members of our Kāhui Ako.

Name of School	Description
Apiti School 	<p>We are a small, rural school, situated to the north of the Feilding township. At Apiti we believe in learning for life, and this is developed through our inquiry based curriculum with a particular focus on key competencies, literacy and mathematics.</p>
Bunthythorpe School 	<p>We are a rural school situated between Feilding and Palmerston North which caters for Year 0 - 8 pupils. We are an EnviroSchool and promote sustainability and connections to Papatūānuku. Our aim is to provide quality learning that prepares our students for their future.</p>
Colyton School 	<p>We are a medium sized full primary school situated in a rural community on the outskirts of Feilding. A key attribute of our school is the strong tradition of support, which shows through in the strength of family and community involvement and facilities available.</p>
Feilding High School 	<p>We are a co-educational secondary school that has served the Manawatū District and surrounds since 1921. Our aim is to create a caring, learning focused environment where students and staff actively honour our motto Kia Toa Kia Ngakaunui - Have Courage, Desire Greatly in everything they do.</p>
Feilding Intermediate 	<p>We are a vibrant, growing Intermediate school located in the centre of Feilding. We are committed to providing culturally connected, engaging and purposeful learning for all students. Literacy and mathematics are key schoolwide curriculum priorities. We also offer technology extensions and a range of other opportunities outside of the classroom.</p>
Halcombe Primary School 	<p>We are a large rural Full-Primary school. We have high expectations for all our pupils, and our values 'Achievement, Attitude and Adventure' encompass all we do and how we do it. Strong relationships are at the base of our success. We are very well supported by our active community, who are passionate about seeing good opportunities delivered for their children.</p>
Hiwinui School 	<p>We are a medium sized rural school that fosters family and community spirit through a sense of belonging. It is our vision to support our students to explore their potential with: Confidence, Positive Relationships, Active Involvement and Skills for Lifelong Learning.</p>
Kimbolton School 	<p>We are a full rural primary school situated approximately 28 kilometres from Feilding. Our Vision is to "UNLEASH THE POTENTIAL OF ALL". We look to do that by creating a supportive learning environment that fully encourages students to realise their educational and personal potential to enable them to make a positive contribution to the wider community.</p>
Kiwitea School 	<p>We are a fabulous, small rural school in the heart of Oroua district, 19 km north of Feilding. We provide quality education for Year 0-8 students in a rural family environment, with a strong community spirit. Our vision is that all students and educators are confident, enthusiastic and empowered kiwis who display our C.A.R.E values of Courage, Aroha, Respect & Excellence in all aspects of life.</p>
Lytton Street School 	<p>We are a large contributing primary school situated in Feilding. In recent times Lytton Street School has operated a teaching and learning approach (pedagogy) that authentically personalises learning and is developmentally and culturally appropriate.</p>

Manchester Street School		<p>We are a medium sized school in Feilding that was established in 1874. Our vision, E manaaki ana mātou - we care, is the foundation for everything we do. Our Green-Gold Enviroschools status means we are leaders in education for sustainability. Our school community works in partnership with us to ensure our learners are confident, connected and actively involved lifelong learners.</p>
Mount Biggs School		<p>We are a rural school that works to protect the nature of its environment and retain its rural culture. As well as being proud of the achievement of the pupils, the present school community is justifiably proud of all aspects of the school that together enhance student learning.</p>
Newbury School		<p>We are a well-established country school which has delivered primary education to Year 0 – 8 students for over 140 years. The locality of the school ensures a diversity of students and families from the surrounding farms, lifestyle blocks and city. Our vision is to provide a vibrant, caring learning community that captures and values the potential of every child.</p>
North Street School		<p>We are a medium sized full primary school situated in Feilding township. Seven of our 17 classes operate in Maori immersion education for Years 1-8. Our vision is "Akongia mo apopo, Learning for Tomorrow". This is driven through our 4 key learning principles; positive, connected, engaged, and explorer.</p>
St Joseph's School		<p>We are a Year 0-8 Catholic kura nestled in the heart of Feilding. We provide an inclusive, nurturing school that supports our tamariki to grow in their faith and to reach their full potential. We have well established CARE values Community/Whanaungatanga, Acceptance/Ataahua, Respect/Manaakitanga, Excellence/Kairangatira that are at the centre of everything we do.</p>
Waituna West School		<p>We are a rural school with strong ties to our community. We believe in making use of our local community as part of our learning environment. We have our ACRES values that guide our teaching and learning - Adaptable, Creative, Respectful, Engaged and Sense of Self.</p>



Locations of our 16 kura



Locations of our 14 ECEs

Our Learning Support Coordinators (LSCs)

Te Kāhui Ako o Kawakawa has eight (8) urban-based LSCs. Through our referral process the LSCs are available to all schools in our rohe. These positions have proved pivotal in supporting transitions, fostering ākonga engagement and successfully seeking agency support. As our refreshed Achievement Challenges are brought to life these roles should positively impact the learning pathways of all ākonga.

Collective Aspirations

Whakamaua te pae tata kia tina.

Take hold of your potential so it becomes your reality

In 2021/2022 the leadership team of te Kāhui Ako o Kawakawa administered a survey within our rohe. The aim was to gather feedback and aspirations from our major stakeholders: students, whānau and teachers. The survey was structured to align with current educational research and the overarching themes from our 2018 Achievement Challenge document, namely: wellbeing, relationships, effective pedagogy and culturally responsive practices.

Following the release of the survey data, our leadership team held a series of hui with teachers, principals, whānau, community leaders, educational experts, ECE partners and members of the Ngāti Kauwhata Education Team. The aim of these hui was to review the survey data and discuss future aspirations to help us begin the process of co-constructing the content for this updated Achievement Challenge document. The following diagram summarises key aspirations and feedback from these groups.



Our Refreshed Achievement Challenges

Building on the work that Te Kāhui Ako ō Kawakawa has done over the last four years and the input from Ngāti Kauwhata, our ākonga, whānau, kaiako, tumuaki and community partners; we have refreshed our Achievement Challenges.

Our future aspirations and achievement challenges are informed by our previous work, Sir Mason Durie's Te Whare Tapa Whā model, Russell Bishop's research on relationship building, Te Mātairangi (the guiding kaupapa) of Te Mātaiaho and Te Whāriki. Our 2023-2026 Achievement Challenges focus on: Whakawhanaungatanga (the process of building relationships) and Akongia (learning), as referenced in Tātaiako, Ka Hikitia and Te Hiringa o Te Mahara (Ngāti Kauwhata Education Strategy).

Our Kāhui Ako values the concept of tōpūtanga - where groups collaborate, with shared aspirations and values, to contribute to, and strengthen a sense of identity, well-being and educational outcomes.

The following statements outline the specifics of each refreshed challenge.

Challenge 1: Whakawhanaungatanga | The Process of Building Relationships

He aha te kai a te rangatira? He kōrero, he kōrero, he kōrero

What is the strength of a leader? It is communication, it is communication, it is communication

Vision: *Effective communication and mana enhancing relationships will foster collaboration, engagement and inclusion.*

Strategic Goals: By 2026, Te Kāhui Ako ō Kawakawa will have...

- [1.1] an authentic and sustainable partnership with mana whenua.
- [1.2] alignment with aspirations of Ngāti Kauwhata.
- [1.3] change makers who can develop and lead strategies to improve practice and the capabilities of others.
- [1.4] effective communicators, who are able to sustain collaborative and inclusive partnerships.
- [1.5] visible and reciprocal communication systems.
- [1.6] kaitiaki who know and understand our ākonga.

Challenge 2: Akongia | Learning

Nā tō manaaki, nā tōku manaaki, ka puawai mai ngā kākano

With your care, and my care, the seed will grow

Vision: *Ākonga are taonga who will develop a strong sense of identity and belonging, where well-being, learning and understanding are nurtured through the use of tautōhito urutau | responsive practices.*

Strategic Goals: By 2026, Te Kāhui Ako ō Kawakawa, in partnership with Ngāti Kauwhata, will have...

- [2.1] kaiako knowledgeable of Te Ao Māori.
- [2.2] tumuaki and kaiako proficient with the essential pedagogies from Te Mātaiaho.
- [2.3] collaboratively created indigenously-guided approaches and learning plans.
- [2.4] curious, confident and connected ākonga who attend regularly and experience mana-enhancing learning opportunities that support them to feel empowered and achieve success.

Bringing Our Refreshed Achievement Challenges To Life

Tē tōia, tē haumatia

Nothing can be achieved without a plan, workforce and way of doing things

Actions we will implement in 2023 to work towards meeting the Strategic Goals in our Achievement Challenges are outlined below.

1. Initial initiatives to facilitate leadership development, coaching and relationship building:

- Expert-led leadership coaching and mentoring sessions to develop the leadership capabilities of LPs, ASLs, WSLs, principals and emerging leaders.
- ASLs will facilitate Professional Learning Groups to foster collaboration between ASLs, WSLs and our local community.
- LPs and ASLs will regularly communicate with Kāhui Ako members, iwi and other community partners, via a range of methods e.g. newsletters, visits, social media.
- Establish a position to increase Ngāti Kauwhata representation at Te Kāhui Ako o Kawakawa hui.
- Ngāti Kauwhata to guide Te Kāhui Ako o Kawakawa through Te Hiringa o Te Mahara (the Ngāti Kauwhata Education Strategy).
- Continue to engage with our ECE community to foster collaboration, successful transitions and strengthen reciprocal relationships.

2. Initial Initiatives to promote the use of responsive practices, learning and whakawhanaungatanga:

- ASLs will lead Co-Labs that focus on: coaching leadership capabilities, whakawhanaungatanga, transitions, wellbeing, implementing the refreshed New Zealand Curriculum, tautōhito urutau (responsive practices) and essential pedagogies,
- LP/ASLs will collaborate with the Ngāti Kauwhata Education Committee to develop and support initiatives that advance our collective aspirations.
- Organise and promote opportunities for kaiako to collaborate and share best practice.
- Organise expert-led sessions that focus on Cultural Audits and the development of responsive practices.
- Facilitate a shared understanding and belief that recognises the power of kaiako to collaboratively make positive change (Collective Efficacy).
- Collaboratively establish effective transition practices for all ākonga and their whānau (from Kōhanga Reo/Early Childhood Services to Tertiary).
- Utilise a multi-agency approach to awhi ākonga, whānau and kaiako.

Indicators of success

Te Kāhui Ako o Kawakawa has developed the following indicators to help us ascertain how well we are meeting each of the strategic goals related to each of our Achievement Challenges.

Challenge 1: Whakawhanaungatanga	Indicators of Success
[1.1] To have an authentic and sustainable partnership with mana whenua.	<ul style="list-style-type: none">• Mana whenua regularly engage with Te Kāhui Ako o Kawakawa and our member schools in decision making processes.• A process for regular hui consultation is established, defined and implemented (ongoing commitment).• A position to enable a Ngāti Kauwhata representative to attend Te Kāhui Ako o Kawakawa hui has been established and filled.
[1.2] To have alignment with aspirations of Ngāti Kauwhata.	<ul style="list-style-type: none">• All schools and ECEs have documentation and practices that honour the aspirations of Ngāti Kauwhata.• Te Hiringa o Te Mahara (Ngāti Kauwhata Education Strategy) is visible in Te Kāhui Ako o Kawakawa Achievement Challenges.
[1.3] To have change makers who can develop and lead strategies to improve practice and the capabilities of others.	<ul style="list-style-type: none">• WSLs and middle leaders are actively leading change within their schools.• There is evidence of ongoing collaboration between tumuaki and kaiako of Te Kāhui Ako o Kawakawa schools.

	<ul style="list-style-type: none"> • Tumuaki and kaiako from each of our schools are actively and regularly participating in Te Kāhui Ako ō Kawakawa events. • Te Kāhui Ako ō Kawakawa led leadership development opportunities have been regularly offered and attended.
[1.4] To develop effective communicators, who are able to sustain collaborative and inclusive partnerships.	<ul style="list-style-type: none"> • Tumuaki regularly attend meetings to collaborate. • Kaiako can articulate the aims of Te Kāhui Ako ō Kawakawa. • ASLs/WSLs are regularly collaborating and leading initiatives to upskill kaiako knowledge and skills. • ASLs have quarterly school liaison visits.
[1.5] To have visible and reciprocal communication systems.	<ul style="list-style-type: none"> • Te Kāhui Ako ō Kawakawa has a visible presence online and in each school. • Communication systems between services, whānau and the community support transitions and learning. • Te Kāhui Ako ō Kawakawa distribute quarterly newsletters to stakeholders.
[1.6] To have kaitiaki who know and understand our ākonga.	<ul style="list-style-type: none"> • Kaitiaki work with whānau to build a comprehensive knowledge of ākonga. • Whānau engagement and actions indicate they feel their child's mana is being enhanced. • Te Kāhui Ako ō Kawakawa community events inspire ākonga engagement and enable them to showcase their talents and interests. • Ākonga feedback indicates they feel visible in their own learning.

Challenge 2: Akongia	Indicators of Success
[2.1] To have kaiako knowledgeable of Te Ao Māori.	<ul style="list-style-type: none"> • Ngāti Kauwhata and Te Kāhui Ako ō Kawakawa will have collaboratively delivered professional learning and development supporting the goals and aspirations of Te Hīringa o Te Mahara (Ngāti Kauwhata Education Strategy). • Tumuaki and kaiako understand and support the aspirations of Te Hīringa o Te Mahara (Ngāti Kauwhata Education Strategy). • Kaiako will demonstrate knowledge Te Ao Māori. • Tumuaki and WSLs ensure cultural auditing processes are implemented in their schools.
[2.2] To have tumuaki and kaiako proficient with the essential pedagogies from Te Mātaiaho.	<ul style="list-style-type: none"> • Ngāti Kauwhata and Te Kāhui Ako ō Kawakawa will have collaboratively delivered professional learning and development of Te Mātaiaho supporting the goals and aspirations of Te Hīringa o Te Mahara (Ngāti Kauwhata Education Strategy). • Essential pedagogies from Te Mātaiaho embedded in teaching and learning.
[2.3] To have collaboratively created indigenously-guided approaches and learning plans.	<ul style="list-style-type: none"> • Ngāti Kauwhata and Te Kāhui Ako ō Kawakawa will have collaboratively delivered professional learning and development to re-indigenise our curriculum supporting the goals and aspirations of Te Hīringa o Te Mahara (Ngāti Kauwhata Education Strategy).
[2.4] To have curious, confident and connected ākonga who attend regularly and experience mana-enhancing learning opportunities that support them to feel empowered and achieve success.	<ul style="list-style-type: none"> • Ākonga feedback indicates they feel valued in their own learning and environments. • Regular attendance is ākonga who attend more than 90% of the time. Our goal is to have 70% regular attendance by the end of 2024 and 75% by the end of 2025.

Nāu te rourou, nāku te rourou, ka ora ai te iwi

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