



Whaia Te Iti Kahurangi
Together, Success for All

Te Iti Kahurangi Kāhui Ako Refreshed Achievement challenge 2021 - 2024

Whaia te iti kahurangi me tuohu koe me he maunga teitei

Pursue excellence, should you stumble let it be to a lofty mountain



We have high expectations

We take responsibility

We persevere

We succeed

Our Kahui Ako is signified by our tupuna maunga Te Pane o Mataoho and Maungakiekie which stand tall and proud, the coming together of tides that flow in and out of Te Manukanuka o Hoturoa draws us together as we look towards the future in unity.

Ko Te Pane o Mataoho me Maungakiekie nga maunga

Ko Te Manukanuka a Hoturoa te Moana

Ko Tainui me Mahuhu-ki-te-rangi nga waka

Ko Ngati Whatua me Te Waiohua nga iwi

Community Context

Te Iti Kahurangi Kāhui Ako is responsible for the education of approximately 4,716 students based on July 2021 data. The ten participating schools across the community have collaborated as the Te Iti Kahurangi Kāhui Ako since 2018. All of the 10 schools are located in close proximity, sitting between Te Pane o Mataoho and Maungakiekie mountains and separated at one point by the Manukau harbour. The 10 schools have now been joined by 11 Early Childhood Centres across the Kāhui Ako area. The tohu (logo) is designed to signify the two mountains with the water between. It is the intention of the Kahui Ako to ensure the water or contrasts between the schools is seen as a positive and enriching aspect of our collaborative community and the mountains signify the strengths and experiences that bind us. Across the Kahui Ako, Pacific students comprise 42 percent of the student population, 19 percent are Māori, 21 percent are Pākehā, and 16 percent are from Asian cultures. There is, however, considerable variation in the cultural makeup of the ten schools, with each school having its own unique mix of ethnicities. More than 12 percent of students speak English as their second language.

Community connectedness is a feature of the Kāhui Ako. Many schools have strong intergenerational links with the community. Relationships with whānau are valued, and the cultural diversity of school communities is celebrated.

The Kāhui Ako schools have significant strengths that have been evident over the last three years as schools worked collaboratively and cohesively enabling schools to build and develop each other's areas of expertise, for the benefit of students.

Common strengths include:

- culturally diverse communities, close connections and consultation
- effective use of achievement information to promote student progress and achievement
- students' involvement in their learning, including goal setting, and self-assessment
- growing teacher capability through planned and targeted professional learning and development
- culturally responsive, inclusive curricula that respond to students' interests and the community through authentic contexts for learning effective governance/stewardship that supports school improvement
- collaborative models of distributed leadership that grow capability. (ERO, July 2017)

Our large and diverse group of schools has worked successfully over the last 3 years with all schools contributing towards our significant journey towards a cohesive high performing Kāhui Ako. We have been supported by our cluster 8 RTLB team as well, and more recently, the 9 kāhui Ako appointed Learning

Support Coordinators. We have been significantly supported by our Ministry of Education Kahui Ako lead advisor, as well as other MOE managers, which we have greatly appreciated. The greatest learning, however, has come from the collaboration and development of strong learning focused relationships across our schools. We are certainly a Kāhui Ako who sees the value of this community collaborating into the future as we strive towards our combined vision: **Together, Success for All.**

During 2018 to 2021 our within school teachers, across school leaders, principals, school staff and whanau have collaborated as a part of this journey towards improved outcomes for all our students, and we look forward to building on and further developing this mahi over the next three years. All our schools have high expectations for teaching practice and for students learning and success, although we have been significantly challenged with this over the last two years due to covid. This resulted in lockdowns, reduced attendance at school and some inequity in distance learning due to whanau ability to access devices for online learning. This has meant that collecting recent across Kahui Ako achievement data was difficult and so the most recent data is end of year 2020 data and unfortunately does not include every school's data. Never-the-less it does continue to identify patterns and trends that we identified at the beginning of 2018 in regards to Māori and Pacific students being highly represented in the at-risk group of ākongā and therefore will remain our target groups for this refreshment of the achievement challenge. Over 2022-2024 we want to make critical improvement shifts for these students and have identified three major areas that we think will significantly impact on our success in doing this, while also remaining supportive for all students and our Kāhui Ako community.

The lockdown time also confirmed for us all the importance of home/school partnerships, leveraging digital/online learning and student agency. We will ensure we weave this learning into our achievement challenges ahead of us without identifying them as stand alone goals.

Te Iti Kahurangi continues to be underpinned by the Principles of The New Zealand Curriculum and Marautanga O Aotearoa and our Achievement Challenge recognises and draws on the strength and unique place of Māori within our schools and community. We will continue to build on our commitment to implementing our obligations under Te Tiriti o Waitangi working towards ensuring equitable outcomes for Māori learners across our Kāhui Ako.

Theory of Improvement

The research-based strategies we believe are likely to bring about improvement over the next three years are:

- Developing a shared local curriculum across the Kāhui Ako that provides rich opportunities and coherent pathways for all learners
- Accelerating literacy outcomes for Māori and Pacific ākongā through improved teacher capability

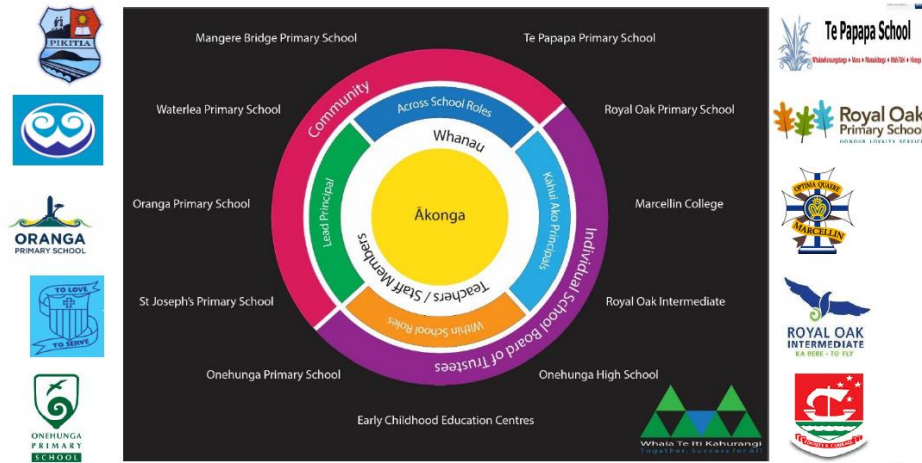
- To ensure all ākonga (Māori and Pacific learners) wellbeing/hauora is strongly influenced by having a strong and positive sense of identity, culture and belonging to Aotearoa

Demography

Te Iti Kahurangi Kāhui Demographics as %, July 2021

Number	School Name	Māori	Pacific	Asian	MELAA	NZ Europeans	Other	IFP	Total Students
63	Marcellin College	9%	66%	19%	3%	3%	0%	0%	594
86	Onehunga High School	23%	47%	10%	2%	16%	1%	0%	976
1346	Mangere Bridge School	36%	40%	6%	2%	16%	0%	0%	402
1351	Royal Oak Intermediate School	21%	43%	10%	3%	23%	0%	0%	462
1399	Onehunga Primary School	14%	30%	20%	2%	33%	0%	0%	452
1403	Oranga School	16%	35%	13%	4%	33%	0%	0%	341
1475	Royal Oak School	12%	14%	41%	5%	27%	1%	0%	529
1494	St Joseph's Catholic School (Onehunga)	8%	64%	14%	2%	12%	0%	0%	208
1534	Te Papapa School	30%	57%	7%	1%	4%	0%	0%	290
1562	Waterlea Public School	23%	26%	10%	1%	41%	0%	0%	462
	Te Iti Kahurangi Kāhui Ako Total	19%	42%	16%	2%	21%	0%	0%	4716

Kahui Ako Structure



Schools		Early Childhood Centres	
Onehunga High School	Mangere Bridge School	Mangere Bridge Kindergarten	Tadpoles
Marcellin College	St Joseph's Onehunga	Onehunga Kindergarten	Beststart
Royal Oak Intermediate	Oranga	Oranga Kindergarten	Li'l champs Early Learning Centre
Royal Oak Primary	Onehunga Primary	Spotted Frog	Onehunga Playcentre
Waterlea School	Te Papapa	Small Kauri	School of Fish Mangere
		Lollipops Educare Millenium	School of Fish Onehunga
		Our Kids Early Learning Centre	Millers Nest ECE
<p>Our schools and ECEs are close geographically and so many of our students transition from our ECE's to Intermediate and/or Primary schools within our Kahui Ako. Our Community of Learning aims to strengthen this natural pathway with improved effective collaboration, collaborative efficacy and smooth successful transitions between educational settings.</p>			

Development Maps

A guide to support the development of collaborative practice in Communities of Learning | Kāhui Ako - Ministry of Education July 2018. The Development Map is a tool to help Kāhui Ako understand where they are at now, and where they might decide to head in the future in the development of collaborative practice as they shift from a group of independent education providers to a collaborative network.

Evaluation of the Development Statement Domains 1-6

In 2021, Te Iti Kahurangi Kāhui Ako leaders from the ten schools worked collaboratively to discuss progress across six domains. After the results were collated and summarised visually, these versions were then shared back with the group to cross-check and affirm the positioning of the progress circle.

The review domains are published below. They are explained by a narrative that highlights firstly where we are in relation to achieving a “Fully Functioning” learning community. Secondly, there are indicators of how we know this is the progress that we have made. Finally, the next steps for Te Iti Kahurangi Kāhui Ako identified from the development maps are:

Please note:

- The coloured circle indicates the 2018 review and the black, the latest 2021 review.
- The visual of the map indicates where our review has situated us on a continuum that includes the following headings; Establishing, Developing, Embedding, Fully Functioning.
- This link will take members to the map review slideshow in a larger size.

[Link to Development Map review slideshow](#)

Domain 1

Teaching collaboratively for the best learning outcome for every child

Sharing and Improving Teaching Practice: **Developing: Some progress**

Our Curriculum: **Embedding: Significant progress**

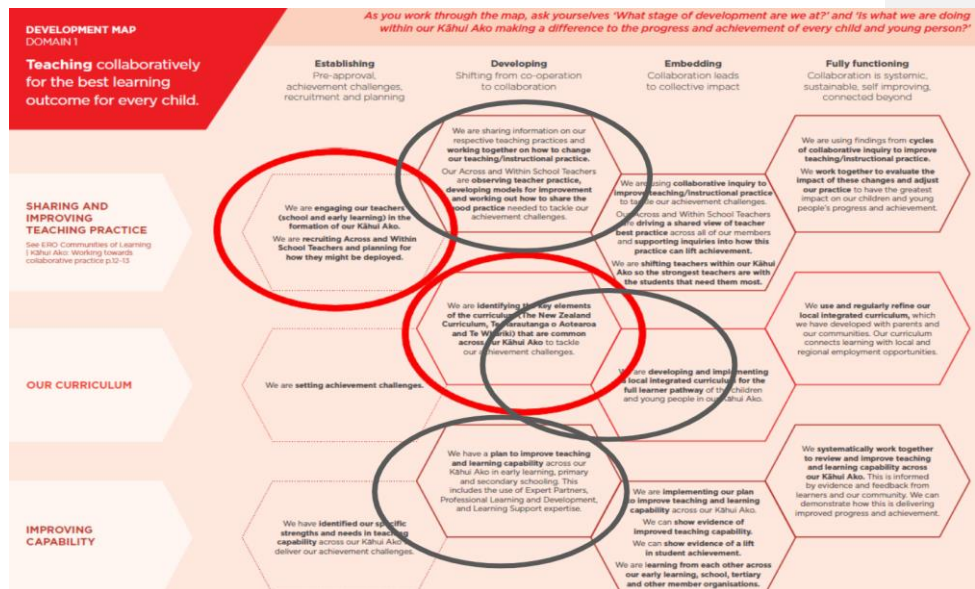
Improving Capability: **Developing: Some progress**

Te Iti Kahurangi Kāhui Ako currently:

- Shares information and has a focus on best classroom practice.
- Is beginning to integrate a local curriculum for the full learner pathway.
- Has a plan to improve learner capability across our schools.

How do we know?

- Improved teacher capability - observation; across school collaboration; development of resources to support learners across the Kāhui Ako; acknowledged through teacher voice survey and appraisal process.
- Teachers trying a variety of teaching practices particularly linked with student agency and linking with learning progression framework.



With reference to domain map one, next step suggestions for Te Iti Kahurangi Kāhui Ako include:

- Collaborative inquiry to be integrated in all schools.
- Shift teachers within our Kāhui ako so that the strongest teachers are with the students that need them most.
- Implement plans to improve learner capability and collect and use evidence to inform our practice.

Domain 2

Leading for progress and achievement for every child and every teacher

Leadership development: **Embedding: Some progress**

Collective purpose, focus and responsibility: **Developing: Some progress**

Te Iti Kahurangi Kāhui Ako currently:

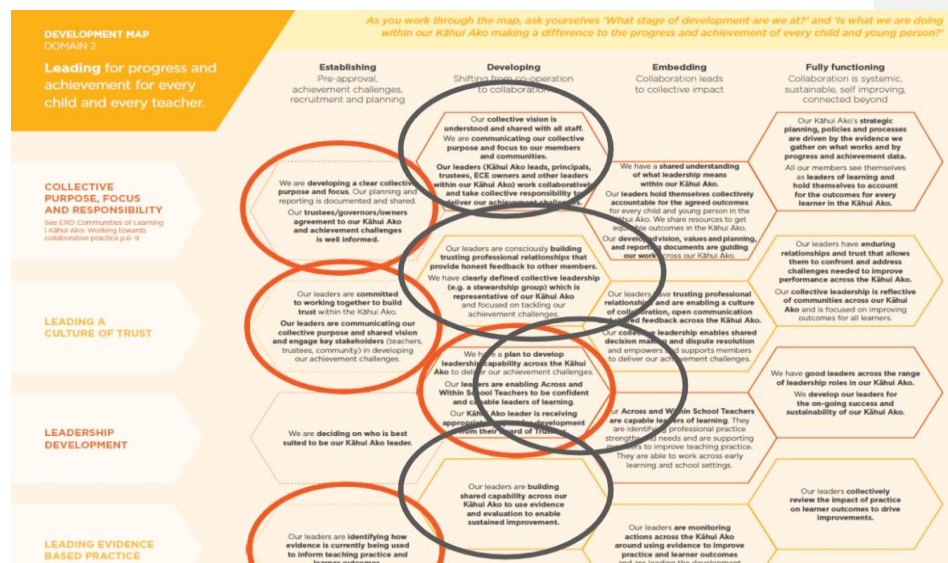
- Works together to communicate a shared vision and goals.
- Develops relationships.
- Focuses on achieving the achievement challenges.
- Empowers In and Across school lead teachers to be leaders of learning who are able to identify learning strengths and needs.
- Builds shared capability to use evidence to inform improvement.

How do we know?

- Appointment of ASLs/ WSLs.
- Demonstrated the building of relational trust through ongoing open communication across all ten schools. Increased collaboration across the Kāhui Ako through group meetings including all relevant personnel.

With reference to domain map two, next steps identified for Te Iti Kahurangi Kāhui Ako include:

- Share resources to achieve equitable outcomes.
- Enable shared decision making and dispute resolution.
- Develop our leaders for the ongoing success of our Kāhui Ako.



➤ Leaders monitor actions using evidence.

Domain 3

Evidence guiding our practice and actions

Data collection and management: **Developing: Some progress**

Using evidence and data to monitor progress and lift achievement: **Developing: Some progress**

Te Iti Kahurangi Kāhui Ako currently:

- Sometimes makes use of aggregate data to improve progress and achievement.
- Is developing a shared approach to collating data.
- Sometimes moderates student work.
- Is developing data management systems.

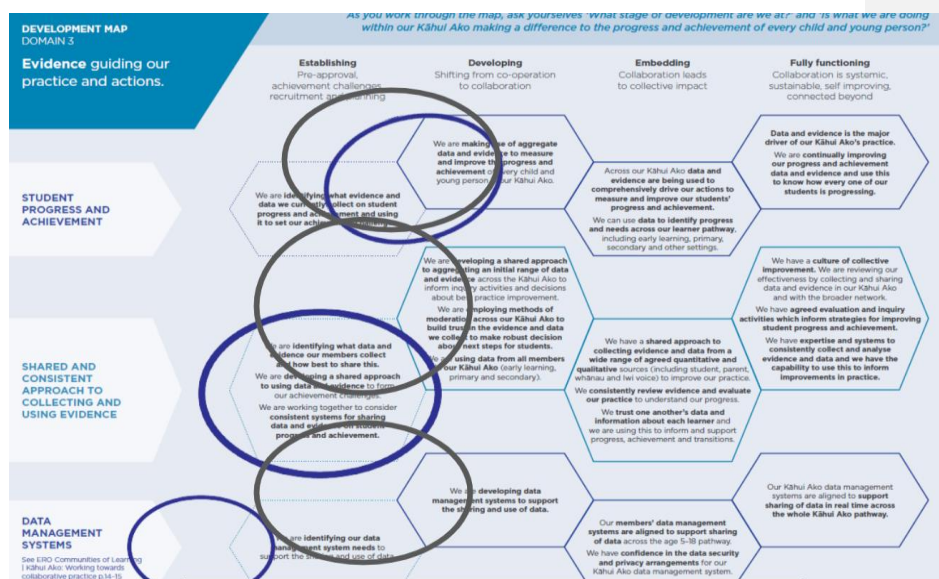
How do we know?

- Tracking of students, ASL and WSL reports and Principal reports.
- PLD sessions with external providers.
- Feedback from teachers on PLD.
- Tracked data is reported eg. End of year reporting.

With reference to domain map three, next steps for Te Iti

Kahurangi Kāhui Ako include:

- Use data comprehensively to identify learner progress and needs.
- Consistently employ a shared approach to collating and using data.
- Trust each school's data.
- Align data across the learning transition pathway.



Domain 5

Partnering with families, employers, iwi and the community

Iwi relationships: **Developing: Some progress**

Strong community engagement and local relationships : **Developing: Significant progress**

Working with Employers: **Establishing: Some progress**

Te Iti Kahurangi Kāhui Ako is currently:

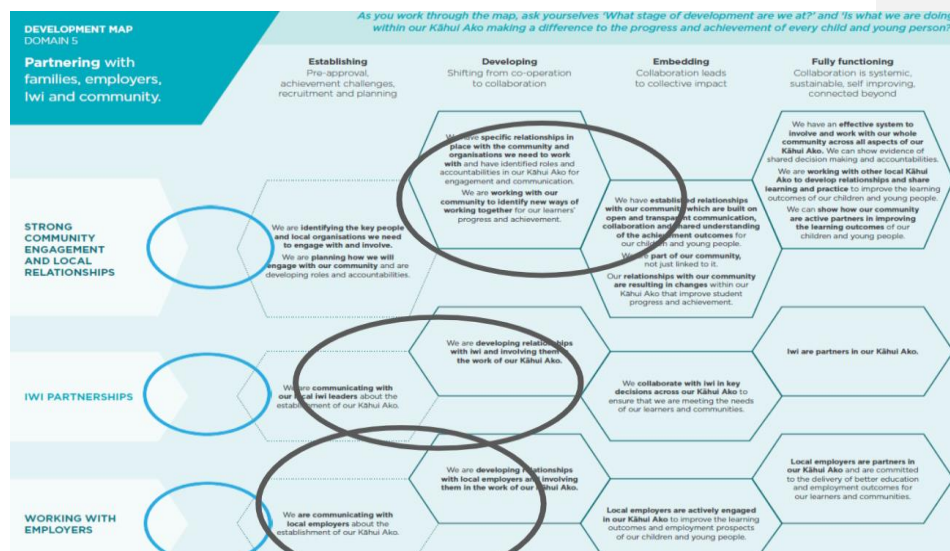
- Engaging in specific relationships with community groups.
- Working with our community to develop new ways of working together.
- Developing relationships with iwi and involving them in some work.
- Developing relationships with some local employers.

How do we know?

- Regular communication on Kāhui Ako activities to own school communities e.g. newsletters.
- BoT Communication, regular reports to joint BOT's.
- Regular meetings and communications with our Kāhui Ako support network
- Regular updates on our website teitikahurangi.com

With reference to domain map five, next steps for Te Iti Kahurangi Kāhui Ako include:

- Develop community relationships that are based on a shared understanding of achievement goals and vision.
- Ensure that community relationships are resulting in positive change for student progress and achievement.
- Collaborate with iwi about key decisions for our learners.
- Work with local employers to help them become actively engaged in our Kāhui Ako.



Domain 6

Building a thriving community of learning/Kāhui Ako

Culture of trust: **Developing: Significant progress**

Planning and delivering together: **Developing: Significant progress**

Te Iti Kahurangi Kāhui Ako is currently:

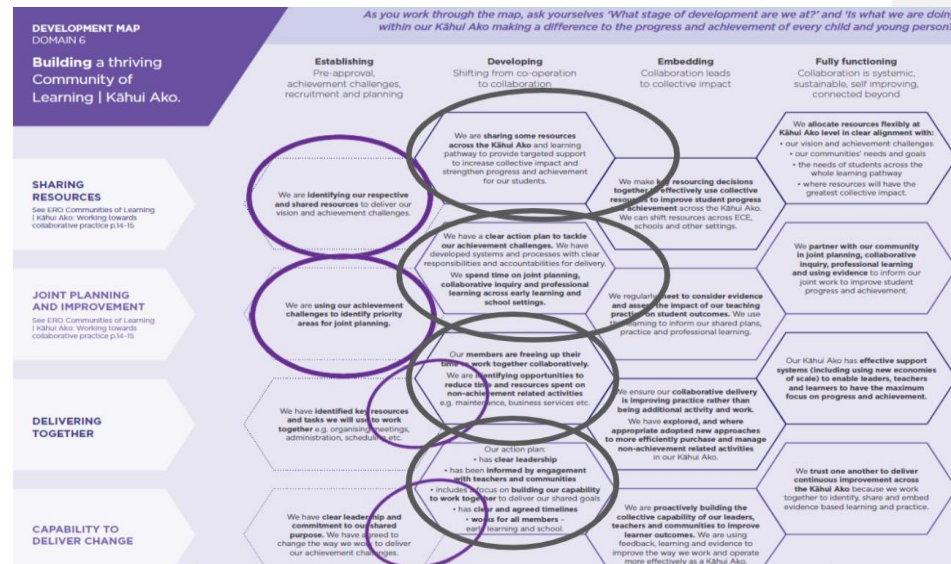
- Sharing some resources to provide targeted support.
- Working on a clear action plan to meet achievement challenge goals.
- Spending time on joint planning and collaborative professional learning.

How do we know?

- Clear systems have enabled effective meetings and communication to take place.
- Collaborative sharing of data.
- Sharing of best practices across the Kāhui Ako to strengthen student learning and teacher practice.

With reference to domain map six, next steps for Te Iti Kahurangi Kāhui Ako include:

- Work on making resourcing decisions together.
- Ensure collaborative delivery is improving practice rather than being additional work.



Analysis of variance

Formatted Table

Writing

Achievement Challenge - initial targets and current data	What progress has been made EOY 2020?
Target Position by 2020 at agreed progress markers by 2020 <ul style="list-style-type: none">At Y2 85% (382/449) of students will be at or above National Standard this means moving at least 52 students at Y2At Y4 85% (375/441) of students will be at or above National Standard this means moving at least 91 students at Y4At Y6 85% (306/360) of students are at or above National Standard this means moving at least 61 students at Y6At Y8 85% (232/272) of students are at or above National Standard this means moving at least 73 students at Y8	75.20% achieving at or above 327/435 63.50% achieving at or above 264/416 56.50% achieving at or above 271/427 65.80% achieving at or above 193/295
Sub Goals based on Ethnicity: <p>Māori: We aim to lift the achievement of all Māori students in writing from 64.8% (353/544) to 85% (462/544) by the end of 2020. This is a total shift of 109 more Māori students.</p> <p>Pacific: We aim to lift the achievement of Pacific students in writing from 61.3% (751/1225) to 85% (1041/1225) by the end of 2020. This is a total shift of 290 more Pacific students.</p> Sub Goal based on Gender: <p>Boys: We aim to lift the achievement of boys in writing from 61.1% (944 / 1545) to 85% (1313/1545) by the end of 2020. This is a total shift of 369 more boys.</p>	54.10% achieving at or above 312/577 50.10% achieving at or above 733/1464 60% boys are achieving at or above curriculum expectations 1165/ 1943

Mathematics

Achievement Challenge - and current data	What progress has been made?
--	------------------------------

Success stories:

Story 1 - Collaborating for Sustainability:



Students and teachers in our community have been collaborating on several local environmental projects. Our Kāhui Ako EnviroGroup has continued to meet twice per term, either in a virtual or hybrid setting with 8-15 people attending each hui. A key focus of our work has continued to be beach monitoring at Taumanu Reserve and Māngere Boat Club Beach in partnership with Sustainable Coastlines. Due to the alert level restrictions, we were unable to complete as many audits as we would have liked last year, but we look forward to getting back into this with more regularity in 2022. It has been especially exciting to see some new partnerships developing between schools as students work together. Students from across our schools collaborated on a video about our role as kaitiaki of our local beaches, which was entered in the Seaweeek *Ocean Champions Challenge*.

Our mahi across the Kāhui Ako has featured in a number of publications recently, including *Getting to Zero* (Zero Waste Network), Sustainable Coastlines 2021 Board Report and *Landscape of Waste* (Auckland Council). Brendon was also invited to present at a panel at Onehunga Community Library on the theme of *Whenua and wai - History and Sustainability* - where he shared about the collaborative work we are doing across our schools.

An exciting new partnership was established last year with the Tūpuna Maunga Authority. 50 students from across six of our schools joined forces to plant 1000 trees on Te Pane o Mataoho (Māngere Mountain). Younger students were paired with older students in a tuakana-teina relationship to plant the trees and the groups were led by senior high school leaders. It was a fantastic day for whakawhanaungatanga, as well as an opportunity for students to contribute to creating a sustainable future for our local maunga. Footage of the day was captured on TNVZ's Marae programme and is available to watch on the media section of our website. We are excited about continuing to work with the Tūpuna Maunga Authority as they have offered to support our local curriculum development with resources about our maunga.

We are looking forward to engaging with other local community organisations as part of the educational focus of the Onehunga Community Recycling Centre expected to begin operating this year. In 2022, we are also excited about continuing to develop our partnership with the Maungakiekie Songbird Trust in helping to provide our students with engaging learning resources and field opportunities. Our Kāhui Ako is incredibly grateful for the connections we have with so many community partners and our support from these groups will be vital as we continue to create relevant, authentic local learning opportunities in 2022.

Story 2 - Co-designing local curriculum



Our mahi to support developing an improved understanding of “Our Place,” in relation to where it fits in our local curriculum development, began with a full day hikoi at the beginning of 2021, which included visiting Orakei Marae, Ihumātao, Maungakiekie and Te Pane O Matāoho. We were told many of the local stories of the area resulting in an amazing day with all 10 schools involved and several involving all their staff including teacher aides and support staff. The day not only enabled staff to do some valuable learning but also to network and collaborate across schools, which staff consistently report as being the most valuable outcome of being a member of the Kāhui Ako.

The first two terms of our local curriculum development in 2021 involved school representatives attending three weekly workshops where we collaboratively worked through the pathway and framework for our Kāhui Ako. This working group decided on our initial shared inquiry and began planning for this to be implemented. The hikoi was used as a base to begin our focus on local history, linking this to the new draft [Aotearoa New Zealand Histories Curriculum](#).

Part of this process involved unpacking the Draft Aotearoa New Zealand Histories curriculum and breaking down the learning into clear pathways that would ensure continuity across all schools and all class levels. This new learning was taken back into schools by leaders from the working group. This work continued over lock down through zoom workshops where the involved group grew significantly to include many classroom teachers.

The workshops provided, which were determined by teacher voice, focused on Aotearoa New Zealand Histories document included an introduction to the draft curriculum and how this could be integrated across curriculum areas including digital technologies. We also presented classroom examples of this work ranging from year 1 to year 13. It was wonderful to have teacher voices from across schools, supporting our collective objective of ensuring cohesive progression across year levels. We also offered an Assessment for Learning workshop which was an introduction to AFL and this too was well attended.

Our Kahui Ako work was highlighted in a gazette article where our relationships with local community groups was celebrated as pivotal to the work we have been doing. In 2022 we intend to develop these relationships further and will ensure they are invited to participate alongside schools in developing our local curriculum work.

Out of this a digital technology team across schools was developed and met regularly with an emphasis on developing and making available resources to support our local curriculum as well as workshops and online tutorials to support teachers in their digital journey's.

Te Tiriti o Waitangi remains central to our local curriculum development as does Mātauranga Māori. We know that developing a cohesive curriculum across all learning areas and curriculum levels will continue to be our exciting challenge and acknowledging the importance of this we are planning to work collaboratively in 2022 to develop a shared understanding of the Learning Progressions that are a valuable tool for achieving this for our tamariki from years 1-10.

Story 3- Embedding Culturally Responsive Practice



Starting in 2018 all 10 schools began some in-depth mahi on establishing some clear guidelines and expectations to successfully implement culturally responsive practice and pedagogy (CRP) across Te Iti Kahurangi. A collection of teacher/school leader voices quickly established that CRP was generally understood but was being implemented in a variety of ways and at differing levels across our Kahui Ako. We decided we needed to develop a collaborative strategic plan to inform our future mahi in this area. From the beginning we established CRP as a crucial change driver and all schools made a commitment to make any changes required to result in strong CRP across all schools.

The goals were to have the following practices and goals embedded by the end of 2021: Māori and Pacific students will see their culture reflected and valued in their schools and classrooms; Teachers have the adaptive culturally responsive expertise to meet the needs of our Māori and Pacific students; All leaders and teachers are competent to implement the three Principles of the Treaty of Waitangi - Partnership, Participation and Protection; Planning and implementation of curriculum is targeted to specifically meet the needs of Māori and Pacific students; Cultural Competencies are observed in all teachers practice [Tātaiako](#) and [Tapasa](#); Schools professional development continues to support all teachers to meet

the Cultural Competencies and is linked to appraisal; Student and whanau voice is valued and used to inform and evaluate effective practice in our schools.

While these were very aspirational goals, and we are certainly still on the journey towards confidently meeting and embedding them, we want to celebrate the significant progress we have made as a Kahui Ako on our journey so far. It has been a journey that unfortunately has been interrupted over the last two years due to the disruption of covid, but which has continued to influence the majority of work that we have done as a Kahui Ako.

We began the work in 2018 by establishing a working party of whānau representatives across our schools to help develop our strategic plan and next steps. A strategic plan for Culturally Responsive Pedagogy was developed around three key areas including; stakeholder voice, culturally responsive pedagogy and culturally responsive practices.

- A large hui of over 200 whānau from across all schools was held where whānau voice from Māori and individual Pacific groups was collected.
- Voice was analysed by a paid organisation but then re - written by whānau who felt the organisation had analysed the voice through their own biased lens. This group met every month where decisions were collaboratively made about moving our strategic goals forward, and then we held a monthly school leadership hui in order to drive the vision of the group.
- The shared vision of all groups was to *develop and implement a planned approach to address inclusive, culturally responsive pedagogy to support equity of outcomes and celebrate diversity for students across Te Iti Kahurangi Kahui Ako*
- Teacher voice was collected on how confident they were in implementing CRP effectively and as a result decisions were made about simple non-negotiables for all schools including pronouncing names correctly, karakia, Kahui Ako and/or school pepeha.
- Co-planned with five senior students from Marcellin College and Onehunga High School to collect student voice. This would help in the Kahui Ako's ongoing evaluation on how successful we had been as a Kahui Ako's in implementing CRP. The student voice analysis was completed by these senior students. Teachers and leaders looked at this data and made goals for their individual schools based on this information.
- Over the three years a variety of PLD was made available and included a variety of learning opportunities including : Anton Blank - Researcher and Writer from Oranui with a focus on Unconscious Bias; a series of three hui with a focus on developing whānau, teacher and leader knowledge of Te Tiriti o Waitangi history, colonisation and implications over time.
- In 2020 Te Iti Kahurangi decided to develop an approach to better cater for gifted learners and in line with the demographic and priorities of the kāhui ako a particular focus was giftedness and how Māori and Pacific students who are gifted could best be understood and supported by schools. To achieve this it was determined to find out what the current provision is, what the understanding of school staff was and what the understandings and expectations of Māori and Pacific parents was. Parent voice was a critical factor in this work and an essential step was to gather perspectives from parents about giftedness, and these were sought from the Māori and Pacific parent communities within the Kahui Ako. It was evident that schools in the kāhui ako can improve how they cater and deliver for gifted students and this work will continue this year.

- A Professional learning group made up of In-school leaders was established as all their collaborative inquiries related to the area of CRP. The group met twice termly where inquiries were shared, and the impact of their inquiries was discussed. This networking across schools kept CRP at the centre and helped schools hear about best practice across schools.
- The intensive work the Kahui Ako is now doing on developing our local curriculum has Marautanga Māori at its core which has ensured CRP remains a non-negotiable for all schools. This focus will remain central to our ongoing work and will be a crucial component of the new achievement challenge.

Story 4 - Learning Support Coordinators

Te Iti Kahurangi was allocated 9 Learning Support Coordinators to start in 2020. Of these nine, four were allocated to specific schools and the other schools were allocated differing amounts of a full-time position. The group decided to allocate one fulltime LSC to the Intermediate school as this is such a crucial transition time and four were to be shared across six schools.

We started meeting regularly in 2020 as we were aware that together working as a cohesive team we would be more likely to impact significantly on our students with additional needs across all our ten schools. We began with developing a Kāhui Ako wide Learning Support Register so we could identify accurately, as soon as possible, trends and patterns across the Kāhui.

We identified early on that our community were not all aware of the many agency, government and NGO services available to them and so we held a very successful Whānau Expo which was attended by over 20 providers relevant to whānau, and about 200 whānau. The intention is to repeat every 2-3 years as services change so quickly.

Te Iti Kahurangi were involved in some Culturally Responsive Practice Professional learning with Melanie Riwai-Couch which also included the LSC's. As a part of our work in developing our special needs register, we identified that identifying gifted students across our schools varied greatly and that we were not being very successful in identifying our Māori and Pacific gifted learners. We were lucky to be able to work with Melanie on addressing this and in collaboration with whānau using an online survey we began this important mahi.

[Te Iti Kahurangi Giftedness Māori Responses](#)

[Te Iti Kahurangi Giftedness Pacific Responses](#)

[Te Iti Kahurangi Summary Report](#)

With an ongoing worldwide pandemic, numerous lockdowns and a shift to online learning, 2021 was challenging but didn't prevent some extensive work both individually and collectively for the LSC's.

Te Rito and the Learning Support Register

Using what we learned from our first experience with developing our Learning Support Registers (LSR) and calling on the range of skills of the LSCs, an updated LSR for the Kāhui Ako was created. Each LSC supported their school/s in entering and updating the data, shared outcomes from MoE-led workshops and started to become more confident in using the common language of Te Rito. The LSCs started to learn this language in 2020 and in 2021, we shared our knowledge and understanding with the senior leaders and teachers of the Kāhui Ako by way of some Common Language Workshops.

The planned rollout of Te Rito also meant that schools had to review their privacy and information sharing protocols to ensure whānau were informed and gave consent for information about their child to be added to learning support registers of our schools and subsequently to Te Rito. LSCs investigated the privacy protocols and information sharing processes within their schools and some undertook further learning by way of online workshops/training provided by The Privacy Commission.

Think Tank

Fortnightly meetings continued to be held and were attended by leaders from the RTLB Service, our service manager from the Ministry of Education, the team of nine LSCs and representatives from the Kāhui Ako. These meetings were a think tank of sorts where we discussed trends and patterns identified through analysis of our learning support registers, shared outcomes from professional learning experiences, dived into Ministry documents such as Ka Hikitia - Ka Hāpaitia, brainstormed answers to provocative questions to foster understanding and perspective and looked at ways we could use our collective skills, knowledge, and connections to further support learners with additional needs.

Professional Development

From webinars, online courses, professional reading, workshops and a multitude of Zoom sessions, LSCs undertook a wide range of professional development opportunities over the year. LSCs also facilitated and organised professional development sessions within and across schools, which included sessions on a variety of topics relevant to students with additional needs.

ECE Inquiry

The outcomes of the inquiry into learning languages and dispositions held by learners at ECE Centres in our Kāhui Ako were shared at an across-sector hui in Term 1. Following on from the success of this evening of sharing and celebration, plans were put in place to create more reciprocal relationships between ECE and New Entrant/Year 0 teachers where ECE teachers would spend time in the junior classrooms of our primary schools. This work began and has continued into 2022.

Ngā Aho Whakarauora Panel

A project that has been a long time in the making, Ngā Aho Whakarauora (commonly referred to as The Panel) was established, protocols developed and partnerships with a variety of agencies built on. Over time this panel has increasingly been used as an effective way of problem-solving improved outcomes for some students using the combined expertise of a variety of agencies. LSCs work with principals, SENCOs and teachers in the gathering and presenting of relevant information to support panel referrals. The relationships and connections that LSCs had built with whānau, agencies and schools have aided in creating opportunities for strong collaboration and timely follow-up of actions to achieve whānau goals and aspirations.

Whanaungatanga

Throughout the year, the LSC team have continued to develop strong working relationships and deeper connections with each other through conversation, collaboration and shared goals. We have had a couple of changes within the team but have welcomed our new members with open arms and having some systems already in place has helped them transition into their new roles.

In 2021, they also tried to increase awareness and knowledge of the LSC role/profile across the Kāhui Ako. Team members attend the monthly leadership hui, participated in and contributed to the local curriculum and Aotearoa New Zealand Histories projects, and there is now an LSC info sheet on the Te Iti Kahurangi Kāhui Ako website.

Student Profiles and the Transition Projects

To promote collaboration, connection and cohesion across the schools of our Kāhui Ako, the LSC Team, along with leaders from the RTLB Service and representatives from the MoE, embarked on a project around transitions in, across and out of school. It was identified that we needed to look at four crucial transition points, namely:

- Project A - ECE/Home to School
- Project B - Y6 to Y7
- Project C - Y8 - Y9:
- Project D - End of High School to the workforce/tertiary education

These project teams aim to, in consultation with whānau and key stakeholders, collaboratively design processes, procedures and student profiles to create smooth and successful transitions at each of these points of the schooling journey for our learners with additional needs. The goal is to create a cohesive more collaborative approach to transitioning students with additional needs. This will involve capitalising on and using our relationships among the LSCs across our Kāhui Ako, connections with outside agencies and the trust whānau have placed with us to support them throughout the learning journey. It is hoped that this more “hands-on” approach will bring the essential people together (whānau, the child, previous school staff including LSC, outside agencies, and LSC from the new school) to share information and stories and make the transition more student/whānau centred. This work is ongoing through 2022.

One more successful collaborative project in 2021 was the “Our Schools are Safe” Zoom Hui held in November where Māori and Pasifika professionals from our Kāhui Ako, the Ministry of Education, the Ministry of Social Development, the Starship Community Nursing Team (ADHB) and the Ministry for Pacific Peoples formed a panel to share key messages and answer questions from the Kāhui Ako communities. The key aims of the hui were to address the fear in the community that was created by the initial “covid elimination strategy”, look at the advantages of students returning to school and reassure families that schools are safe places to be by informing them of protocols, procedures and prevention strategies. Once key messages were shared, Hui participants

moved to breakout rooms where Māori and Pasifika professionals from each organisation (TIKKA, MoE, MPP, MSD, ADHB) hosted and facilitated discussions in their home language/s.

The LSC Collective has continued to meet fortnightly in 2022, both face-to-face and online, to discuss best practices, share professional development discoveries, analyse trends and patterns illustrated by our Learning Support Registers, and identify areas of need across our Kāhui Ako and brainstorm ways to address these needs, gaps and inequities.

Collaboratively the LSC Collective have identified two areas of professional practice that need to be further developed so we are better able to support our whānau and learners with additional needs namely, Universal Design for Learning (UDL) and Culturally Responsive Practice. Successful funding applications were made to the MoE and relevant facilitators selected to provide this professional learning to the LSC Collective and other members of the Kāhui Ako (SENCos, APs, DPs, etc).

Recent identification within schools has shown that there is a significant number of learners across our schools that sit on the Autism Spectrum and/or have been identified as ADHD. Identifying this trend means we are now inquiring into resources, research, and agencies that we could tap into to further support our learners, whānau and teachers across the cluster in these areas.

Across School Leads, LSC's and SENCO's from across the schools are presently working together to develop a central One Plan document that travels with our high need students as they transition from school to school. This will enable information across multiple agencies to be transparent to all involved in the student's care. All actions taken to support the student and their whānau will be tracked in one place and whānau will contribute to the document throughout the student's educational journey. This document will be flexible to best meet individual whānau but will consist of a common framework to ensure consistency and inclusion of agreed information and documentation.

The collaboration of our LSC group across Te Iti Kahurangi has ensured we are better able to meet the needs of whānau and students across all our schools in a more cohesive and needs based way. While it is ongoing, already over the last three years, together we have been able to do extensive work that we might not have been able to do individually in schools as effectively, to impact on so many students and whānau. We want to celebrate this and we look forward to the journey ahead of us as a kāhui Ako.

Story 5 - Digital Technology PLGs

The Digital Technologies Professional Learning Group was first established in 2019 with a small number of teachers from across Te Iti Kahurangi who were passionate about digital technologies. This group maintained momentum by meeting termly. During the first half of 2021 the group grew immensely to include teachers from all 10 schools. They focussed on collaboration which fortunately was helped by the fact that they all shared similar inquiry questions that focussed on uplifting digital fluency of their staff and students. One of the most proactive teachers in this group organised a full day Minecraft workshop in collaboration with Cyclone. This day was a great success and allowed for further collaboration across schools.

Over the extended lock downs of 2021 the Digital Technology Professional Learning Group had a unique opportunity to host digital technology zoom workshops for all ten schools. These were a great success, not only for building skill but connecting us as professionals as well.

Members of this group also became responsible for the maintenance of the Te Iti Kahurangi website. As a result of their ongoing work the website continues to see exciting new developments - much higher traffic, an active resource sharing hub and an upload system that enables ILT's to share their inquiry journeys.

www.teitikahurangi.co.nz

Achievement Challenges 2022 - 2024

Statements - Evaluation, co-constructed AC based on evidence

Student Voice Survey

In May this year, a [survey](#) was sent out to Te Iti Kahurangi schools to collect student voice in three areas;

1. Local curriculum
2. Teacher capability
3. Student wellbeing

Small focus groups were carried out at several schools to ensure students understood and responded to the survey accurately. Small focus groups across schools will also be used to delve deeper into the survey responses in Terms 3 and 4.

1205 students ranging from years 4-10 completed the survey. Below is a summary of the responses from our Māori and Pacific students.

Local Curriculum - Māori and Pacific Responses

Statement	Always and Often	Sometimes and Never
I have opportunities to make positive changes in my class and community.	57.9%	42.1%
The stories, knowledge, and history from my culture are valued in my school, not just during language weeks.	44%	56%
I learn the historical Māori stories of our school area and why they are important.	58%	42%
I am given opportunities to share the skills and knowledge that I bring from home.	55.5%	44.5%

Teacher Capability - Māori and Pacific Responses

Statement	Always and Often	Sometimes and Never
My learning is challenging, but my teacher supports me to be successful	82.6%	17.4%
My teacher listens to me and values what I have to say.	73.5%	26.5%
My teacher helps me to understand what I'm learning in a way that makes sense to me.	83.7%	16.3%
My teacher helps me understand the purpose of what I am learning.	85.6%	14.4%
My teacher helps me to understand what my next learning steps are.	84.3%	15.7%

Student Wellbeing - Māori and Pacific Responses

Statement	Always and Often	Sometimes and Never
My culture is reflected in my school every day.	34.6%	65.4%
My teachers know me and celebrate who I am (my learning, my values, my culture, my interests and my whānau)	42.8%	57.2%
My whānau and I help to choose what happens in my learning.	53.9%	46.1%
I enjoy being at school.	71.7%	28.3%
My teacher's expect that I will achieve and be successful.	79.1%	20.9%

Achievement Challenge #1 - Developing a Shared Local Curriculum that provides rich opportunities and coherent pathways for all learners

Rationale	<p>Te Iti Kahurangi Kāhui Ako is developing a shared local curriculum. The New Zealand Ministry of Education (2021) suggests that local curriculum should:</p> <ul style="list-style-type: none">- be responsive to the needs, identity, culture, interests, strengths and aspirations of learners and their families- have a clear focus on what supports the progress of all learners- integrate Te Tiriti O Waitangi into classroom learning- help learners engage with the knowledge, values and competencies so they can go on and be confident and connected lifelong learners <p>The vision of our Kāhui Ako is to develop authentic learning opportunities for students to be meaningfully engaged learners in their community. We want all students of Te Iti Kahurangi Kāhui Ako to grow to become empowered agents of change. We believe teaching them to make connections between their past, present and future will help create confident and engaged lifelong learners.</p> <p>Our Kāhui Ako-wide local curriculum development to date, has focused primarily on telling local stories from the past so we can learn from them. In 2021, The refreshment of the NZC Social Sciences provided an opportunity to explore and understand the Aotearoa New Zealand Histories draft document with an across school team of leaders. The work consisted of gaining a collective sense of the ‘understand’ and ‘know’ aspects of the draft document. We also collaborated in year groups to begin designing rich tasks across the key transition years.</p> <p>In the high school context, much of the focus of the Aotearoa New Zealand Histories mahi is being taught within the social sciences learning area. There is now explicit direction to include Mātauranga Māori within the teaching and learning programmes and NCEA assessment tasks in the senior school and our high schools are also focusing on developing this across the school as a whole. This means integrating aspects of Mātauranga Māori into all curriculum areas (all subjects) and will be an important focus for schools this year and beyond.</p> <p>Feedback from Local Curriculum team members has been that we continue with this focus on Aotearoa NZ Histories and Mātauranga Māori and connect this with the work done over many years by the sustainability team. Our next step is to support students to use this knowledge so they can become better ancestors - acting agentically in the role of kaitiaki of our local whenua and moana. In 2022 and beyond we aim to use this work as a base to improve wellbeing, community and iwi relationships and student agency through inquiry.</p> <p>Our Kāhui Ako is incredibly grateful for the connections we have already made with so many community partners around local environmental projects and sustainability initiatives. These include Sustainable Coastlines, Tūpuna Maunga Authority, Auckland Council (Sustainable Schools Team</p>
-----------	--

	<p>and Zero Waste Team), Onehunga Community Recycling Centre, Maungakiekie Songbird Trust, Mountains to Sea, Onehunga People’s Garden, 312 Hub, Kainga Ora. Māngere Mountain Education Centre and many more.</p> <p>Support from these groups will be vital as we continue to create relevant, authentic local learning opportunities into the future. An important focus of our mahi will be strengthening these existing community relationships. We also want to integrate some of this work more explicitly into the local curriculum development mahi, so there is a coherence between our community involvement and the teaching and learning programmes happening in our schools. This includes developing and strengthening partnerships with local mana whenua. This brings in the sustainable future aspect into this mahi - empowering students to be active and engaged citizens to make their community a better place (learning from the stories of the past to act in the present towards a better future).</p>
<p>What does research say?</p>	<p>The purpose statement for Aotearoa New Zealand histories(2022) makes reference to students contributing and participating in our communities.</p> <p>“Students learn to contribute, participate, and take positive action as informed, ethical, and empathetic citizens with a concern for the wellbeing of communities and a commitment to a fair society for all”(p. 1).</p> <p>Te Iti Kahurangi Kāhui Ako is focussed on integrating this document into classroom programmes. The local curriculum team leaders will base their work on this document. The sustainability team leaders will provide opportunities for students to contribute and work with community groups and strengthen iwi partnerships.</p> <p>We also connect our local curriculum development to Mason Durie’s Te Pae Mahutonga model (1999) that represents modern health in New Zealand. This model enables us to align the purpose of our mahi with the Local Curriculum objectives outlined by the Ministry of Education because it includes community leadership as an important driver of personal wellbeing and development.</p> <p>The four central stars of the Southern Cross represent four key tasks of health promotion:</p> <ul style="list-style-type: none"> ● Mauriora (cultural identity) ● Waiora (physical environment) ● Toiora (healthy lifestyles) ● Te Oranga (participation in society) <p>The two pointers represent Ngā Manukura (community leadership) and Te Mana Whakahaere (autonomy).</p>

Goals	<p><u>LC Team: Integrating Aotearoa New Zealand Histories</u></p> <ul style="list-style-type: none"> ● To ensure there is a shared understanding amongst teachers about Te Iti Kahurangi Kāhui Ako’s local curriculum ● To strengthen knowledge and pedagogical approaches of the Aotearoa New Zealand Histories curriculum, so there is evidence of integration across all curriculum subjects ● To incorporate Mātauranga Māori into all learning areas at high school <p><u>Sustainability Team</u></p> <ul style="list-style-type: none"> ● To further develop local environmental/sustainability projects, especially those that foster collaboration between students in different schools (including digitally) ● To integrate these local projects with the mahi of the local curriculum development
Targets	<p><u>LC Team Aotearoa New Zealand Histories</u></p> <ul style="list-style-type: none"> ● Every student in our Kāhui Ako has the opportunity to engage in learning about our local stories as part of the implementation of the Aotearoa NZ Histories Curriculum. ● 80% of year 9 and 10 students engage positively in the Aotearoa NZ Histories Curriculum, which may be shown through improved writing achievement or other inquiry-related outcome (such as visual art or digital learning) ● Please see targets below based on student voice. <p><u>Sustainability Team</u></p> <ul style="list-style-type: none"> ● Every student in our Kāhui Ako has the opportunity to make connections with sustainability projects which are integrated into the local curriculum planning documents in all our schools ● More than 50% of whānau surveyed recognise school relationships with the Kāhui Ako as a whole ● Voice collected from local iwi/community members identify multiple examples of reciprocal partnerships developed and strengthened with Kāhui Ako <p>Local Curriculum - Māori and Pacific Responses</p>

Statement	Always / Often	Sometimes / Never	Target
I have opportunities to make positive changes in my class and community.	57.9%	42.1%	80%
The stories, knowledge, and history from my culture are valued in my school, not just during language weeks.	44%	56%	80%
I learn the historical Māori stories of our school area and why they are important.	58%	42%	80%
I am given opportunities to share the skills and knowledge that I bring from home.	55.5%	44.5%	80%

Achievement Challenge #2 - Accelerating literacy outcomes for Māori and Pacific Ākonga through improved teacher capability

Rationale	<p>Lifting Teacher Capability to ensure cohesive and effective teaching and learning across all our schools</p> <p>We have decided to focus on lifting teacher capability because we believe that growing teacher curriculum knowledge and pedagogical capability will result in the improved delivery of differentiated, culturally responsive, and authentic learning for ākonga. Kaiako that are confident in their knowledge of the curriculum, backed by effective pedagogy, should result in improved practice and learning outcomes for students. We also believe that teachers implementing culturally responsive practice will use the appropriate pedagogic interactions that we know improve Māori and Pacific students' learning outcomes.</p> <p>The 2020 achievement data for the Kahui Ako in literacy and numeracy clearly identifies that our Māori and Pacific students across all our schools are our most at risk group of students, with significant numbers not achieving curriculum level expectations. We know that these students have the potential to be achieving at their expected level but for this to occur we predict teacher capability needs to improve. This will ensure that regardless of the teacher any student meets on their learning journey, their learning will be maximised. As a supportive framework for this to occur we will implement the Learning Progression Framework and PACT tool (learning Progression Tools), across all Kahui Ako schools. This is relevant to all schools as it is based on the LPFs and NZC with a strong reliance on formative practice and teacher assessment. It will also support the implementation of the new literacy and numeracy strategy in high schools in 2023.</p> <p>The LPFs give the teacher a big-picture view of progress in reading, writing, and mathematics through the New Zealand Curriculum (NZC). The signposts in each progression of the LPF'S represent the conceptually distinct bundles of knowledge and skills that students are expected to develop and apply with increasing expertise from school entry to the end of year 10. This big-picture view of progress puts the teacher in a stronger position to support students' growth, and gives them the knowledge they need to talk confidently to parents and whānau about how their child is progressing. The upper signposts of the frameworks clarify the foundational knowledge, skills, and attitudes that all students need to draw on for success in senior secondary schooling and as adults.</p> <p>PACT information allows teachers to use the data to inform teaching programmes and guide decisions about how to improve students' learning. School and Kāhui Ako leaders have dependable information on progress in their school or Kāhui Ako and on areas where extra support might be needed. Boards of Trustees are able to track progress towards their school's goals and targets and plan for the school's future. It supports assessment for learning by prompting teachers to notice the important aspects of students' reading, writing, and</p>
-----------	---

	<p>mathematics and the illustrations help to give teachers confidence that their judgments, based on their professional knowledge and observations of students, are accurate.</p>
<p>What does Research say?</p>	<p>Learning progressions and progression frameworks are needed to describe and focus on the learning that is essential for further learning, development, and growth, rather than on the specification of standards to be achieved by specific ages or grade levels. The LPF progression framework uses descriptions that are based firmly on research evidence (demonstrated with exemplars), that represent the complex ways in which learners actually build upon their prior learning, recognising that those descriptions of learning are only approximations as far as individual learners are concerned. (International Educational assessment Network, 2020)</p> <p>Teachers with improved capability are more likely to see themselves as agentic – agents of change – and will see their role as supporting and providing marginalised students with those skills and understandings they will need to succeed in any learning environment . We need to develop this teacher efficacy as teachers with strong efficacy exhibit an increased enthusiasm for teaching, a strong commitment to their profession and a positive influence on student achievement (Mojavezi & Tamiz, 2012).</p> <p>We also believe that with the growth in teacher capability we will see improved teacher, student and collaborative efficacy. This will raise expectations of success for all and will encourage critical conversations across schools that will support teachers to see that their actions make a difference for students' learning. Teachers with high self-efficacy are more likely to seek out support and are more open to coaching and evaluating the impact of their teaching. Research shows that strong formative pedagogy and strong curriculum knowledge will aid in achieving the best possible outcomes for all our ākongā.</p> <p>In schools, when educators believe in firstly their own, and then their combined ability to influence student outcomes, there are significantly higher levels of academic achievement (Bandura, 1993).This "collective teacher efficacy," is defined by Hattie, as a staff's shared belief that through their collective action, they can positively influence student outcomes, including those who are disengaged or disadvantaged (Hattie, 2016).Collective Teacher Efficacy is ranked as the number one factor influencing student achievement with an effect size of 1.57 (Hattie, 2016)</p> <p>Using the LPF as a tool will encourage stronger formative practice and should support students in developing their own learner agency and efficacy which is embedded in the New Zealand Curriculum (NZC) key competencies and</p> <p>Where they are described as “the capabilities that young people need for growing, working and participating in their communities.’ “One way of thinking of learner efficacy is when learners have the ‘power to act’. When learners move from being passive recipients to being much more</p>

	active in the learning process, and actively involved in the decisions about the learning, then they have greater agency.” (Derek Wenmouth, CORE Education 10 Trends)								
Targets	<p>Using the Curriculum Progress TOOL (LPF and PACT)</p> <ul style="list-style-type: none"> ● 80% of Pacific students in years 2,4, 6, 8 and 10 will be achieving at the expected curriculum level in writing by the end of 2024 ● 80% Māori students in years 2,4,6 ,8 and 10 will be achieving at expected curriculum level in writing by the end of 2024 ● Teachers will feel more confident using the Learning Progression tool as an effective progression-based assessment tool across Kahui Ako schools <p>Our target is to ensure that by the end of 2024, at least 80% of all students will often or always feel that:</p> <ul style="list-style-type: none"> ● My learning is challenging, but my teacher supports me to be successful ● My teacher listens to me and values what I have to say. ● My teacher helps me to understand what I'm learning in a way that makes sense to me ● My teacher helps me understand the purpose of what I am learning. ● My teacher helps me to understand what my next learning steps are. <p>We understand that this may not reflect the student survey results, which are significantly high already. However we believe that there is a possibility that students may not fully understand the questions and may be interpreting them differently from how they were intended. We will either adapt the questions for the next survey or provide an explanation for the students before they complete the questionnaire.</p>								
Actions - How will we address this challenge?	<table border="1" data-bbox="248 1158 1731 1289"> <thead> <tr> <th data-bbox="248 1158 1070 1238">Action</th> <th data-bbox="1070 1158 1543 1238">Who?</th> <th data-bbox="1543 1158 1731 1238">When?</th> </tr> </thead> <tbody> <tr> <td data-bbox="248 1238 1070 1289">Workshops introducing and implementing CPTs (LPF and PACT)</td> <td data-bbox="1070 1238 1543 1289">PLD provider Teachers/ School leaders/LSCs</td> <td data-bbox="1543 1238 1731 1289">2022</td> </tr> </tbody> </table>			Action	Who?	When?	Workshops introducing and implementing CPTs (LPF and PACT)	PLD provider Teachers/ School leaders/LSCs	2022
Action	Who?	When?							
Workshops introducing and implementing CPTs (LPF and PACT)	PLD provider Teachers/ School leaders/LSCs	2022							

Workshops on Culturally responsive pedagogy including formative practice using the LPF	Across School Leaders	2022-2024
Schools will use the LPF and PACT tool to moderate student writing	School leaders and classroom teachers	2022-2024
Across schools moderation of student writing using the LPF and PACT	Across school leaders, school leaders and classroom teachers	2022-2024
Leaders and teachers will work collaboratively with learners to strengthen students' opportunities to develop and exercise student agency and self-efficacy, e.g. students relating what they are learning to their needs and articulating their next steps for learning.	School leaders and classroom teachers	2022-2024
Workshops focussed on supporting in school lead teachers to develop a better understanding of the inquiry process	Across School Leaders	2021-2022
Professional working groups to support in school lead teachers to further develop their pedagogical content knowledge	Across School Leaders	2021-2024

To build teacher capability successfully, teachers and leaders will need:

- Curriculum knowledge to ensure students are getting the right learning for accelerated progress to occur
- An understanding of the Learning Progressions Framework as a moderation assessment tool to support teacher practice and curriculum knowledge so as to ensure consistent and cohesive teaching and learning for all students. This will support transition between schools and year levels
- To build teacher confidence and collective efficacy within schools and across Kahui Ako
- To build student confidence and agency in their own learning
- To grow expertise across the Kāhui Ako to ensure these practices are sustainable over time
- To develop a shared responsibility for student learning across their school and Kāhui Ako which will require building trust within all layers of the Kāhui Ako and that active support is given to develop this culture of data use
- There is agreement about the tools used (including standardised assessment data) and consistency of practice (including moderation) to generate data that is trustworthy and can be meaningfully collated, analysed and acted on within and across Kāhui Ako

	<ul style="list-style-type: none"> ○ They meet across year levels and schools to share and discuss data, possible meanings and implications and action on dataMonitoring and evaluating the progress of all students to inform their practice, and to develop the capacity of teachers to use multiple forms of evidence of student progress to inform changes in activities and teacher practice. ● To take ownership of their teaching to create a culture of continuous improvement in their classrooms thus rejecting a culture of blame and failure. <ul style="list-style-type: none"> ○ Ensure all students feel valued and empowered in their culture and identity within their learning environment
Monitoring and evaluation	<ul style="list-style-type: none"> ● Analysis of student achievement in writing to show progress using LPF and PACT ● Shift in leadership and teacher practices ● Teacher pedagogical content knowledge survey

Achievement Challenge #3 - To ensure all Māori and Pacific students' wellbeing/hauora is influenced by having a strong sense of identity and belonging to Aotearoa

Rationale

Wellbeing is central to the vision, values and principles of the New Zealand Curriculum. It is strongly linked to learning and according to Noble and Wyatt (2008), wellbeing is vital for student success. If our young people are to be confident, connected, actively-involved lifelong learners, they need to feel happy, secure and proud of who they are.

In 2018, [Te Iti Kahurangi learning and achievement data](#) showed that a large proportion of Pacific and Māori children were working below their expected levels of learning.

To investigate possible causes, wellbeing surveys were given to students, whānau and staff across all Te Iti Kahurangi schools. The survey results indicated strongly that [students](#) and [whānau](#) (see attached links):

- Lacked a sense of belonging to their school
- Felt their culture was not celebrated or valued enough in their school

In response to these issues, Te Iti Kahurangi formed a wellbeing group whose intent was to improve the holistic (mental, social, physical and spiritual) wellbeing of all students and whānau so that we would see all students make positive academic shifts (see table below).

Key Driver	Establishing 2018	Developing 2019	Embedding 2020	Fully Functioning 2021
A focus on wellbeing as well as achievement:	<p>Scope consistency of approach</p> <p>Investigate behaviour programmes</p> <p>Consider data collection and evidence eg: eTap</p> <p>Engaging in an inquiry into What wellbeing programmes are working in each school – eg: mindfulness, resilience donut, positive detective</p>	<p>Define Wellbeing and establish key goals/vision</p> <p>Make clear the link between engagement, wellbeing & achievement</p> <p>Explore models/frameworks of wellbeing – eg: PERMA, Thrive, prosper, character education, character strengths</p> <p>Decide on an approach and framework and gather</p>	<p>Involvement of the wider community</p> <p>Research into how we can build a community that will flourish</p> <p>Embed clear goals and criteria</p> <p>Monitor, evaluate and revisit</p>	<p>Sustainable and consistent programmes in place</p> <p>Children and their families and school community are achieving wellbeing goals</p> <p>Improved wellbeing has led to improved academic achievement</p>

	<table border="1" data-bbox="257 271 1422 478"> <tr> <td data-bbox="257 271 481 343"></td> <td data-bbox="481 271 716 343">All schools to participate in Wellbeing at School</td> <td data-bbox="716 271 952 343">baseline data using eg: wellbeing @ school / AWE</td> <td data-bbox="952 271 1187 343"></td> <td data-bbox="1187 271 1422 343"></td> </tr> <tr> <td data-bbox="257 343 481 414"></td> <td data-bbox="481 343 716 414">Share data across Kāhui Ako</td> <td data-bbox="716 343 952 414">Consistent systems of data collection and implementation</td> <td data-bbox="952 343 1187 414"></td> <td data-bbox="1187 343 1422 414"></td> </tr> <tr> <td data-bbox="257 414 481 478"></td> <td data-bbox="481 414 716 478"></td> <td data-bbox="716 414 952 478">Clear communication pathways for sustainability (eg: new staff)</td> <td data-bbox="952 414 1187 478"></td> <td data-bbox="1187 414 1422 478"></td> </tr> </table> <p data-bbox="257 510 1753 606">Te Iti Kahurangi set a target for Māori and Pacific learners to achieve an 85% academic success rate in reading, writing and maths. Consequently, a cultural responsiveness team was also established to explore more ways for our staff and schools to support Māori and Pacific learners through culturally responsive pedagogies.</p> <p data-bbox="257 638 1753 734">Since COVID-19 arrived in Aotearoa, many students and whānau in our schools have experienced drastic changes in their lives that have in turn, impacted their hauora (wellbeing). Our most recent 2021 learning and achievement data suggests that there is a continued need to focus on improving the holistic wellbeing of our students so that we can best support them to achieve academic success.</p>		All schools to participate in Wellbeing at School	baseline data using eg: wellbeing @ school / AWE				Share data across Kāhui Ako	Consistent systems of data collection and implementation					Clear communication pathways for sustainability (eg: new staff)		
	All schools to participate in Wellbeing at School	baseline data using eg: wellbeing @ school / AWE														
	Share data across Kāhui Ako	Consistent systems of data collection and implementation														
		Clear communication pathways for sustainability (eg: new staff)														
<p data-bbox="78 758 212 853">What does the research say?</p>	<p data-bbox="257 758 1753 853">New Zealand and international research shows that many school factors influence student success. ERO’s guide to Wellbeing for Success: Effective Practice (2016), although there is no single measure for student wellbeing, the factors that contribute to it are interrelated and interdependent.</p> <p data-bbox="257 885 1753 917">The following explanations of these concepts are drawn largely from Berryman et al; Berryman;and Bishop, Ladwig and Berryman.</p> <p data-bbox="257 949 1753 1013"><i>“Learning in an environment where a culturally responsive pedagogy of relations is the norm significantly improves valued outcomes for Māori.”</i></p> <p data-bbox="257 1061 1753 1093"><i>Berryman advises leaders and teachers to look at the learning environment in their school and ask themselves to what extent:</i></p> <ul data-bbox="291 1093 1456 1308" style="list-style-type: none"> ● <i>relationships of care and connectedness are fundamental (whanaungatanga)</i> ● <i>power is shared and learners have the right to equity and self-determination (mahi tahi, kotahitanga)</i> ● <i>culture counts; learners’ understandings form the basis of their identity and learning (whakapapa)</i> ● <i>learning is interactive, dialogic (rather than monologic) and iterative (ako)</i> ● <i>decision making and practice is responsive to relevant evidence (wānanga)</i> ● <i>a common vision and interdependent roles and responsibilities focus on the potential of learners (kaupapa).</i> 															

	<p><i>The evaluation indicators framework gives prominence to the concepts of manaakitanga, whanaungatanga, ako and mahi tahi because they collectively provide the foundation for an approach to education that is culturally responsive and challenges educationally limiting deficit theorising. These concepts provide a lens through which we can examine how effectively our current school processes, practices and activities are promoting equitable outcomes for all students.</i></p>
<p>Goals / Targets</p>	<p>In response to the survey data summarised here, we aim to improve our students' sense of belonging, overall attitude and achievement in learning through development of the following areas:</p> <p><u>A school wide climate and practice</u></p> <ul style="list-style-type: none"> - Strengthening relationships with whānau and community. - Developing reciprocal partnerships with local iwi / community members. <p><u>Improving Culturally Responsive Pedagogies for Teaching and learning</u></p> <ul style="list-style-type: none"> - Helping teachers to implement pedagogies that draw on the diverse cultural backgrounds of students and promotes learner agency, through culturally responsive teaching and learning practices. <p>Our target is to ensure that by the end of 2024, at least 80% of all students will often or always feel that:</p> <ul style="list-style-type: none"> ● My culture is reflected in my school every day. ● My teachers know me and celebrate who I am (my learning, my values, my culture, my interests and my whānau) ● My whānau and I help to choose what happens in my learning. ● I enjoy being at school. ● My teacher's expect that I will achieve and be successful.
<p>Actions - How will we address this challenge?</p>	<p>Te Iti Kahurangi is fully committed to developing wellbeing through effective teaching practices that enable students to engage and thrive in the curriculum and their school life. We want our students and whānau feel a strong sense of belonging in our schools. Our students should love coming to school, feel in control of their learning and be fully immersed in a culturally responsive, safe learning environment.</p> <p>Te Iti Kahurangi aims to improve the wellbeing of our students and whānau through a holistic lens of hauora (health) using Mason Durie's 'Te Whare Tapa Whā' model.</p>

<p>Taha tinana <i>Physical Wellbeing</i></p> <p>The capacity for physical growth and development.</p> <p>Our physical 'being' supports our essence and shelters us from the external environment. For Māori the physical dimension is just one aspect of health and well-being and cannot be separated from the aspect of mind, spirit and family.</p>	<p>Taha Hinengaro <i>Mental and emotional wellbeing</i></p> <p>The capacity to communicate, to think and to feel mind and body are inseparable.</p> <p>Thoughts, feelings and emotions are integral components of the body and soul.</p> <p>This is about how we see ourselves in this universe, our interaction with that which is uniquely Māori and the perception that others have of us.</p>
<p>Taha wairua <i>Spiritual Wellbeing</i></p> <p>The capacity for faith and wider communication.</p> <p>The spiritual essence of a person is their life force. This determines us as individuals and as a collective, who and what we are, where we have come from and where we are going.</p>	<p>Taha whānau <i>Social wellbeing</i></p> <p>The capacity to belong, to care and to share where individuals are part of wider social systems.</p> <p>whānau provides us with the strength to be who we are. This is the link to our ancestors, our ties with the past, the present and the future.</p> <p>Understanding the importance of whānau and how whānau (family) can contribute to illness and assist in curing illness is fundamental to understanding Māori health issues.</p>

- **Developing taha whānau** - Develop and grow reciprocal relationships with local iwi, whānau and community groups that result in raised student achievement.
- **Developing taha hinengaro** - Fully integrated, culturally responsive teacher practice. Teachers create more opportunities for students to make connections with their learning to help validate the knowledge that they bring from home. Having multiple opportunities to explore a

	<p>concept in different ways and through different lenses, assures that understandings are consolidated. This will lead to improved student achievement across the curriculum, particularly for our Māori and Pacific students.</p> <ul style="list-style-type: none"> ● Developing taha wairua - Involve whānau and students in programme planning and design, allowing opportunities for them to participate, lead and teach in various areas of cultural expertise. This will enhance connections and develop mana (pride) and ownership of their learning. It will help whānau and students understand that their cultural heritage and knowledge is valued, ensuring higher levels of engagement in learning as well as strengthening relationships between students, whānau and their school.
<p>Monitoring and evaluation</p>	<ul style="list-style-type: none"> ● Survey to gather student voice ● Analysis of student achievement ● Analysis of student attendance ● Shift in leadership and teacher practices

Reporting

The Lead Principal will coordinate the preparation of reports for Boards of Trustees to be supplied each term throughout the year.

These will cover:

- Targets and priorities
- Key aspects of implementation
- Beginning, midway and end of year data about student achievement
- Analysis of its significance in relation to targets
- Effectiveness of ongoing formative assessment
- Emerging evidence of changes in pedagogy and school practices
- Issues arising

Charters

The community's achievement challenges will be reflected in each school's Charter for 2023 and reported on in the Analysis of Variance yearly.

Te Tiriti - Any statements to reflect your Kāhui Ako's commitment to Te Tiriti - (Non-negotiables) Any collective statements?

Commented [1]: Te Tiriti