



Tauranga Peninsula Kāhui Ako

Progress Aspirations 2021-2023

Te mahitahi kia taea e ngā ākonga katoa te kite i o rātou pūmanawa.
Working together to enable all learners to realise their full potential.

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Ko wai tātou? Who are we?

Tūruapō | Vision

Te mahitahi kia taea e ngā ākonga katoa te kite i o rātou pūmanawa.

Working together to enable all learners to realise their full potential.

Tātou Kaupapa | Shared Purpose

Encourage and support leaders and teachers in sustaining a culturally responsive and relational approach to leading, teaching and learning through reflective practice and collaborative inquiry, to meet the following shared purpose:

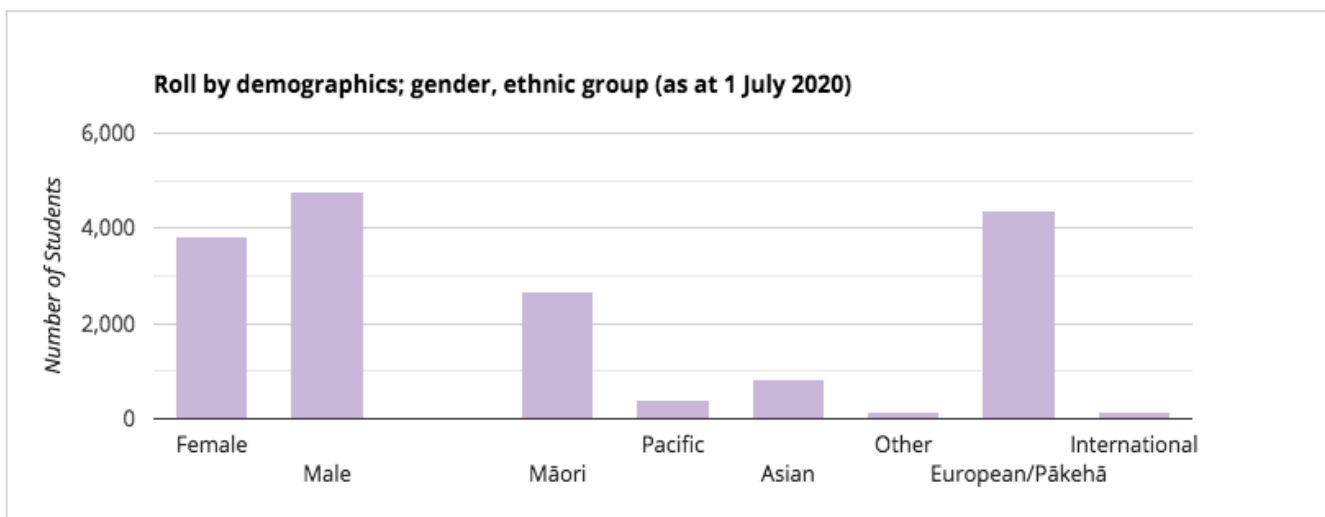
- **Mahitahi:** develop educationally powerful partnerships within our community.
- **Localised curriculum:** engage in our Tauranga Moana localised curriculum.
- **Hauora:** address the needs of priority learners with a focus on hauora and learning support.

Tātou Uara | Our Values

- **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 wider community.

Tātou Hapori Whānui | Our Wider Community

As of 1 July 2020, The Tauranga Peninsula Kāhui Ako comprises fifteen schools in total, six state contributing schools (Years 0-6), five full primary schools (Years 1-8), one intermediate (Years 7 & 8), one Special School, two secondary schools (Years 9-13) and 38 Early Childhood services. There are 8,614 learners across the fifteen schools, with 3,426 of them in our two secondary schools. There are 2,682 Māori, 410 Pasifika and 828 Asian students as of 1st July 2020.



Our school communities are diverse, with some families struggling to meet basic needs such as food, clothing and housing, while others come from affluent backgrounds.

Tauranga Peninsula Kāhui Ako Schools

1992	Gate Pa School	Contributing
1729	Greenpark School (Tauranga)	Contributing
1730	Greerton Village School	Contributing
1758	Kaimai School	Full Primary
1825	Merivale School	Contributing
1870	Oropi School	Full Primary
1916	Pyes Pa Road School	Full Primary
485	Taumata School	Full Primary
121	Tauranga Boys' College	Secondary (Year 9-15)
122	Tauranga Girls' College	Secondary (Year 9-15)
1990	Tauranga Intermediate	Intermediate
1991	Tauranga Primary School	Contributing
1762	Tauranga Special School	Special School
1994	Tauriko School	Full Primary
2076	Welcome Bay School	Contributing

Tauranga Peninsula Kāhui Ako ECE

Above and Beyond The Lakes Ltd	Avenues Kindergarten	BestStart Tauranga Central	Children's Circle Early Years Centre	Greerton Village Kindergarten	Kiwi Treasures
Above & Beyond Education & Care	BestStart Bay Kindy	BestStart Welcome Bay	Country Kids Pre-School Ltd	Kaleidoscope Childcare Centre	Korukidz Education & Care
Active Explorers Tauriko	BestStart Greerton	Buckle My Shoe Early Learning Centre	Gate Pa Preschool and Childcare	Kids Campus T.P.S. Childcare Society Inc	Li'l Champs Early Learning Centre
Ark Early Childhood Centre	BestStart Pyes Pa	Changepoint Early Learning Centre	Greenpark Pre-school	Kids on Nineteen Early Learning Centre	Lilliput Preschool

Greerton Early Learning Centre	Buckle My Shoe Early Learning Centre	Little Sweethearts Montessori - Historic Village	New Shoots Children's Centre - Matamata	The Children's Garden Preschool	Toi Ohomai Childcare Centre
Maungaaran-gi Kindergarten and Family Centre	New Shoots Children's Centre - Tauranga	The Treehouse Private Kindergarten	Maungatapu Pre-School	Scuola Montessori (15th Avenue)	Welcome Bay Free Kindergarten
Maungatapu Free Kindergarten	Rose Ring Kindergarten				

Iwi o Tauranga Moana

Three iwi have mana whenua status in Tauranga Moana:

- Ngāti Ranginui
- Ngāi Te Rangi
- Ngāti Pūkenga

We are continuing to develop our connections to mana whenua and see those connections as central to building a stronger, more cohesive Kāhui Ako. Much work has already been done in this area including the sharing of resources developed by iwi for kura. The next step in our work with iwi is the development of a Tauranga Moana localised curriculum and developing powerful reciprocal relationships with iwi, hapū and marae.

Tātou Arotakenga | Evaluating Our Journey So Far

A number of major and minor reviews have taken place over the past four years in relation to the outcomes of the Tauranga Peninsula Community of Learning, as it was known then. Two of these major reviews were conducted by Dr Melanie Riwai-Couch from Evaluation Associates - a full evaluation completed in November 2018, and a Leadership Review completed in June 2020. Alongside this, all key stakeholders completed a review in August 2019 of the Tauranga Peninsula Community of Learning, using the Ministry of Education's Collaborative Practice Tool - Development Maps. Other internal and external evaluations have been carried out including, but not limited to, Ngāi Te Rangi: Cultural Guidelines Survey 2020, Kaupapa Māori Hui 2020 - Feedback from staff who teach in Rumaki / Reo Rua Units / Māori Curriculum Leads, Rongohia Te Hau 2018 - 2019 School Snapshots / Surveys and the NZCER wellbeing surveys carried out by all schools in 2020. Most of the analysis and findings from these reviews have been used to define and set our progress aspirations for 2021 to 2023 and are captured below; however, some key findings from the major reviews were as follows.

During the first few years of establishing our Kāhui Ako, we were fortunate to have the support of Poutama Pounamu from the University of Waikato. The following Cultural Relationships for Responsive Pedagogy principles have been implemented within many of our kura to support school leaders and kaiako to develop a culturally responsive and relational approach (Poutama Pounamu):

- Whānau
- Whakapapa
- Kaupapa
- Wānanga

- Ako
- Mahi Ngatahi

Full Evaluation Report Findings

In what ways is the Kāhui Ako providing benefits to contributing schools, teachers and students and how might its effectiveness be improved?

The evaluation clearly shows that there has been solid progress made supporting schools within the Kāhui Ako to work towards the vision of Te mahitahi kia taea e ngā ākonga katoa te kite i ō rātou pūmanawa | Working together to enable all learners to realise their full potential. This is evidenced by the satisfaction of the Kāhui Ako stakeholders and the meeting of expectations in regards to the overarching aim: To encourage and support teachers in their reflective practice, and the teaching as inquiry process, as they meet the code and standards, and 'Effective Teacher Profile' to:

- **Develop a culturally responsive and relational approach**
- **Address the needs of priority learners**
- **Develop educationally powerful connections within our community**

In response to the first part of the evaluation question “**in what ways is the Kāhui Ako providing benefits to contributing schools, teachers and students?**”, the key findings were:

1. The Kāhui Ako is enabling a sense of community across and between schools
2. The Kāhui Ako is providing a platform for collaboration and making connections
3. Teachers are benefiting from professional learning in CRRP, which needs to continue with some refinement. Teachers and principals believe CRRP is starting to have a positive impact on students, however, it is too early to know what that looks like.

In addition, the Kāhui Ako was found to be providing leadership opportunities for teachers who were appointed as ASLs and WSLs, that resource sharing had started (but with more scope to become more common practice), and that teachers were benefiting from sharing ideas and visiting other school settings (which they wanted more of).

In response to the second part of the evaluation question “**how might the effectiveness of the Kāhui Ako be improved?**”, the following findings were considered to be the most significant:

1. The Lead Principal role is not sustainable as 0.4 due to the size and complexity of the KA.
2. Iwi want to engage with and support the Kāhui Ako but require greater clarity, recognition and resourcing to do so.
3. ASLs need greater clarity about their role, mentoring and direction to increase their effectiveness.
4. The focus on CRRP needs to continue, but also be refined based on specific data from the Kāhui Ako and with iwi input.
5. Communication and educationally powerful connections can be improved.
6. There is potential for early learning to have a greater role within the Kāhui Ako and to contribute to achieving the Kāhui Ako vision and goals.
7. There is overall satisfaction with the distribution of resources, systems and structure

with some suggestions for refinement.

8. There needs to be a constant focus on priority learners by all within the Kāhui Ako, as well as more synergy with SENCO and others who have extra responsibilities for priority learners.
9. Developing educationally powerful connections within the community - Overall, 72% of respondents to the online survey indicated their expectations were being met or exceeded in regards to addressing the needs of priority learners. **While this is a high average rating, it is the lowest of the three areas (CRRP, addressing the needs of priority learners and developing educationally powerful connections within the community).**

The Tauranga Peninsula Kāhui Ako Leadership review findings also found that: Raising achievement or boosting progress is a complex problem. Effective solutions arise from effective problem analysis and the subsequent construction of a theory for improvement. It was not clear from the interviews undertaken during the review that there was a strong theory for improvement underpinning the work of the Kāhui Ako. The focus of the work programme seems to have evolved in isolation from the theory for improvement.

Absolum et al. (2020) stated:

One of the issues that can weaken a strong sense of collective purpose is an absence of adequate tools for monitoring actions along the logic of the theory chain. If the Kāhui Ako really does want to improve some aspect of student learning, then it makes sense to have sensible evaluative tools that will provide sound evidence of progress. If you really want to get somewhere, you have to know that you are on the right track, are making progress, or have arrived.

This supports the need for there to be an effective way of measuring progress towards the achievement challenges and goals of the Kāhui Ako. There is a need to continue strengthening the Kāhui Ako's relationship with the Ministry of Education.

There needs to be attention given to the revision and embedding of a strong theory for improvement. A strong theory for improvement that is shared and understood will support ASLs and others in the Kāhui Ako to have clarity about what they are doing, how and why. It will also help the recruitment process for any future ASLs.

There needs to be clarity about how progress will be measured and reported on.

Sustainability of our Kāhui Ako

Several people mentioned the variance of understanding that Board of Trustees representatives have about the Kāhui Ako. This was a concern for them and it raises questions about whose responsibility it is to make sure that Boards of Trustees are fully aware of the purpose and intent of the Kāhui Ako. There is an opportunity to include the Board of Trustee members more in the Kāhui Ako through school-level communication, invitations to future events and accountability reporting. This increased awareness and greater ownership of the Kāhui Ako by individual boards will help with sustainability.

There is a need to consider possible ways of rearranging utilisation of the current resource available to the Kāhui Ako. This may mean having to challenge the status quo allocations which can be tricky when schools have a strong sense of entitlement.

Principals need to be accountable for keeping their Board of Trustees up to date with Kāhui Ako information. If a broader strategy is preferred then this should be discussed and agreed to.

Finally, ensure that iwi is a determining contributor to any decisions about iwi interests, including Māori student wellbeing and achievement.

Our Progress Aspirations

We have identified three Progress Aspirations for our Kāhui Ako. These are:

1. **Mahitahi** | collaboration and partnerships
2. **Te Marau-ā-Rohe** | Localised Curriculum
3. **Hauora** | Wellbeing and Learning Support

Our Approach: Theory for Improvement

Global Measurables

Drivers: our levers for change

- Kura/ECE - alignment of Kāhui Ako progress aspirations with schools/ECE current strategic planning.
- WSLs - working alongside ASLs and the School's Senior Leadership teams to lead the implementation of the progress aspirations in their school.
- ASLs - as leaders of learning, work alongside schools/ECE (pathways) to support the progress aspirations including: data analysis, implementation of support programmes, delivery of professional learning, support of WSLs. All ASLs will be required to undergo relevant and effective collaborative inquiry across and within schools/ECEs.
- Iwi - to be valued and connected with all schools/ECE within our Kāhui Ako as evidenced by the positive reciprocal relationships and the implementation of their kaupapa with the focus on responding appropriately to mana whenua and tangata whenua. Further to this, ECE/kura connect and engage with their hapū and marae within their context, understanding and meeting the needs of ākonga/whānau and community.
- Pathways - we acknowledge the diverse nature of our Kāhui Ako and the requirement to work collaboratively for the needs of all ākonga from ECE through primary, intermediate, secondary and into career pathways.
- We will use the four high impact practices using the NZC as a framework to assess and report our progress in relation to enabling relationships for learning, strengthening collaborative inquiry in all settings, building coherent pathways and using a localised curriculum to provide rich learning opportunities.
- To build the capability of staff we will focus on the nine leadership capabilities as outlined in the educational leadership capability framework developed for the Teaching Council by NZCER. The capabilities will be used to shape and critically reflect on current programmes, individual pathways, overall practice, organisational strengths and needs, and to inform decisions about priorities for new professional learning in our Kāhui Ako.

Progress Aspiration 1: Mahitahi | Collaboration and partnerships

Progress Aspiration #1: Shared Goals

To establish strong partnerships and effective collaboration between schools and the wider Tauranga Peninsula Kāhui Ako community, with a focus on establishing coherent pathways for all learners from ECE to Y13 and beyond.

Progress Aspiration #1: Outcomes

- Collaborative teaching and curriculum delivery will be at the embedding stage by 2022.
- Strong community engagement and local relationships will be at the embedding stage by 2022.
- Partnerships and collaboration between ECE, schools, tertiary, iwi, kura whānau and wider community will be embedded.
- A commitment to be active partners and develop a culture of action in the Kāhui Ako and share resources to work together.
- Tauranga Peninsula Kaupapa Māori komiti members to work collaboratively with ASLs, iwi and across and within schools.
- Enable stakeholders to access successful practice across educational pathways to ensure our students can experience success.
- A shared understanding of the roles of the Principals, Senior Liaisons, Across School Leaders, Within School Leaders and other stakeholders
 - ASL and SLT have regular opportunities to collaborate
 - All schools will have access to ASL expertise
 - ASL collaborate as a team with common release time
 - ASL role as a liaison for schools
 - WSL & ASL share and support the use of innovative skills across Kāhui Ako
- Collaboration in Practice insights into implementation referenced (ERO 2019)
- Te Pūtiki Wharanui ā Tamatea (Ngāti Ranginui Graduate Profile)
- Kura whānau have opportunities to contribute and participate in their child's learning experiences
- School strategic plans will align with the Kāhui Ako Progress Aspirations
- Clarity of what skills are available within the Kāhui Ako and how to access these
- ASL and SLT have regular opportunities to meet and identify needs within schools and facilitate collaboration within these areas, which result in positive outcomes for ākonga
- WSLs engaging with staff, whānau and ākonga, as they lead collaborative inquiries based on the needs of their schools
- Establish clear, coherent pathways for all learners from ECE to Y13 and beyond

Progress Aspiration #1: Measurables

- a) To develop an understanding of Tikanga Māori to ensure all interactions with tangata whenua are authentic.
 - Iwi Partnerships
 - Māori representation on Boards
 - Termly TPKA hui (SLT, ASL, WSL, Iwi) used as an opportunity to strengthen collaboration, provide PLD and tools to add to your kete

- b) All ākonga will experience seamless transitions, optimising their well-being and learning.
- Successful transition has been shown to be linked to positive outcomes in academic achievement, a sense of belonging and building self-determination.
 - Kāhui Ako members make clear consistent expectations at each transition point by having a shared “baseline” expectation for data shared and contact made.
 - To streamline transitions between school from ECE to Year 13 beyond.
 - The ECE and Junior teachers are looking for avenues to share professionally, to form relationships which enable the transition from ECE to school to go smoothly. They would like to see some consistency in transition which centres around a common understanding as to what and how information is shared, number and type of visits.
 - A group will be formed representing the different transition sectors to plan a common baseline approach in terms of visits and data sharing.
 - **We need to develop a consistent approach at the critical transition points across all learning pathways.**
 - PLD opportunities developed that provide links between transition areas
 - Professional development to strengthen practice and lines of communication.
 - Co-construction of curriculum design and learning opportunities across the Kāhui Ako especially for NE – Year One learners.
- c) We understand the importance of building positive reciprocal relationships with learners and parents/families/whānau and caregivers.
- Developing relationships with teachers in the classroom to share good practice and resources across our Kāhui Ako
 - NZCER survey shows that in the Kahui Ako schools 90% of students surveyed feel that their whānau feel welcome at school, yet:
 - 20% of students feel that parents and teachers do not work together. We aim to reduce this to 10% within the timeframe of this plan.
 - 35% of students believe that teachers are not interested in their culture or background. We aim to reduce this to 15% within the timeframe of this plan.

Evidence to support the development of a shared understanding of how to work collaboratively

Collaboration in Practice: insights into implementation

Building a sense of collective responsibility for the success and progress of all children and young people in the community was paramount. The challenge for all those involved was to move beyond focusing on my school or my early learning service to our schools and early learning areas.

The principle of collaboration that we are encouraging **our teachers to take** is one of mutual openness to sharing problems of practice with one another, engaging honestly in real problem-solving about the learning of the children we are currently teaching. We

encourage professional dialogue that spans the boundaries between our kura, is open to taking new approaches, conducting professional conversations in a spirit of ako, where the teacher is willing to be the learner.

The principle of collaboration that we are encouraging **our teacher-leaders and principals to take** will be to build a culture of respect between all schools, of mutual professional trust, communicating support for the view that we can all learn from one another, that it's OK to try new well-considered strategies and to have them fail, and that we have high expectations of the success the Kāhui Ako can generate.

Research says

[Continuity of learning \(ERO, 2015\)](#) recognises that positive school movement is “good for a child’s future”. Children who experienced a smooth transition gained confidence in themselves as learners able to manage change. They experienced a consistent educational experience when early childhood services and schools shared a common vision and worked closely with parents and whānau to actively support the children’s learning. The importance of this is very evident for priority learners but no less critical for each and every child to succeed as a learner. Strong two-way partnerships between the school and parents supported children in their transitions and their learning.

[Transition from Primary to Secondary \(ERO, 2010\)](#) identifies school success as essential to students achieving “foundation skills necessary for future wellbeing, training and employment”. Hauora and purposeful, positive engagement in society is an end goal. ERO goes on to state that:

- Transitions can be negatively impacted by social, emotional and physiological changes
- Staff have important roles in supporting transitions of all students, including preparing students academically and socially
- Māori, Pasifika, learners with additional learning needs, and those from low-income contexts are most vulnerable
- Transition is “more complex than just developing orientation processes for students to become familiar with the school’s environment, personnel and programmes”
- Time taken for successful transition varies across individuals
- Transitions are more successful when learning is seamless across educational settings.

It is important to focus on the quality of transitions children and young people experience as they move through their schooling. We need to ensure learners experience positive, seamless transitions within schools and across all levels of the Kāhui Ako to maximise their learning opportunities. We have identified these transition phases in key target areas, home to ECE, ECE to Primary School, Primary to Intermediate School, Intermediate to Secondary School, Secondary School to Tertiary or employment opportunities.

At present:

- A variety of approaches to transition are currently implemented across the Kāhui Ako.
- Most children engage in either ECE organised visits or individual school visits prior to school entry. The Colleges have a common “Orientation” visit event.
- Some focus on the sharing of information, others are more of an orientation programme where information is collected and systems in the new area explained.
- A wide range of assessment tools are used across the Kāhui Ako. This precludes seamless transitions for learners who are frequently ‘over-tested’ as a result. There is

concern that in the name of consistency often students are retested in the new environment and there is a lack of professional trust of assessments completed in their previous kura.

- There is a limited shared understanding of the expectations for data, and conclusions, during transitions, across the Kāhui Ako.

Tohu Pātai | Guiding Questions:

- How can we develop strong partnerships across the Kāhui Ako?
- How can we work collaboratively?
- How do we develop an understanding of Tikanga Māori?
- What are the expectations of the hui process?

Progress Aspiration #1: Data Analysis

- Kaumatua Voice (2020)
 - *"It's not about how we connect, but the **why**. We are not resourced to cater to all kura so we need to meet those who want to learn from us. We want to help in a meaningful way and it is much easier if we have a connection to the people before we start on the mahi."*
 - *"Kura would benefit from Māori representation on their boards. If that is too hard, BOT members may look to learn about their local history too."*
- Stakeholder voice from various wānanga in 2019
 - Principals, Senior Liaison and Iwi Hui
 - ASLs and WSLs Hui (Huria Marae)
 - Development Maps
 - Bus Stop Summary
- NZCER Wellbeing Survey
- Education Counts
 - TPKA Participation in early childhood education
 - School leavers in tertiary education
- ECE/Junior Teacher's Survey
 - *"Our tamariki go to a wide range of local schools and so getting around all of them is challenging. Sometimes our whānau choose to leave very quickly which doesn't allow time for the visits to happen."*
 - *"Having open communication between the new entrant teachers and us is sometimes challenging".*

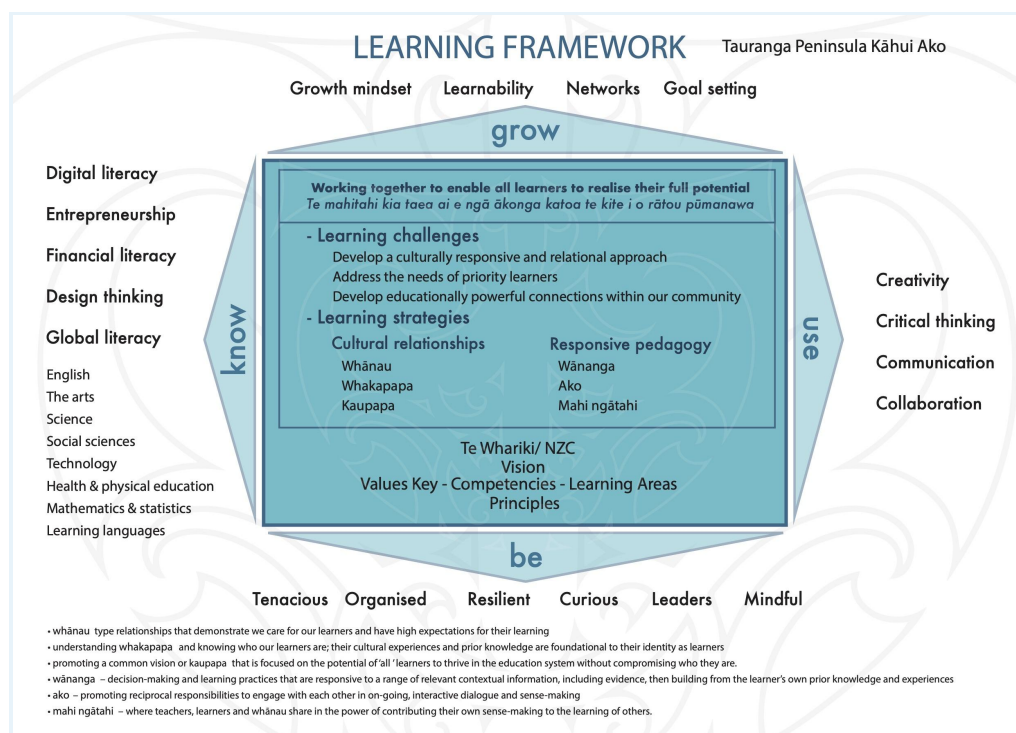
Insights to further investigate:

- The main discrepancy has come from the responses in regards to staff being supported to learn how to work effectively with students from different cultural groups, and in relation to the idea of stakeholder voices/opinions being used to help inform decision making.
- A significant percentage of students reported that they perceive that teachers are not interested in their culture or family background. This ranges from 15-26% in Years 4-8 and 33% of secondary respondents.
- Education Counts: This shows that our Kahui Ako participation in ECE has consistently averaged 93% over the past 3 years.

- ECE/Junior teachers have a concern over school choice for their children, lack of school links making settling difficult, building relationships with schools, concern over special needs/ working on Hauora/ growing behaviour problems.

2018 Draft TPKA Learning Framework

Having a clear vision for ākonga learning is a good starting point for thinking about transitions. This might be in the form of a graduate profile that describes the values, attitudes, capabilities and attributes that whānau, hapū and iwi expect for their ākonga. Ākonga are more likely to experience success if there is a coherent, and continuous education pathway that is relevant to their and their whānau aspirations. The draft TPKA Learning Framework can be developed further and used to identify drivers for ākonga success across our Kāhui Ako from ECE to Year 13 and beyond.



We need to know what is emphasised in each sector, share curriculum and emphasis on dispositions. In order to conceptualise this challenge as an opportunity will require a deeper understanding of one another's learning environments and work towards shared responsibility and a shared vision for the tamaiti and whānau. Kāhui Ako partners need to work closely to build shared professional networks which enable kaiako to have a deeper understanding of shared pedagogy and curriculum design/delivery. School classroom curriculum needs to reflect the overlap of key concepts, aptitudes, and skills that our contributing ECE centres/ Primary/ Intermediate/ Tertiary promote. We need to support our students experiencing tertiary opportunities. The statement of National Education and learning priorities (NELP, 2020) is the Ministry of Education's response to the feedback of 50,000 New Zealanders in Te Kōrero Mātauranga, the Education Conversation. Objective Four of the NELP focuses on the Future of learning and work – learning that is relevant to the lives of New Zealanders today and throughout their lives. Collaborating with industries and employers to ensure learners/ākonga have the skills, knowledge and pathways to succeed in work.

Improved whānau engagement

We want parents/families/ whanau/caregivers to feel confident that ECE/ Primary schools/ Intermediate/ Colleges/ Tertiary work together to facilitate a smooth social, emotional and educational transition for each learner. Too often it is the whanau who are more anxious than the child. They at times withhold information thinking that behaviour will automatically improve when a child joins the school.

Progress Aspiration 2: Te Marau-ā-Rohe | Localised Curriculum

Progress Aspiration #2: Shared Goal

To provide ākonga with access to a localised curriculum, where they will experience culturally rich learning opportunities, which will be responsive to their needs, identity, language, culture, interests, strengths and aspirations of their whānau.

Progress Aspiration #2: Outcomes

1. Implement a localised curriculum to give ākonga from all cultures a strong sense of belonging within their Kura (turangawaewae). It will:
 - Honour the Tiriti o Waitangi principles
 - Value and reflect Te Ao Māori
 - Embed local knowledge and history of Tauranga Moana
 - i. Te Takanga o Te Wā: Māori History
 - ii. Te Pakanga o Pukehinahina (Gate Pā)
 - iii. Te Pakanga o Te Ranga (Te Ranga)
 - Normalise Tikanga and Te Reo Māori
 - Celebrate Kaupapa Māori and local events in all schools (e.g. Matariki, Te Wiki o Te Reo Māori, Tauranga Moana, Tauranga Tangata Festival, Rā Whakangahau and Te Waka Pererua)
 - Provide opportunities for all ākonga to increase their knowledge of their pēpeha and identity and have their identity reflected in their learning
2. Ensure whānau have opportunities to participate in planning, evaluating and reviewing their individual school's curriculum
3. Establish strong relationships between school leaders and kura whānau, marae, hapū and iwi
4. Embed Tauranga Moana iwi educational initiatives into school strategic plans and curriculum.
 - Te Manukura o Tauranga (guidelines and self-review tool)
 - Te Pūtiki Wharanui ā Tamatea (Ngāti Ranginui Graduate Profile)
 - Te Ao Māori Localised Curriculum
 - Ngā Kete o Ngāi Te Rangi
 - Tauranga Moana Pūrakau

Progress Aspiration #2: Measurables

- Kura/ECE - alignment of Kāhui Ako progress aspiration #2, specifically the shared goals of a localised Tauranga Moana curriculum is evident in current strategic planning
- WSLs - working alongside ASLs and the school's Senior Leadership team to lead the implementation of progress aspiration #2, specifically the shared goals of a

localised Tauranga Moana curriculum in their school and build capacity of staff to weave this into their teaching and learning programmes.

- ASLs (1) - as leaders of learning, work alongside kura/ECE (pathways) to support the progress aspirations including: data analysis, implementation of support programmes, working alongside WSLs to deliver professional development. All ASLs will be required to undergo relevant and effective collaborative inquiry across and within schools/ECEs.
- ASLs (2) - as leaders of learning, work collaboratively across kura/ECE/stakeholders to support the development and implementation of each school's localised curriculum ensuring stakeholder voice is reflected and that a localised Tauranga Moana curriculum is evident in current strategic planning.
- Iwi - bring a Te Āo Māori lens to progress aspiration #2, specifically the shared goal of a localised Tauranga Moana curriculum.
- NZCER Wellbeing@School tool identified areas for improvement as:
 - I feel I belong at school
 - Teachers are interested in my culture or family background
 - Teachers make learning interesting
 - Teachers and parents work together

We aim to decrease the number of students disagreeing with the above statements by at least 15% over the course of this plan. Measurable evidence from the NZCER Wellbeing@School data would indicate ākonga feeling a stronger sense of belonging, culture and identity, and relationships through their learning. Further to this, there will be an improvement in the comparison of the 'Localised Curriculum - Current Happenings Survey 2020' and further opportunities to share each school's journey in their development of localised Tauranga Moana curriculum.

Evidence to support the localised curriculum, in the Tauranga Moana setting:

The New Zealand Curriculum is a clear statement of what we deem important in education. At its starting point is a vision of our young people as lifelong learners who are confident, creative, connected, and actively involved, and includes a clear set of principles on which to base curriculum decision making (Ministry of Education [MOE], 2007a). Te Marautanga o Aotearoa echoes this vision with the aspiration of developing successful learners, who will grow as competent and confident learners, effective communicators in the Māori world, healthy of mind, body and soul and secure in their identity, and sense of belonging (MOE, 2007b).

The local curriculum is the way each educational setting brings the New Zealand Curriculum (NZC), Te Marautanga o Aotearoa and Te Whariki, to life. Our local curriculum should be responsive to the needs, identity, language, culture, interests, strengths and aspirations of your learners and their families, have a clear focus on what supports the progress of all learners, integrate Te Tiriti o Waitangi into classroom learning, and help learners engage with the knowledge, values, and competencies so they can go on and be confident and connected lifelong learners (MOE, 2019).

In strengthening our local curriculum framework, it is important to consider how we weave the elements of the NZC, Te Marautanga o Aotearoa and Te Whariki with local contexts that provide rich learning opportunities and coherent pathways for ākonga (MOE, 2019).

All schools and ECE to engage with two curriculum design tools to support strengthening and reviewing of our local framework are Rapua Te Ara Tika and the Local Curriculum

guides. The online tool Rapua Te Ara Tika includes four interrelated components of Rapua Te Ara Tika and supports kura to define, document, and track the implementation of their local curriculum – marau ā-kura, or marau ā-kāhui ako (MOE, 2019).

In acknowledging our commitment as Te Tiriti o Waitangi partners and our collective identity as a community of learning in Tauranga Moana it is important to provide ākongā with access to a localised Tauranga Moana curriculum to ensure they are able to experience culturally rich learning opportunities.

Progress Aspiration #2: Data Analysis

A number of data sets have been used to inform the rationale behind our thinking:

1. Stakeholder voice from various wānanga in 2019

Stakeholder voice from Principals, Senior Liaison, Iwi, ASLs, and WSLs collected from a series of wānanga in 2019. This was collected in the form of development Maps and a Bus Stop activity.

2. Ngāi Te Rangī: Cultural Guidelines Survey 2020

Analysis of the 73 responses for this survey looking at the cultural guidelines to strengthen and reinforce the cultural development of Tangata Whenua, Iwi Māori as well as Non Māori learners.

3. TPKA Kaupapa Māori Hui 2020

In September 2020 a Kaupapa Māori Komiti was formed to connect kaiako in our Kāhui Ako who teach te reo and/or are kaiako in rumaki / reo rua units. At this hui there was kōrero around Te Ao Māori, iwi initiatives, resources and the current development of a Te Ao Māori localised curriculum.

4. Learning Stories 2018 - 2020

Over the past three years, 27 Learning Stories have been developed from across our kura. Many of these Learning Stories can be used as exemplars of Localised Tauranga Moana Curriculum in action across our Kāhui Ako. Teacher and student voice included in these exemplars were used.

5. NZCER wellbeing survey data 2020

Questions focusing on localised curriculum from the NZCER Wellbeing@School surveys with both a cross-section of students and also their teachers were used.

6. Localised Curriculum - Current Happenings Survey 2020

Analysis of the 11 responses from Kura to the survey sent out in October 2020. The survey asked kura to reflect on where their schools are currently at with the development of their local and Tauranga Moanatanga curriculum.

Insights for further investigation:

- Resourcing Kura to teach place-based learning (local history, share legends, waiata, appropriate for Tauranga Moana)
- Gain a unique understanding of the Māori language, the culture, and the history of local Iwi, Hapū and Marae, located nearest to their school.
- Providing opportunities for students to grow their sense of belonging through having a better understanding of Tauranga Moanatanga

- Investigating ways to develop a greater connection with stakeholders - whānau, mana whenua, and hāpori māori to enhance the learning of our ākonga
- Explore an agreed Cultural audit tool used for annual review, e.g. Te Manukura o Tauranga (self-review tool)
- Acknowledging the journey different Kura are on with their localised curriculum. How can we look at ways to share, collaborate, and learn across Kura?

Tohu Pātai | Guiding Questions:

- What curriculum design tools could we utilise to review our localised curriculum?
- How do we support Kura to be responsive to the needs, identity, language, culture, interests, strengths and aspirations of ākonga and their whānau?
- How do we support and resource Kura to embed practices around place-based learning (Tauranga Moanatanga), Te Ao Māori, and iwi initiatives?
- How can we effectively work with stakeholders - whānau, mana whenua, and hāpori Māori to enhance the learning of our ākonga?
- How do we ensure our whānau and ākonga feel and know that their culture and family backgrounds are important in our spaces of learning?

Progress Aspiration 3: Hauora | Wellbeing

Progress Aspiration #3: Shared Goal

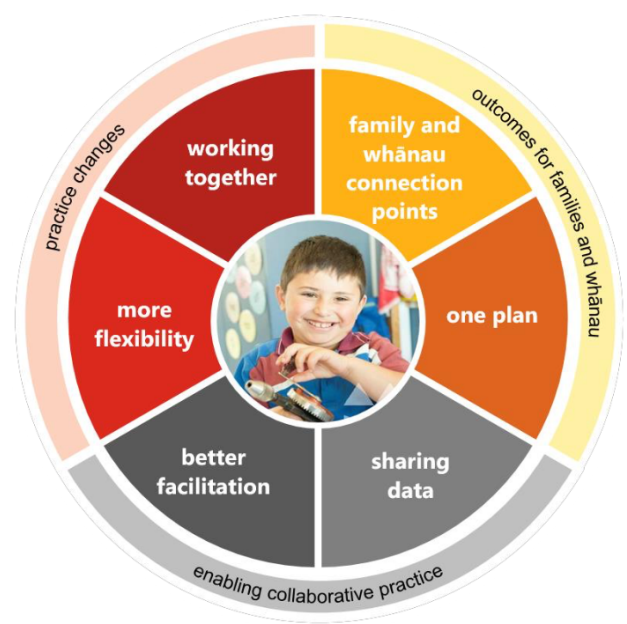
A positive culture of wellbeing will be embedded across the Kāhui Ako achieved through:

1. To implement a **localised whānau-centred model of hauora** that supports the development of a positive culture of wellbeing within our Kāhui Ako.
2. To implement the **Learning Support Delivery Model** that supports better facilitation and sharing data enabling us to work together which creates more flexibility so we can improve outcomes for children and young people.

These localised models will promote partnerships and collaboration to improve hauora, address students' needs and enable our people to feel happy, healthy, accepted, respected, supported and connected.

Progress Aspiration #3: Outcome

- 1i) Implementation of a localised whānau-centred model of hauora to promote a positive culture of wellbeing.
- 1ii) Utilising NZCER Wellbeing@School data within schools as a self review tool.
- 1iii) Ensuring hauora is reflected in your own schools vision, values and is interwoven into the curriculum and school culture.
- 1iv) Explore and implement programmes to support kura, kaiako, kaimahi, ākonga and whānau to feel happy, healthy, accepted, respected, supported and connected.
- 1v) Promote partnerships and collaboration to support participation and engagement in Sport, Arts, and Culture.



- 2) Implement the Learning Support Delivery Model to support better facilitation and sharing data that will enable collaborative responses from ECE, kura, agencies and NGOs that reduces wait time and addresses the needs to improve outcomes for children and young people.

Progress Aspiration #3: Measurable

- Kura/ECE - alignment of Kāhui Ako progress aspiration #3, specifically the shared goals of the localised whānau-centred model of hauora and the Learning Support Delivery model evident in current strategic planning.
- WSLs - working alongside ASLs and the School's Senior Leadership team to lead the implementation of progress aspiration #3, specifically the shared goals of localised whānau-centred models of hauora and the Learning Support Delivery in their school.
- SENCo/Learning Support personnel - working alongside ASLs and the School's Senior Leadership team to lead the implementation of progress aspiration #3, specifically the shared goal of the Learning Support Delivery in their school.
- ASLs (1) - as leaders of learning, work alongside schools/ECE (pathways) to support the progress aspirations including: data analysis, implementation of support programmes, delivery of professional learning, support of WSLs. All ASLs will be required to undergo relevant and effective collaborative inquiry across and within schools/ECEs.
- ASLs (2) - as leaders of learning, work alongside ECEs/schools/agencies/NGOs to establish and maintain the relational trust that will support the Learning Support Delivery Model. Contextualise and implement the Learning Support Delivery Model that is focussed on better facilitation and sharing data that will enable collaborative responses from ECE, kura, agencies and NGOs that reduces wait time and addresses needs to improve outcomes for children and young people.
- Iwi - bring a Te Āo Māori lens to progress aspiration #3, specifically the shared goals of charter and the Learning Support Delivery model.

Progress Aspiration #3: Hauora Measurables

- **Measurable 1:** In order for our tamariki to move into a state of Mauri Ora they need to feel happy, healthy, accepted, respected, supported and connected. By implementing a localised whānau-centred approach to Hauora, grounded in Te ao Māori and Kaupapa Māori we commit to a 15-20% increase (or decrease) over three years consistent across Years 0-13 in the following areas identified in the NZCER Wellbeing@School tool:
 - An increase in the amount of students reporting that they perceive teachers are not interested in their culture or family background.
 - A decrease in the amount of students reporting they can't say how they are feeling when they need to.
 - An increase in the amount of students who feel they can approach either a teacher or other students for help if they have a problem with another student. This reduction is particularly important at Secondary level.
 - An increase in the amount of ākonga reporting they can have a say in what happens in their kura.
- **Measurable 2:** Research indicates there is a correlation between attendance and a student's hauora/wellbeing, achievement, and engagement in school. 'Regular'

attendance is defined for statistical purposes by MOE as 90% attendance or higher. We aim to increase the percentage of students attending school regularly in our Kāhui Ako from 52.9% (MoE, 2020) to 80% in three years time and be higher than the national rate.

- **Measurable 3:** Stand downs, suspensions and exclusions have a negative impact on tamariki, kaiako, and whānau Hauora. Over the next three years we commit to exploring programmes and initiatives to improve behaviour, enhance school culture, build partnerships with whānau, and support the Hauora of students, teachers, and whānau. As a result we aim to halve the percentage of stand-downs, suspensions and exclusions particularly for our Māori students from 61% (Education Counts 'engagement data' 2020) to 30% in three years' time. This would also be reflected in a 15-20% increase (or decrease) over three years consistent across Years 0-13 in the following areas identified in the NZCER Wellbeing@School tool:
 - A decrease in students reporting that they are being bullied by other students. This would also be reflected in the aggressive behaviours data which should reflect a decrease in hitting, pushing, or hurting others in a mean way.
 - Our kaiako data will show an increase in knowledge/confidence of school-wide approaches for addressing conflicts and professional learning support.

Progress Aspiration #3: Data Analysis

A number of data sets have been used to inform the rationale behind our thinking. These included:

1. Stakeholder voice

Stakeholder voice from Principals, Senior Liaison, Iwi, ASLs, and WSLs collected from a series of wānanga in 2019. This was collected in the form of development Maps and a Bus Stop activity. In the Bus stop summary, there was clear voice around inclusion of Hauora as a workstream/focus and a driver for the refreshed plan.

2. NZCER Wellbeing@school surveys

The NZCER Wellbeing@School surveys with both a cross-section of students and also their teachers were used. The survey asks questions under the following categories:

- School-wide climate and practices
- Teaching and Learning
- Pro-social student culture and strategies
- Community Partnerships

Baseline data insights (why):

NZCER Wellbeing@School survey - student responses:

- *Across all levels, between 18% and 55% of students reported they can't say how they are feeling when they need to with higher percentage rates reported at secondary level with 29% saying they didn't learn how to manage their feelings at school.*
- *The data clearly reported that students knew what behaviours were acceptable and unacceptable but 33% did not know what to do if someone was being hurt or bullied. This was also reflected with 40% of students disagreeing that students stand up for others if someone is mean to them.*
- *32-35% of students feel they couldn't approach either a teacher or other students for help if they*

have a problem with another student. Higher percentages of up to 50% were reported at secondary level.

- 29% of students felt teachers didn't always take action if someone is being hit or bullied. Interestingly there was a 76.8% response rate which was significantly lower than other areas which were in the 90% range.
- A significant percentage of students reported that they perceive teachers are not interested in their culture or family background. This ranges from 15-26% in Years 4-8 and 33% in secondary respondents.
- Across the data sets, bullying emerges as a key theme with 20% of students reporting that they are being bullied by other students. The aggressive behaviours data indicates that the most common types of bullying include name-calling and teasing (39% reporting this happened more than once a month), being left out (30% reporting this happened more than once a month), telling lies in a mean way (26% reporting this happened more than once a month). 19% reported physical bullying and 16% reported other students saying mean things about their culture or family.

NZCER Wellbeing@School survey - teacher responses:

- A large percentage of teachers felt that they were teaching students ways to intervene in conflict or bullying incidents to support each other (73%) and were teaching students strategies for managing their feelings and emotions (81%). Students don't appear to be able to put these strategies in place as 30-40% of students didn't feel they knew what to do if someone was being bullied or didn't feel they could express their feelings.
- Almost half of our teachers reported that their schools don't have school-wide approaches for addressing conflicts (46%) and that they have professional learning to support staff to recognise the types of bullying behaviours (49%)
- 69% of teachers disagreed that there was an issue with bullying, harassment or violence in their school whereas the data from students reported that 20% are being bullied by other students with a third of students reporting being called names, being teased or left out.
- The response rate between teachers and students was the same for 'Students always intervene to support peers if they are being bullied or hassled'.
- 97% of teachers feel students could ask school staff for help if they have a problem with another student, however, around a third of students didn't feel they could ask teachers for help if they had a problem with another child.
- An interesting insight was the 50/50 split that teachers felt students were regularly promoting healthy behaviours to their peers.
- The aggressive student culture data reported that on average 60% of teachers see or hear about students bullying each other more than once a month.
- In our primary schools, large numbers of teachers reported students hitting, pushing, or hurting others in a mean way more than once a month.

3. Attendance Data

2019 and 2020 attendance statistics were generated by the Ministry of Education for the Tauranga Peninsula Kāhui Ako, measured from the term two attendance survey. The data reports on the percentage of students attending regularly by year level and ethnicity and the categories of attendance and absence.

Baseline data insights (why):

2019 Percentage of students attending regularly by ethnicity

- Across all ethnicities, regular attendance within our Kāhui Ako is lower than the national rates
- 52.9% of students in our Kāhui Ako are regularly attending school. This is almost 5% lower than the national rate of 57.7%
- Māori have the lowest rates (38.9%) of regular attendance within our Kāhui Ako followed by Pacific peoples (41.3%)
- Asian students have the highest rates of regular attendance in our Kāhui Ako (67.3%) and nationally

2019 Percentage of students attending regularly by year level:

- Year 13 has the lowest percentage of students attending regularly (33.1%). While this is also the lowest year level nationally (42.5%) our rate is lower than this.
- Year 2 is the second-lowest percentage of students attending regularly (45.8%). This doesn't align with the national statistics which followed by year 13 indicate year 12 is the next lowest year level for regular attendance. Our year 12 rates are higher than the national rates.
- With the exception of year 12 across all year levels, regular attendance within our Kāhui Ako is lower than the national rates
- The year 7 level has the highest percentage of regular attendance (61.3%) and is similar to the national rates.
- Regular attendance for years 1, 2, and 13 are all below 50% which is at least 10% below the national average.

2019 Total Learners - Attendance and absences:

- Across all areas, the attendance and absences in our Kāhui Ako are lower than the national rates
- 53% of students were attending school regularly (90% and over)
- 47% of our Kāhui Ako have attendance rates under 90%
 - 27% of students had irregular absence (81-90%)
 - 11% of students had moderate absence (71-80%)
 - 9% of students had chronic absence (70% or less).

2019 Proportion of students chronically absent by Ethnicity

- 9% of students had chronic absence (70% or less). Across the Kāhui Ako, 665 were in this category.
- Māori accounted for the highest percentages of students chronically absent (14.7%) followed by Pasifika (13.8%)

4. Retention Data

The 2019 Education counts Retention data from across the Kāhui Ako was used to look at the percentage of school leavers staying at school until at least their 17th birthday.

Baseline data insights (why):

- The overall percentage of students staying at school to the age of 17 in our Kāhui Ako is 77.9%. This is lower than the 2019 national rate of 82%
- Māori students have the lowest rates of retention (64.8%)
- Asian students have the highest rate of retention (93.2%)
- Female students were more likely to remain at school until age 17 than their male counterparts

5. Engagement data

The 2019 Education Counts 'engagement data' from across the Kāhui Ako was used to look at stand-downs, suspension, and exclusions across the Kāhui Ako.

Baseline data insights (why):

- Across the Kahui Ako, the stand-downs, suspensions and exclusions for Māori students are at a higher rate than any other ethnic group, a total of 61%
- Māori students account for 60% of the stand-downs, 22% of suspensions, and 80% of the exclusions
- Across the Kahui Ako male students have consistently higher rates than female students.

6. Leavers Data

The 2019 Education counts School Qualification data from across the Kāhui Ako was used to look at a measure of the extent to which young adults have completed a basic prerequisite for higher education and training, and many entry-level jobs.

Baseline data insights (why):

- The largest percentage of students leave with NCEA Level 1 or above. The rates decrease by 11.6% from Level 1 to Level 2 and 30.2% from Level 2 to Level 3.
- The percentage of students leaving with NCEA Level 3 or above is below 45.6%. Of this:

- Asian students have the highest percentage of 68.2% followed by European/Pakeha at 50.3%
- Pacific students have the lowest percentage of 19.4% followed by Māori students of 30%
- Our Kahui Ako wide data shows that the percentage of students leaving school with NCEA Level 1 and 2 aligns with national data
- Māori students have the lowest completion rates for school leavers across all levels with the exception of Pasifika, however, there are small numbers of Pasifika students at this level.

7. Learning Support Register

2020 we established a Tauranga Peninsula Kāhui Ako Learning Support Register in preparation for access to Te Rito (national database). This register was standardised for 15 kura and will eventually be mandated for all ECE. This register provides a measure of the learning support needs across all sectors.

Baseline data insights (why):

- *Priority of Support (General): the comparison of urgent versus individual response do not correlate. Further moderation is required for the 'priority of support' area.*
 - 4.4% (110) = Urgent
 - 24.68% (617) = Semi-urgent
 - 70.92% (1773) = Non-urgent
- *Gender: Not a huge disparity between gender numbers.*
- *Ethnicity: NZ European have the highest percentage of entries on the LSR (not NZ Māori).*
- *Year Level: the highest percentage of entries on the LSR:*
 - 1st: Y9 students 10.3% (261)
 - 2nd: Y2 students 9.2% (232)
 - 3rd: Y7 students 8.9% (226)
 - Interesting is that two of the three year groups are transition points.
- *Major attendance doesn't seem to be of concern but there is a large number presenting with moderate attendance concerns. The marker of satisfactory attendance may need to be adjusted to align with national expectation.*
- *Area of Need - based on the number of students in each category:*
 - 1st: 969 = cognition and learning
 - 2nd: 645 = social, emotional and behavioural
 - 3rd: 438 = speech, language and communication
 - 4th: 165 = physical
 - 5th: 63 = sensory needs
- *Support Need - based on the number of students in each category:*
 - 1st: 503 = general learning challenges
 - 2nd: 311 = medical
 - 3rd: 231 = English lang. learner (ESOL)
 - 4th: 211 = reading
 - 5th: 204 = attendance & engagement
- *Support Need - Based on the number of students in each category:*
 - 1st: 256 = processing information
 - 2nd: 160 = other writing needs
 - 3rd: 129 = other reading needs
 - 4th: 111 = phonological awareness
 - 5th: 100 = managing emotions / self control
- *Voice from ECE: long waiting lists for speech and language. There is a trend that many negative behaviours exhibited by children are growing.*

Kāhui Ako Organisation and Structure

- **Advisory Rōpū** - this is a nominated group of representatives from each sector who meet prior to the Governance hui to mediate ideas, concepts and new initiatives brought forward by the Lead Principal and other stakeholders.
- **Governance Rōpū** - this is the leadership group with representatives from ECE, kura, iwi and MOE who meet regularly to discuss the progress of the strategic plan and progress aspirations of the Kāhui Ako. This group makes decisions on behalf of the Kāhui Ako schools and ECE services including the appointment of Across School Leaders and the Lead Principal.

Tauranga Peninsula Kāhui Ako underpins the strengthening of the capability to establish and develop collaborative working relationships within and across Tauranga learning communities that include: ASL/WSL to teachers, teachers to students, teachers to the community. The role of the ASL & WSLs is to work alongside the learning community to have a positive impact on teachers, students, whānau, iwi and community.

Our Kāhui Ako is a strength-based collaborative that is looking at building on current knowledge and capabilities, to move beyond that we as an education sector currently know and do, to one of continuous growth and development beyond what we currently know we are capable of being.

The value of building a strong collaborative is to recognise and develop the strengths of the wider group, with a focus on increasing capacity and capability across the Tauranga Rohe. The focus is on consistency throughout the education sectors in Tauranga to provide high quality, inclusive education for all. Together, the governance group, Tauranga Peninsula Lead Principal, ASLs and WSLs will be actively engaging with external community stakeholders to ensure that we are working towards achieving our progress aspirations. As a large collaborative of learning institutions, we have to learn to work flexibly to be responsive to the needs of our tamariki, whānau and communities. This includes engaging with the Learning Support Delivery Model that incorporates our value, that of whānaungatanga - engaging in positive and collaborative relationships with our learners, their families and whānau, our colleagues and the wider community.

Great work is already being done. Tauranga Peninsula Kāhui Ako will focus on celebrating this great work. Strengths, effective practice, opportunities for sharing, and collaborations will be identified within our Kāhui Ako. Collaboration will be fostered as connections and relationships are developed within and across schools, whānau, community, tamariki, teachers and leaders.

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