



HAVELOCK NORTH KĀHUI AKO

ACHIEVEMENT CHALLENGES 2021-2024

WHĀIA TE MĀTAURANGA HEI
ORANGA MŌ KOUTOU

*SEEK AFTER LEARNING FOR THE
SAKE OF YOUR WELLBEING*

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WHO ARE WE?

OUR MEMBERS

The Havelock North Community of Learning (Kāhui Ako) consists of twelve early learning services and six schools. These learning organisations are situated in Hawke's Bay just south of Hastings.

School ID	School name	School type
2571	Haumoana School	Contributing
223	Havelock North High School	Secondary (Year 9-15)
2572	Havelock North Intermediate	Intermediate
2573	Havelock North Primary School	Contributing
2590	Lucknow School	Contributing
2697	Te Mata School (Havelock North)	Contributing

ECE ID	ECE name	ECE type
55446	BestStart Havelock North	Education & Care
47679	Cherry Grove @ 101	Education & Care
46865	Cherry Grove Childcare and Family Centre	Education & Care
5290	Havelock North Central Kindergarten	Kindergarten
47731	Havelock North Early Learning Centre	Education & Care
55215	Havelock North Village Kids	Education & Care
5294	Lucknow Kindergarten	Kindergarten
55049	Lumsden Kindergarten	Education & Care
30180	Rockmybaby Childcare	Education & Care
46895	Rockmybaby Hawke's Bay 2	Home-based
46589	Rockmybaby Homebased Childcare Hawke's Bay	Home-based
5299	Te Mata Kindergarten	Kindergarten

Collectively these places of learning have a student cohort of approximately 4,000 children and young people. In addition to the Leadership roles, the Kāhui Ako staffing of the schools generates three (3) 'Across Community' roles and eighteen (18) 'Within School' roles.

There is enormous range of socio-economic conditions across the community, with school deciles ranging from 4- 10. This diversity is one of our group's strengths, but also one of our greatest challenges.

The demography of our community has changed considerably in the last decade with all schools having growing multicultural rolls. Of particular note is the growing Māori roll and students of Asian heritage.

Our community is a high performing Community of Learning that is characterised by exceptional levels of achievement by students, strong senior leadership, high quality teaching programmes and a professional environment that focuses on student progress. The learning environments are settled and reflect a responsive curriculum that engages and motivates students.

In the meetings we have had as a group, each of our members has registered their commitment to student achievement, and further highlighted their wish to explore innovative and rich learning opportunities as the basis with which to bring about positive outcomes for students.

As a community we will work collaboratively on strengthening the pathways for our students throughout their educational journey.

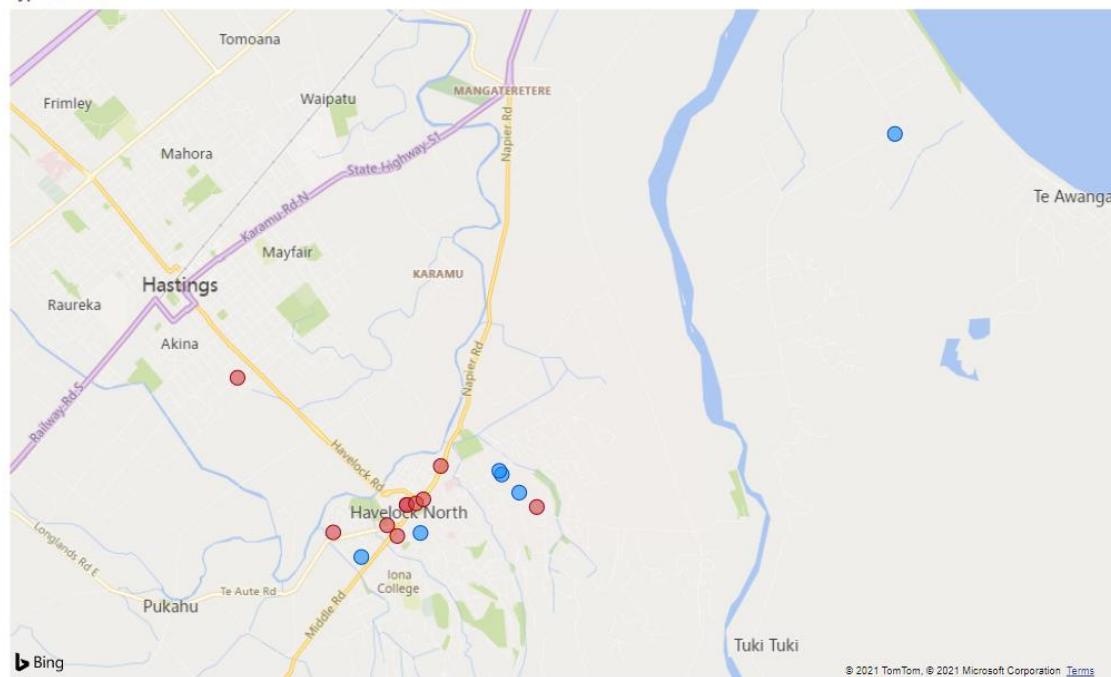
This will involve developing a more holistic pathway, acknowledging each student's strengths, as they transition through various early learning services and schools within our community. Culturally appropriate support will comprise part of the student's transition between early learning and schools.

Robust, rigorous data around our students will be shared across our Kāhui Ako. Currently we are working with the Ministry of Education's Learning Support team to generate a needs register that may be used to better target long-term interventions for our students and whānau. This 'One Table' approach is nearing its 6 month point and is proving to bring both cohesive and meaningful dialogue to our discussions.

LOCATION MAP

Location of Havelock North Kāhui Ako schools and early learning services

Type ● ECE ● School



SCHOOL ROLLS

The school rolls as at 1 July 2020 were as follows:

School		Total students	Māori students		Pacific students		Asian students	
2571	Haumoana School	185	46	25%	6	3%	5	3%
223	Havelock North High School	1,015	159	16%	16	2%	61	6%
2572	Havelock North Intermediate	540	97	18%	11	2%	20	4%
2573	Havelock North Primary School	608	68	11%	8	1%	20	3%
2590	Lucknow School	278	91	33%	11	4%	11	4%
2697	Te Mata School (Havelock North)	609	69	11%	4	1%	32	5%
Total		3,235	530	16%	56	2%	149	5%

There are also 685 children enrolled at the early learning services in our Kāhui Ako. Of these 685 children, 16% are Māori and 2% are Pacific ethnicities.



COLLABORATION

Havelock North Kāhui Ako includes a strong network of passionate and motivated leaders and learners. We are consultative and strongly motivated to improve our places of learning.

We recognise the need to break down silos of learning and refocus the dialogue on what works for us all. We acknowledge that curiosity is key to the development of collaborative practices that strengthen learning for all, while at the same time maintaining strong equity and quality results (Timperley, H., Kaser, L and Halbert, J., 2014)

We will draw on the resources of all of our educational community to support our curiosity.

OUR JOURNEY THUS FAR

Since mid-2015, our schools have staged a series of visits to one another's schools where Principals and some senior staff spent time learning about each of the schools, their achievements, their challenges and the focuses each school has.

Subsequent to these visits, school Boards met to discuss the implications of the Kāhui Ako and their approval was sought to proceed. Early learning services have come on board and meet separately to discuss early learning needs in our community, facilitated by Frances Van Dillon. A representative from the early learning services attends Kāhui Ako management meetings.

All of us clearly see the benefits of working together and the outcome of the visits and meetings has seen a closer liaison between the schools and early learning services.

OUR APPROACH

Our approach is to build teachers' individual and collective capacity to attend to the needs of every student. This approach is based on our community sharing the educational processes that are currently working well, valuing 'the best of what is', engaging in dialogue about what should be and envision processes that will work well going forward what will be across the community.

We will manage this process by:

- Utilising a collaborative inquiry process to address our challenges
- Developing collective professional learner agency across our community's places of learning
- Encouraging professional curiosity and strengthening our inquiry mind-set to identify what is going on for learners.
- Developing hunches about what is leading to the current situation, before deciding what to do about it.
- Opening up thinking, new ways of doing things, changing practice and creating more innovative approaches to learning and teaching
- Contextualising and figuring out together what "works" now and in the future in our context

PROPOSED MODEL

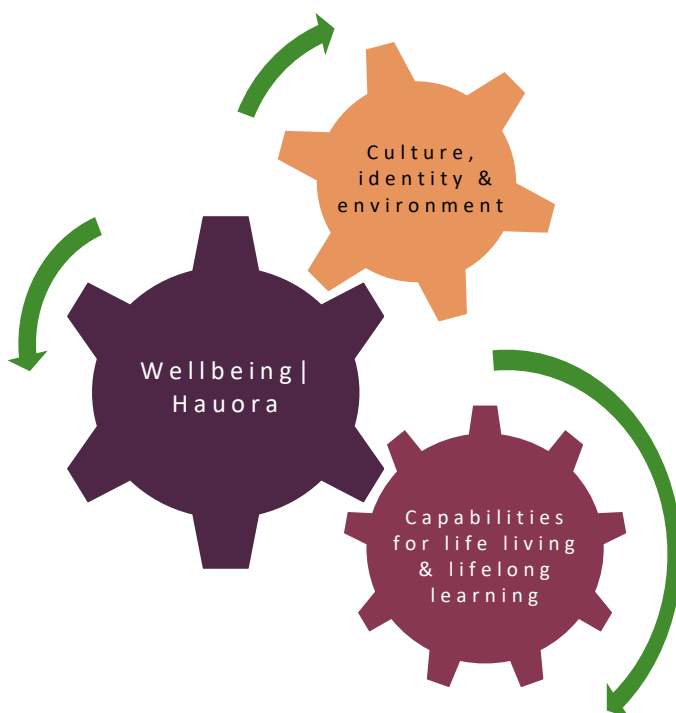
Collectively we believe the potential of the Community will be best achieved through a collaborative leadership model as opposed to a hierarchical one. The collaborative model enables the leaders (Principals) “to interact and to learn” from each other as well as sharing the responsibility for a particular decision. (Fullan, M. 2003)

As a result, we are advocating for a model which has a leader for each of the strands and an overarching strand encompassing them all. Such a model enables us to look at the whole picture rather than isolated, surface deep interventions. Boards, Principals and lead teachers will begin intensive discussions around levers of change.

We considered the following areas in relation to student success:

- Learner qualities
- Learner agency
- Collaborative learning and teaching
- Culturally responsive pedagogy
- Authentic learning opportunities
- Engagement of whānau

The Havelock North Kāhui Ako believe that true change for students will occur by enhancing our practices in wellbeing and whānau engagement. Our focus will continue to enhance and share good practices in learning and teaching with an emphasis on learner dispositions and doing what is needed to meet the needs of our ever-changing students. It is about having a broad and responsive approach to the needs of our students and our whānau.



CAPABILITIES FOR LIFE LIVING & LIFELONG LEARNING

Student agency means students making decisions about their learning and having both choice and a voice in the school. Students are actively involved in their learning and know where they are at and what their next learning steps are.

Authentic Learning is an instructional approach that allows students to explore, discuss, and meaningfully construct concepts and relationships in contexts that involve real world problems and projects that are relevant to them.

Rather than just doing more literacy and numeracy, we aim to use the contexts of science and real-world problems to engage students purposefully and meaningfully in the gaining of knowledge and skills needed to be active contributors in society. There will be an increased focus on learner dispositions.

CULTURE, IDENTITY & ENVIRONMENT

‘Culturally responsive pedagogy’ a student-centred approach to teaching which in which the student’s cultural strengths are identified and nurtured to promote student achievement and a strong sense of the students place in the world.

It is a pedagogy that emphasises a comfortable and enriching environment that values students of all ethnicities, races, and beliefs. Schools and early learning services will explore the adoption of a place-based, localised curriculum, using the localised histories and significant aspects of our whenua to provide rich concepts for learning. To this end we are in the early stages of forming relationships with Ngāti Kahangunu iwi to inform our directions forward.

WELLBEING | HAUORA

Through the active pursuit of the areas above we hope student wellbeing will improve, evidenced through the collection of student voice, and other indicators such as attendance, and whānau involvement. Successful transitions between early learning and school, and between schools is paramount to establishing whānau relationships and understanding the learners entering our Kāhui Ako.

We will explore the Te Whare Tapa Whā model to enrichen the breadth of our understanding of the various dimensions of wellbeing.

Reducing the inequities that currently exist within our statistics in regular attendance and standdowns, suspensions and exclusions will also form an aspect of our work.

LEADERSHIP MODEL





HOW IT WILL LOOK?

While reading, writing, mathematics and NCEA achievement continue to be seen as important, we believe that by applying the Māori concepts of Whakaoho, Whakamana, Whakaako and Whakawhānaungatanga to our achievement challenge focus areas, as a result, literacy and numeracy would be enhanced. This mirrors the perspective on the needs of ākonga in the modern world, and also aligns with the Ngāti Kahungunu educational strategy.

WORKING TOGETHER

There is a common understanding that we need to look beyond specific interventions and address the ‘whole picture’. Pedagogical innovation and providing rich learning opportunities was at the heart of where our Kāhui Ako believed real progress can be made, especially in aspects such as enhancing the engagement of boys in writing.

It is also about schools and early learning services across the sector having a seamless, consistent and shared understanding of progression, assessment practices, and pedagogical beliefs from early childhood to Year 13 and beyond.

COLLABORATIVE INQUIRY

The collaborative inquiry structure offers the ability to address the achievement challenges and inquire into new and innovative practices. The model to be adopted has four key stages of assess, plan, act and reflect.

- **Assess:** Evidence is gathered and analysed to identify areas of need.
- **Plan:** Plan for the use of known/potential “theories of practice”, within a timeframe (6-8 weeks), with measurable outcomes.
- **Act:** Implement and monitor the plan.
- **Reflect:** Collectively moderate results. Teams reflect on effectiveness, highlight positive impact strategies and design next steps. Modify strategy for students where impact was minimal.

We acknowledge that curiosity is key to the development of collaborative practices that strengthen learning for all, while at the same time maintaining strong equity and quality results (Timperley, H., Kaser, L and Halbert, J., 2014). We will draw on the resources of all our educational community to support this curiosity.



OUR CHALLENGES

THE NEXT SECTION DESCRIBES OUR THREE ACHIEVEMENT CHALLENGES, WHY THEY ARE IMPORTANT, THE EVIDENCE THAT INFORMS THEIR DEVELOPMENT AND THE MONITORING/EVALUATION METHODOLOGIES THAT WILL ALLOW US TO KNOW WHETHER WE ARE MAKING PROGRESS



CHALLENGE 1

WELLBEING | HAUORA

PURPOSE

Students, staff and community feel positive about being at their place of learning. They have an understanding of their own wellbeing, and that of others. They are able to use this knowledge to positively engage in on-going learning.

DESCRIPTION

We believe that if our students are valued and are positively engaged in their schooling this will result in improved levels of attendance and achievement across the curriculum.

In the early learning environment, wellbeing/hauora is reflected in a child's sense of belonging. We can measure this by how confident a child is to explore and show independence in their learning.

We will support the identity, language and culture of Māori learners and their whānau to strengthen belonging, engagement and achievement so that Māori learners can actively participate in te ao Māori, Aotearoa and the wider world.

WHY IS THIS IMPORTANT?

Research from programmes such as Te Kotahitanga suggests that student have better outcomes when:

- Communities explicitly reject deficit theories as a means of explaining Māori students' achievement levels.
- Teachers take an agentic position and accept responsibility for the learning of all students.
- We redesign our systems and processes to increasingly reflect a Māori world view with respect to whakawhānaungatanga and ako.

The ethical responsibilities of teachers, leaders and trustees is to consider, promote, balance and respond to all aspects of the student, including their physical, social, emotional, academic, and spiritual needs. These considerations require deliberate expression and action across all curriculum areas, pastoral care, strategic priorities and teaching practices. To maximise the role that schools have in promoting and responding to student wellbeing, these systems, people and initiatives require a high level of school-wide coordination and cohesion (ERO, 2016).

Mental health is integral to wellbeing as described in The New Zealand Curriculum through the concept of hauora, a Māori philosophy of well-being (NZ Curriculum, p22). Hauora relates to mental health in the way it represents the need for individuals to be connected socially, emotionally and spiritually and how that enables them to have a sense of belonging and to feel valued and acknowledged as members of family/whānau and the wider society.

Māori health expert Mason Durie developed the Whare Tapa Whā model of health in 1982. Encapsulating a Māori view of health and wellness, it has four dimensions:

- Taha wairua (spiritual health)
- Taha hinengaro (mental health)
- Taha tinana (physical health) and
- Taha whānau (family health).

Different parts of a wharenuī (meeting house) represent each dimension (Durie, 1998).

Some of the key findings from the 2016 Wellbeing and Mental distress in Aotearoa snapshot were that:

- 4 in 5 adults have personally experienced mental distress (from 15 years up) at some point in their lives and/or know of someone who has, and
- 15 to 24 years old reported high levels of mental distress and isolation.

There is also a rise in anxiety in our young people that is being reported with psychologists not being able to meet the needs of students. Findings from the 2017 'Kei Te Pai?' report provides an overview of the state of the Mental Health of 1,762 tertiary students studying towards bachelor degrees experiencing high levels of psychological distress.

EVIDENCE

In 2019, 65% of all students in our Kāhui Ako were attending school regularly (i.e. more than 90% of the time). This is 5% lower than the Ministry's target to have 70% of all students attending school regularly. However, when we disaggregate the data by ethnicity, there are some significant inequities in the proportion of students attending school regularly.

- For our 546 Māori students, only 53% were attending school regularly
- For our 64 Pacific students, only 54% were attending school regularly
- For our 2,700 European students, 66% were attending school regularly
- For our 148 Asian students, 68% were attending school regularly.

There is very little difference between boys and girls in any ethnic group.

Students that skipped school had worse outcomes in relation to anxiety, belonging, bullying and motivation (<https://www.educationcounts.govt.nz/statistics/indicators/main/student-engagement-participation/1935>).

WHAT DO WE WANT TO SEE?

We would like to see an increase in the proportion of Māori and Pacific students that attend school regularly, to be equitable with our European and Asian students. This is important because Ministry of Education research shows that the fewer days a student attends school, the more likely their lower attendance is to impact negatively on their wellbeing.

We would also hope to see a reduction in student anxiety and an increase in students reporting self-optimism and satisfaction with school. At this stage we do not have any baseline data but will be putting in place actions to survey and collect student voice to inform our work.

In our early learning environments, we want to see happy children that are confident to explore their learning space, and who are nurtured into a love of learning.

ACTIONS

- Plan for and deliver the Wellbeing@School survey to be delivered across our schools with particular attention to Years 4, 6, 8, 10. These have been scheduled to take place during the middle two weeks of March each year.
- Appoint across community and Within School teachers to collect, analyse and design specific programmes to address needs such as attendance, anxiety and other hauora specific issues across schooling and early learning.
- Actively explore Te Whare Tapa Wha by holding inquiry sessions – the first sessions have been scheduled for 2021.

INDICATORS OF SUCCESS

By 2024 we would like to see a reduction in the disparity between Māori and Pacific students vs European and Asian students in relation to students attending school regularly. We hope that rather than a 12-15% difference, the differences will be less than 5%.

Across all our school students, including when you breakdown by ethnicity, we aim to have 70% of students attending school regularly (i.e. 90% of the term or more).



CHALLENGE 2

CAPABILITIES FOR LIFE LIVING & LIFELONG LEARNING

PURPOSE

We believe when learners are strong in the dispositions for living and learning their academic success will improve.

We want our learners to not only recall knowledge or perform particular skills but also to be capable at thinking, using language, managing self and relating to others. We want them to have voice in the way we design learning and make decisions.

DESCRIPTION

Doing more of the same will only lend itself to the same results in learning. We believe through a focus on wellbeing, belonging, as well as a continued drive for improvement in agentic practice that this will result in improved achievement in Reading, Writing and Mathematics.

Our focus upon localised, place-based curriculum will engender positive and enhanced appreciation for the Environment, Sciences and the Arts.

WHY IS THIS IMPORTANT?

The challenge aligns with vital aspects of learner-centred education. We need to broaden our delivery from more Reading, Writing and Mathematics to a deliberate focus on effective pedagogy, creating meaningful opportunities for learners that actively promote opportunities to explore, problem solve and collaborate in authentic ways.

We need to actively explore local curriculum design and explicit links between curriculum areas in ways that create a contemporary, relevant educational experience.

EVIDENCE

There are a number of NCEA Level 3 achievement standards in STEM subjects (such as Biology, Chemistry, Calculus, Earth and Space Science, Digital Technologies, Physics, Statistics, Technology, Science, Mathematics/Pāngarau or Technology/Hangarau).

We looked at the number of students that achieved 14 or more credits in one of these STEM subjects. In 2018, only 48% of Māori students in Year 13 attained credits in 1 or more STEM subjects, compared to 75% of non-Māori students.

We don't currently have consistent achievement data across our Kāhui Ako for primary and intermediate aged students. This will be an action to collate once we have our Kāhui Ako roles appointed. However based on the data submitted by each school in their Analysis of Variance, we estimate our combined data as follows:

Measure	Reading	Writing	Mathematics
No. of students at or above expectations	1878 / 2215	1809 / 2215	1788 / 2215
% at or above	85%	82%	81%
No. of Māori students at or above expectations	316 / 387	284 / 387	281 / 387
% Māori at or above	82%	73%	73%

WHAT DO WE WANT TO SEE?

We want to see our students feeling positive and connected to education in a coherent learning pathway. School and early learning staff, community and students sharing expertise and skills across the curriculum.

Our vision is for a “centre of excellence” in Havelock North schools promoting Academic, Cultural and the Arts, with better monitoring of transitions, truancy and transience.

We would also like to see achievement in Literacy, Mathematics and Science vocabulary improving as we explore and deepen a placed based localised curriculum delivery.

ACTIONS

- Share data in Reading, Writing and Mathematics with a view to identify challenges and share expertise at the end of each year.
- Investigate a Science vocab tool.
- Strengthen links between early learning, primary, intermediate and secondary schools to explore and improve transition points.

INDICATORS OF SUCCESS

By 2024 we would like to see similar proportions of Māori and non-Māori achieving at least 14 NCEA L3 credits in at least one STEM subject - ideally at least 75% of all students including Māori students.

For our Year 1-8 students, we would like to see 85% of all students, regardless of ethnicity, achieving at or above the expectations in Reading, Writing and Maths by 2024.



CHALLENGE 3

CULTURE, IDENTITY & ENVIRONMENT

PURPOSE

If our students understand where they are from, and where they are now, they will better understand their future.

DESCRIPTION

We believe that when students' cultural identities are strong, their academic success will improve. This will be demonstrated by students reporting that they:

- Have a strong sense of belonging (tūrangawaewae)
- Have strong positive relationships with others
- They believe they are positive contributors across a range of settings
- Have whānau actively involved in their education
- Have a sense of place and acceptance within the global community

WHY IS THIS IMPORTANT?

Research shows that students who feel a strong sense of belonging, and connection to their identity and culture, engage more successfully with their learning.

Students need to recognise themselves in that learning environment. Early learning services and schools that are inclusive ensure all children, students and their whānau feel welcomed and can participate in all aspects of school life.

“There is still a disparity between the achievement levels of different groups of students. Despite many and varied initiatives over the years, our education system continues to fail certain groups of students including many Māori and Pacific students, students with special education needs and students from low income backgrounds”. ERO, 2014.

“Learning in an environment where a culturally responsive pedagogy of relations is the norm significantly improves valued outcomes for Māori. Leaders and teachers need to look at the environment in their school and ask themselves to what extent:

- Relationships of care and connectedness are fundamental (whanaungatanga)
- Power is shared and learners have the right to equity and self-determination (kotahitanga)
- Culture counts; learners’ understandings form the basis of their identity and learning (whakapapa)”. Berryman, 2014.

“Improvements in achievement results when schools and kura:

- integrate elements of students’ identity, language and culture into the curriculum teaching and learning
- create productive partnerships with parents, whānau, hapū, iwi, communities and business that are focused on educational success.” ERO, 2014.

“Whakawhanaungatanga describes the process of establishing links, making connections, and relating to people one meets by identifying culturally appropriate ways, whakapapa linkages, past heritages, points of engagement, and other relationships. The evidence suggests that whanaungatanga is ‘foundational and necessary for effectively teaching Māori students. As whanaungatanga increases, the probability of high cognitive demand increases.” Bishop, 2014.

EVIDENCE

Between 2017 and 2019 there were 172 stand-downs across our Kāhui Ako schools. 45% of these stand-downs were for Māori students, despite Māori students only making up 17% of our Kāhui Ako school population.

Similarly, there were 41 suspensions between 2017 and 2019 and 46% of the suspensions were for Māori students. Of the 14 suspensions that led to an exclusion, 57% of the excluded students were Māori. When looking at the data another way, Māori are 4x more likely to be stood-down, 5x more likely to be suspended and 7x more likely to be excluded than European students in our Kāhui Ako. This is hard reading, and something that we will be making a conscious effort to address.

There are also disparities in our NCEA data. 65% of students that left Havelock North High School in 2019 achieved NCEA Level 3 or University Entrance by the time they left school, however only 56% of Māori school leavers attained the same qualification. This is a big improvement on our data from 2015 when only 22% of Māori achieved NCEA Level 3 or UE, but we still have some work to do before the disparity is gone.

We don’t currently have any consistent achievement data across our Kāhui Ako for primary and intermediate aged students. This will be an action to collate once we have our Kāhui Ako roles appointed.

Other evidence we will consider will be the Learning Support data, once our Learning Support register is in place.

WHAT DO WE WANT TO SEE?

We want to see a reduction in the persistent patterns of inequity that exist within our data when disaggregated by ethnicity, particularly for our Māori and Pasifika students. Whilst all of our schools and early learning centres are developing relationships with iwi, growing the use of Te Reo Māori and putting in place initiatives such as 'Inspire in Education', the disparities still exist.

As a group we need to collectively build the skill set of our educators to weave Tikanga Māori and Te Reo Māori into their everyday practice in order to make explicit more culturally responsive practice.

Where strong relationships exist, we have seen positive growth and we are working collectively to strengthen this work, however across our Kāhui Ako we wonder if we still don't have a clear understanding of what our whānau need and want. Relationships with Ngāti Kahungunu Iwi have begun to be established and we would like these to be further strengthened.

In terms of our hunches we want to see the following changes:

- A diminishing in the cultural bias in our schools and early learning services
- Whānau engagement across our Kāhui Ako is becoming more reflective and strengthened
- A reduction in the ethnic disparities with stand-down, suspension and exclusion data
- An increase in attendance - narrowing patterns of inequity
- Equitable achievement outcomes across primary, intermediate and secondary schools
- NCER Wellbeing@School survey (perhaps Years 4, 6, 8,10) with particular focus on aspects which relate to cultural location and connections to whanau
- Other measures of success that reflect Māori experiencing success as Māori

ACTIONS

We will develop the process for completing the Wellbeing @ School survey, e.g. timing, methodology, extend facilitator training, data analysis with Across Community and Within School teachers.

Hold workshops and undertake PLD to investigate placed based knowledge around geographic history and pūrakau connectedness, and the Aotearoa NZ Histories curricula. Continue to strengthen relationships with Ngāti Kahungunu and Ngāhere Ltd.

Host Kāhui Ako wide Matariki festival in July each year.

Across Community and Within School teachers to collect whānau voice around expectations in 2021.

Synthesize graduate profiles to guide planning, with the aim to have a single collective graduate profile across our entire Kāhui Ako by 2024.

INDICATORS OF SUCCESS

By 2024 we would like to see a reduction in the disparity between Māori students vs Total students in relation to stand-downs, suspensions and exclusions so that the proportions more accurately reflect the population of our community. Therefore no more than 20% of our stand-downs, suspensions and students should be for Māori students.

We will continue to make gains in our NCEA data so that by 2024, similar rates of Māori and non-Māori school leavers attain NCEA Level 3 or University Entrance.



MONITORING & EVALUATION

Within School leaders (WSL) will:

- Undertake and lead a school inquiry related to the area(s) of focus
- Collect relevant data
- Identify priority learners and track their progress in the focus areas
- Collate and analyse the data from their school
- Have regular meetings with across school leaders to discuss progress (based on data and anecdotal evidence)
- Gather feedback from stakeholders (e.g. student voice, staff, whānau)

Across Community leaders (ACL) will:

- Coach WSL to be effective inquirers and leaders within their own schools
- Collate data from individual schools (and ECE providers if appropriate) and analyse
- Identify emerging changes in practice and/or professional development needs
- Report back to lead principals

Principals will:

- Set targets based on their unique context
- Collate school data as required and ensure that their school is addressing the achievement challenges
- Support WSL to undertake inquiries
- Report to their board and school community on the work, progress and achievements of the Kāhui Ako

Lead Principals will:

- Collate and evaluate all school / early learning data alongside ACLs
- Review recommendations from ACLs in order to align professional learning needs of the Kāhui Ako
- Report back to school / ECE leaders, communities and Boards on
 - Student progress and achievement
 - Any significant shifts in school practices or culture
 - Emerging learnings and challenges
- Coordinate the preparation of reports for Kāhui Ako Boards and community. These reports will include the following as relevant:
 - Identification of strategic steps taken towards the targets set in the achievement challenge
 - Student achievement data and analysis in relation to targets
 - Emerging evidence of changes in pedagogy and school practices
 - Next steps or areas of focus
 - Any issues or challenges arising
- Facilitate PLD to grow capacity across the Kāhui Ako. Each school in the Kāhui Ako will have its own charter, strategic plan and annual plan. Within the school documentation there will be a reference to the Kāhui Ako's achievement challenges. Schools will report on their own annual targets in the Analysis of Variance.

COLLABORATIVE PRACTICE FOCUS TOOL

A guide to support the development of collaborative practice in Kāhui Ako using the stages of development; establishing, developing, embedding and fully functional.

Domain 1

Teaching collaboratively for the best outcome for every child.

We are committed to monitoring and evaluation of our achievement challenges and, reviewing and refining the way that we improve teaching practice across the Kāhui Ako. Our teachers will regularly self-reflect on their practices and identify areas of development

Domain 2

Leading for progress and achievement for every child and every teacher.

We are committed to growing leadership capability across our Kāhui Ako. We have a shared purpose and an established way of working together.

Domain 3

Evidence guiding our practice and actions.

Each school / early learning service is responsible for their own data and evaluates progress regularly to monitor the 'value added' outcomes for their learners. Schools and ECEs share their data and it is collated and analysed before being used to undertake collaborative inquiry projects, noting effective interventions and practices that have significant impact.

Data will capture and be responsive to learner, parent and teacher voice. We will use reflective practices such as GROWTH Coaching, Spirals of Inquiry and other tools to measure our progress.

Some new tools and matrices will be explored and developed to measure the levels of engagement of all learners in our community.

Domain 4

Pathways developing and connecting along the whole educational journey for every child.

We are committed to working collaboratively across our Kāhui Ako and learner pathway to deliver high quality teaching and learning. Regularly reviewing and inquiring into the practices to support sustained success and seamless transitions.

Domain 5

Partnering with families, employers, iwi and community.

The Kāhui Ako is developing a plan to engage and consult with the parents and whānau in our community. We are committed to exploring resources and evidence about what makes for positive relationships with parents, family and whānau, and will evaluate current practices against these.

Domain 6

Building a thriving Kāhui Ako.

High trust professional relationships across the learning pathway will enable and support Kāhui Ako members to work collaboratively on tackling the achievement challenges. The development of GROWTH coaching skills will prepare ASL and WSL to work alongside colleagues to develop capacity across the Kāhui Ako.