

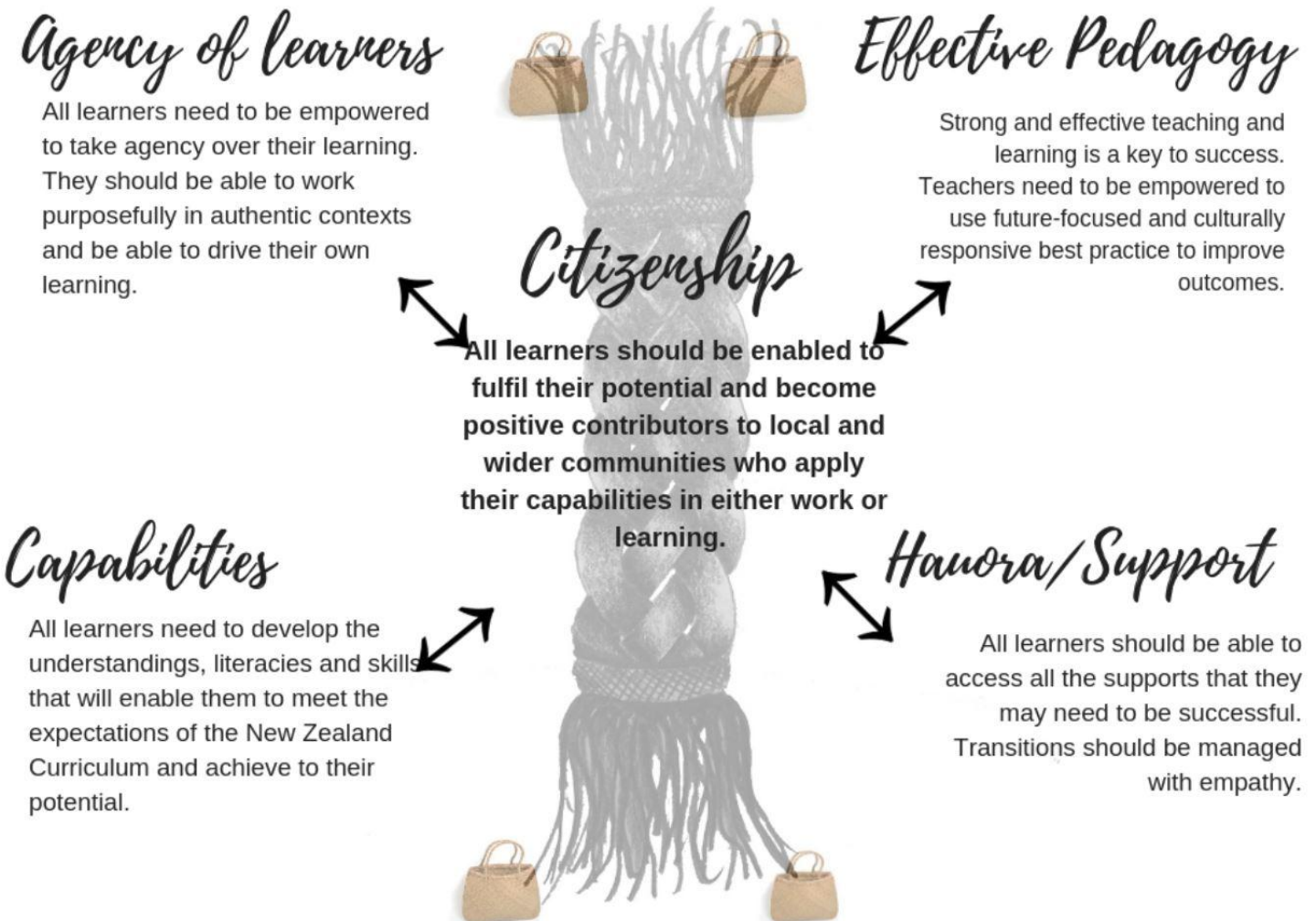
Whakaoriori Kāhui Ako

Review of progress towards Achievement Challenge

“Ko te manu e kai ana i te miro nōnā te ngahere,
Ēngari ko te manu e kai ana i te mātauranga nōnā te ao”
*The one who partakes of the flora and fauna, that will be their domain.
The one who engages in education, opportunities are boundless.*

VISION STATEMENT:

We work together to ensure that all Whakaoriori students are successful and all ākonga will achieve their potential.



Our Why...
Our ākonga need to know who they are, where they come from, where they want to go, and how they are going to get there.



The above displays our initial vision and learning framework with identified areas and then Our Why which is a more succinct vision and mission for our Kāhui Ako.

The initial Learning Framework which identified 5 key learning areas remains but these have been refined down to some key workstreams.





- Progressions: Creating an environment which enables all of our tamariki to move through their educational journey with everything they need to be successful, without being stopped at key transition points. This workstream aligns with four of our areas of the learning framework - Hauora/Support, Effective Pedagogy, Capabilities and Agency. This area also includes our Learning Support Coordinators which have been an amazing addition to our Kāhui Ako.
- Wellbeing/Hauora: This workstream aligns with all areas of the learning framework. Developing wellbeing literacies for our tamariki will ensure our success and that our young people can get

everything they need during their learning journey while feeling proud and successful. Culture and Identity remains a core part of this work.

- Wairarapatanga: Being proud of who you are and where you come from. Understanding the culture and identity of our local community. These workstreams align mostly with Effective Pedagogy but also how we value our whānau voice and our commitment to being culturally sustaining practitioners who continue to build and sustain the mana that our young people come with.

Icons about our work:

Whakaoriori Kāhui Ako Symbols and their practice

| | | |
|--|---|--|
|  <p>Curate Whakahaere</p> | <ul style="list-style-type: none"> • Curate: gather and present resources to the Kāhui, Manaaki our GEMS! • The collection and sharing of experiences • Recording our journey • Our workplan • Our website and Facebook | <ul style="list-style-type: none"> • Liaison meetings with Centres • Kaitiaki and Within School Meetings • Fab Collab • AP/DP termly meetings • Workplan • End of year reports |
|  <p>Educate Whakaako</p> | <ul style="list-style-type: none"> • Educate: measure and assess impact • The collaborative and co-designed approach supported the capture of multiple data and evidence sources. The ongoing evaluation of these allowed the programme to continue to evolve and become more responsive to the needs of the sector • Collect data and voice | <ul style="list-style-type: none"> • Fab Collab • Wellbeing PLD provided by CORE • Professional development • Wellbeing survey • Teacher voice around collaboration and inquiry • Gathering voice about ideas • Success as Maori voice |
|  <p>Navigate Whakatere</p> | <ul style="list-style-type: none"> • Navigate: research, investigate • Readings and data to provoke and engage educators in conversations • Investigating other ways and ideas • Learning and listening from each other or experts | <ul style="list-style-type: none"> • Professional Learning Groups • Success as Māori • Wellbeing Survey done by all sectors |
|  <p>Cultivate Whakatupu</p> | <ul style="list-style-type: none"> • Cultivate: build capacity in educators and grow good practice • Network and PLG - Conversations around teaching and learning • Using the research and data to change practice • Opportunities to collaborate cross-school | <ul style="list-style-type: none"> • Liaison meetings with Centres • Kaitiaki and Within School Meetings • Professional Learning Groups • Across School Lead meetings weekly • AP/DP meetings |

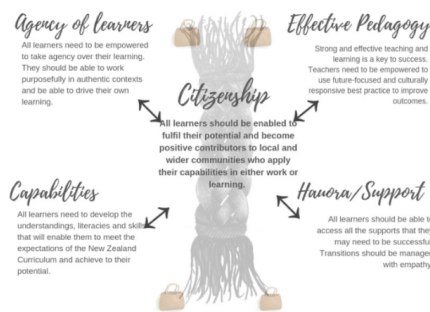
Key Review of Progress and achievement towards challenge from 2018:

Learning Framework Interest analysis

One of the first undertakings for the Whakaoriori Kāhui Ako ASL team was to seek information on the learning framework set out in the achievement challenge. This data would help give an indication of where teacher interests lie and provide an initial direction for some professional development and potential work areas.

The Across School Leads (ASL's) worked with the Within School Leads (WSL's) to collect interest data around the learning framework. Teachers were asked to rank or visually illustrate the area/s that were important to them. They were also able to comment and make links.

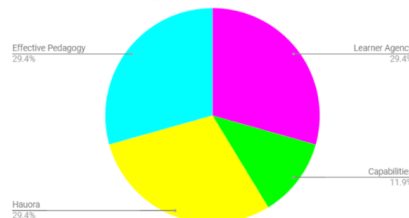
The Learning Framework



Areas of most interest

It was clear from the data that three of the areas - Learner Agency, Effective Pedagogy and Hauora were ranked as the most important areas by teachers. Comments made also suggested that within these there is often overlap - for example learner agency can't take place without effective pedagogy, thus making them both important.

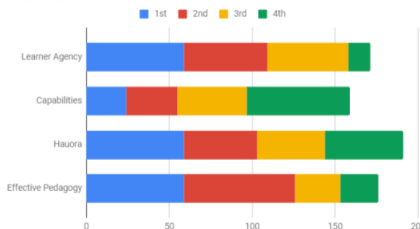
First choice area of importance



Areas of Most interest

Both Learner Agency and Effective pedagogy with strong first and second choices.

1st, 2nd, 3rd and 4th



Comment Analysis

The comments were also data mined and labelled identifying several areas of focus for possible work streams, collaborative inquiries and professional development. The labels were taken from research based evidence reports, for example Student Agency from Positive Psychology and other ministry documents.

| | 1 | 2 | 3 | 4 |
|-----------------------------|--|---|-----------------|------------------|
| Hauora and Wellbeing | Learning support and holistic wellness | Mental Health & Anxiety | Staff Wellbeing | Transitions |
| Learner Agency | Student voice | Strategic Agency | Personal Agency | Connected Agency |
| Effective Pedagogy | Supportive and reflective environment | Providing sufficient and relevant opportunities | | |
| Capabilities | Foundational Literacies | Character Qualities | Competencies | |



STRAND: Capabilities:

Goals:

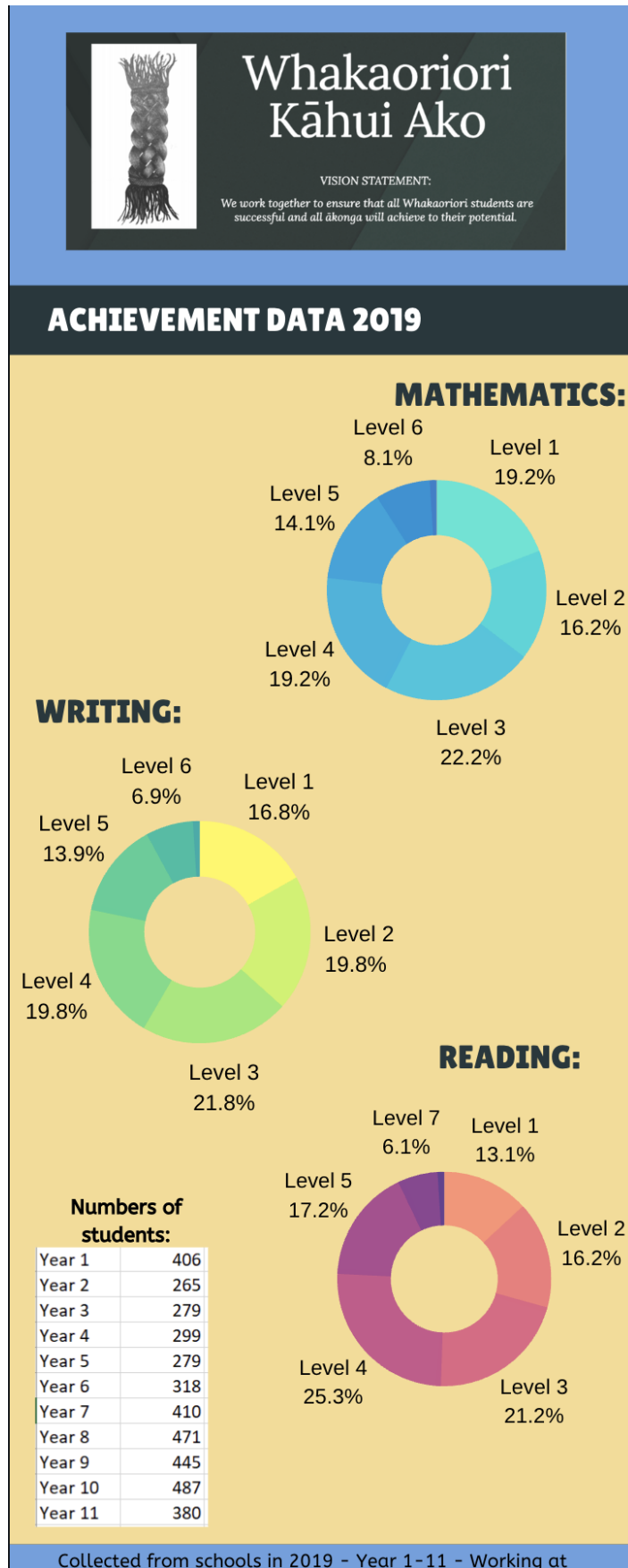
- For each student of the Whakaoriori Kāhui Ako to reach their academic potential whilst in schooling.
- To ensure that all students have the opportunities to meet expectations of the New Zealand Curriculum and Te Whāriki

Initially, we surveyed all teachers at schools and centres to see which strand of the achievement challenge interested them the most and which they thought was most important to address first. Capabilities was not the highest priority.

What have we achieved in this strand?

1. The student led inquiry throughout 2020 was a rich and powerful piece of work - after researching and learning from South Wairarapa Kāhui Ako and Pupuke Kāhui Ako we began this piece of work. Despite disruptions due to COVID lockdowns the results were fantastic. Please see link to evidence of Student Led Inquiry reports. [CLICK HERE](#)
2. We collected achievement data in 2019 from all schools - this data was from students on the Curriculum levels - at "working at". Some of our Secondary schools found this a challenge as they

were very focused on NCEA levels and whether students were working at an achieved, merit or excellence level.



In 2020 we chose not to request this information from schools due to the amount of pressure and disruption that the COVID lockdowns had caused. We instead chose to celebrate our “wins”

Here are the statistics from Education Counts for Level 2 and Level 3 NCEA:

School leavers with at least NCEA level 2 or equivalent by gender and ethnic group (2018-2020)

| Group | Below NCEA level 2 | | | NCEA level 2 or above | | | Percentage with NCEA level 2 or above | | |
|-------------------|--------------------|--------|--------|-----------------------|--------|--------|---------------------------------------|------|------|
| | 2018 | 2019 | 2020 | 2018 | 2019 | 2020 | 2018 | 2019 | 2020 |
| Female | 25 | 24 | 32 | 203 | 196 | 226 | 89.0 | 89.1 | 87.6 |
| Male | 33 | 55 | 36 | 204 | 158 | 173 | 86.1 | 74.2 | 82.8 |
| Māori | 25 | 33 | 29 | 109 | 65 | 88 | 81.3 | 66.3 | 75.2 |
| Pacific | 3 | 3 | 1 | 19 | 27 | 26 | 86.4 | 90.0 | 96.3 |
| Asian | 0 | 1 | 1 | 7 | 12 | 7 | 100.0 | 92.3 | 87.5 |
| MELAA | x | x | x | x | x | x | x | x | x |
| Other | x | x | x | x | x | x | x | x | x |
| European/Pākehā | 48 | 59 | 46 | 339 | 295 | 337 | 87.6 | 83.3 | 88.0 |
| CoL Total | 58 | 79 | 68 | 407 | 354 | 399 | 87.5 | 81.8 | 85.4 |
| New Zealand Total | 11,847 | 12,271 | 11,563 | 49,190 | 47,732 | 48,766 | 80.6 | 79.5 | 80.8 |

While our results are ahead of the national average there is not a huge disparity between them. Our Māori students however have had a drop and are slowly building back up.

School leavers with at least NCEA level 3 or equivalent by gender and ethnic group (2018-2020)

| Group | Below NCEA level 3 | | | NCEA level 3 or above | | | Percentage with NCEA level 3 or above | | |
|-------------------|--------------------|--------|--------|-----------------------|--------|--------|---------------------------------------|------|------|
| | 2018 | 2019 | 2020 | 2018 | 2019 | 2020 | 2018 | 2019 | 2020 |
| Female | 84 | 63 | 85 | 144 | 157 | 173 | 63.2 | 71.4 | 67.1 |
| Male | 113 | 113 | 102 | 124 | 100 | 107 | 52.3 | 46.9 | 51.2 |
| Māori | 82 | 57 | 66 | 52 | 41 | 51 | 38.8 | 41.8 | 43.6 |
| Pacific | 14 | 11 | 8 | 8 | 19 | 19 | 36.4 | 63.3 | 70.4 |
| Asian | 2 | 3 | 4 | 5 | 10 | 4 | 71.4 | 76.9 | 50.0 |
| MELAA | x | x | x | x | x | x | x | x | x |
| Other | x | x | x | x | x | x | x | x | x |
| European/Pākehā | 148 | 136 | 139 | 239 | 218 | 244 | 61.8 | 61.6 | 63.7 |
| CoL Total | 197 | 176 | 187 | 268 | 257 | 280 | 57.6 | 59.4 | 60.0 |
| New Zealand Total | 27,463 | 26,975 | 24,697 | 33,574 | 33,028 | 35,632 | 55.0 | 55.0 | 59.1 |

A difference between levels 2 and 3 shows the drop in the achievement of boys as opposed to girls. In addition to that, Māori student achievement is markedly lower than non-Māori. Our Kāhui Ako totals still remain marginally above the National average.

Our challenge in this area is now around achievement and progress after two and half years of disrupted learning and engagement in learning. We are also working strongly on the progressions and transitions workspace and developing Graduate Profiles.

Another key piece of this work has been around the development of Progressions and the implementation of the Kāhui Ako transition document for students. This was trialled in 2021 and has been reviewed and improved is now open year-round from mid-2022.

In 2022 we have been working with Ministry Early Intervention staff, RTL, LSCo and ECE and NE educators to develop the ECE to School transition document. We hope to have this up and running by the end of the year.

STRAND: AGENCY OF LEARNERS:

Goals:

- *For students to be agentic in their learning*
- *For teachers to empower students to direct their learning and be authentic*

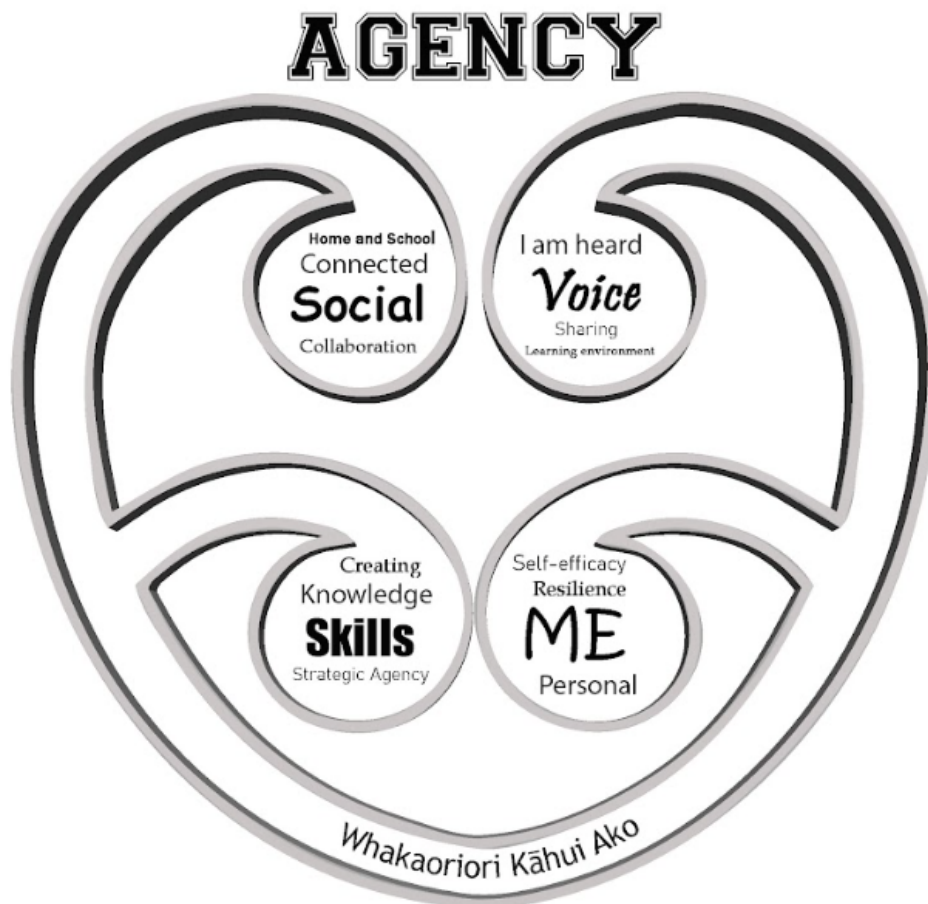
What have we achieved in this stand?

We spent time working with Dr Jean Annan of Positively Psychology. We provided PLD sessions on what Student Agency was and how we could promote this in our teaching and learning environments and programmes.

Our Student Led Inquiry work was an outcome of this initial work in 2019 also.

We developed *Student Sense of Agency* checklists for teachers to spark thinking and use with their students. These were based on the Positively Psychology research.

We also developed a resource kit for teachers about Student Agency that we shared with Kura.



Much of this work connected with our Hauora strand and more importantly in 2020 when our “normal” changed so dramatically. This also had strong links with our Effective Pedagogy strand.

What has become evident is that we have seen a huge change in the agency of students with the onset of Home learning - students have had to become more independent and agentic with their learning. What is interesting is that perhaps we have not utilised all the lessons learned from this time to make significant changes to maximise these developments.

After the 2020 Level 4 lockdown, we spent time gathering voice around the impacts of the lockdown and what we might do differently.

Here are some of the ideas from these discussions:

- Many of us if not all of us had a strong focus on well being of our young people and our staff
- Many of us identified that we were exhausted after the significant amount of pandemic planning and pivoting of our staff to deliver our learning curriculums and programmes through home or distance learning.
- All of us acknowledged the amazing staff and how they had worked and changed throughout this time
- Many of us have discovered that it has brought our staff together as a team especially the support staff
- Many of our staff have commented on our school curriculums and identified that some of it is irrelevant and possibly it could be eliminated
- Many of us have spoken about being really mindful of staff well being and that we were ensuring staff were going home earlier-by 4.30 each day.
- We all identified the inequities around not only technology/connectivity and devices but also of the whānau support around learning through home
- We also acknowledged and talked about how learning has been heightened through this and that we can learn not just at school.
- We talked about how we had noticed that we had reasonably calm and positive students at school but we are also aware that 6-12 months after Lockdown etc will be when we see more anxiety or issues
- We talked about the financial issues that will come to the fore for our families in the next 6 months after the wage subsidy goes
- We talked about wouldn't it be great if all young people in the Kāhui Ako had a device and a connection to a fast internet
- We talked about wouldn't it be great if every family had a house to live in that was safe and warm
- We talked about providing some set opportunities for our staff to connect and converse about either their year groups at school or curriculum areas
- We talked about providing PLD termly for specific areas that were needed or wanted
- We talked about using the maintenance money to pay for this PLD
- We talked about the possibility of providing some opportunities in our schools for students to have more agency and be self-directed in their schools. We looked at the Albany Senior High School and Rototuna High School modules
- We talked about including some of our digital home learning aspects into our programmes going further, especially in transitioning new students etc
- We talked about the idea of continuing these small group discussions

- I have also reflected that the centre and core piece of our achievement challenge which is called “citizenship” needs to be around “Wairarapatanga” - Our young people proud of where they came from with all the capabilities and supports to be successful.

STRAND: EFFECTIVE PEDAGOGY:

Goal:

- *For teachers in the Whakaoriori Kahui Ako to be high quality and use best practice so that all the students can meet the expectations*

What have we achieved in this strand?

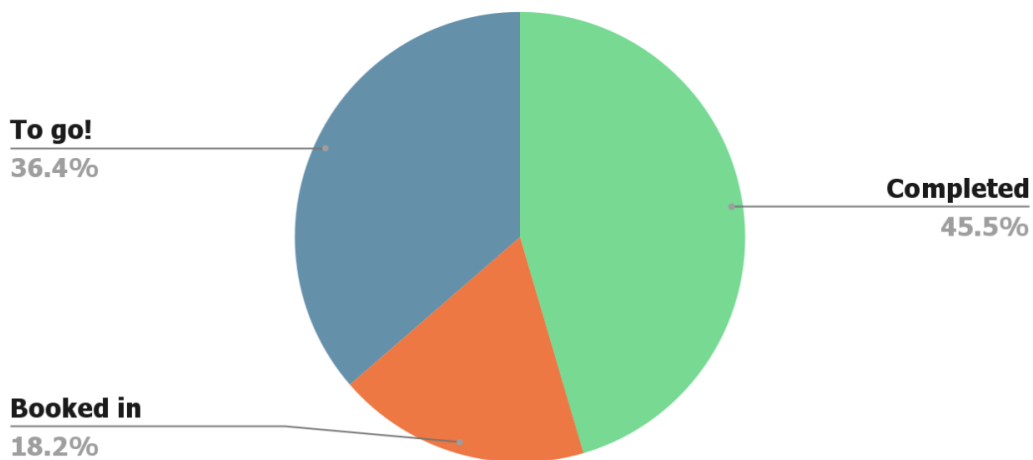
This area along with agency was deemed to be the most important by all stakeholders. This is where most of our mahi has occurred.

The core focus has been on Culturally Sustaining Pedagogy. We have utilised Dr Ann Milne’s work and had over 60 educators from around the Kāhui Ako complete module one of her White Spaces learning programme. We have also worked with all stakeholders, students, educators, leaders and whānau to find out what is happening and what they believe we need to do better.

We have as an Across School Lead team completed the training of New Understandings of Te Tiriti o Waitangi and then upskilled 3 of our own Across School Leads so that they can facilitate this training with all schools, centres and boards throughout the Kāhui Ako over the next two years. The graph below shows how we are progressing towards this goal as of August 2022.

Te Tiriti Workshop Completion

Te Tiriti Workshop Completion Across Whakaoriori Kāhui Ako



We have also worked alongside the Ministry of Education Student achievement facilitators and Curriculum leads to support us in the analysis of the student and Whānau voice so that we can honour this taonga and use it to develop a plan for the future.

We have been flexible and adaptable and acknowledged that we need to develop a strong Local Curriculum called Wairarapatanga so that our young people know who they are and where they come from - where they are going and how they are going to get there!

In 2021 we spent time working in the Success as Māori space collecting data and completing Dr Anne Milne's programmes. We also spent time discussing the ideas and findings that we gathered and how we can use this to better the pedagogical practice of the educators of our Kāhui Ako. This meant that we applied for PLD funding for the development of a strong local curriculum. Wairarapatanga. We are utilising local experts and also a facilitator who is working alongside us to create a customised professional development programme for our Kāhui Ako. We have offered this to not only Within School Leads but any senior leaders in kura that can progress the development of this work in our kura.

2022 has been around the development of Wairarapatanga utilising Aotearoa Histories. Below is some of the thinking and planning for this work.



STRAND: HAUORA

Goals:

- In 2019, We will collect and analyse, the data (including sub- for gender and ethnicity) to determine trends and patterns in reported student experiences in these survey questions.
- We will investigate the negative ratings and develop action plans to address these. These may look different in individual schools.
- We would like
- All of our students to be resilient, have high attendance and have great transitions between classes and schools.
- All of our teachers to be highly skilled at supporting our students and that there were strong relationships with support agencies.
- Families, whanau and communities worked collaboratively with schools and centres and teachers. Principals and leaders took time to value the well-being of their teachers and that in all schools and centres Kāhui-wide students were at the centre.

We have had a number of wins and successes in this strand.

Firstly, we were awarded 10 Learning Support Coordinators in the first tranche from the Ministry of Education. These 10 staff were appointed and allocated to schools based on the needs provided in the Kāhui Ako-wide Learning Support Register that we completed and analysed at the end of 2019. These additions to our schools have made a massive impact on students accessing the support and opportunities available to them and in reducing the workload of SENCO and senior leadership who have had to complete this role on top of their already busy jobs.

In 2022 the Kāhui Ako has purchased Dyslexia screening tools so that we can support learners and share this information with educators and whānau. Another key outcome of this has been the upskilling of educators in Dyslexia friendly classrooms and strategies for success.

In analysing the wellbeing@school survey results for the whole Kāhui Ako we discovered that while most areas were doing ok we did have a number of students who were dealing with low-level aggressive behaviours regularly and ultimately our students understood what to do in tricky situations but could not apply these strategies in real life situations.

Whakaoriori Kāhui Ako

wellbeing@school

WHAT DID WE FIND OUT?

5 Secondary Schools
12 Primary Schools
Year 2-11 students
Term 3 2019

Collaborative analysis of data in September with ASL Liaison

STRENGTHS:

- School Wide practices
- Student - Teacher relationships
- Low aggressive behaviour
- Children happy at school
- Celebration of good behaviour of children
- Respect for culture
- Community and home partnerships

CHALLENGES:

- Social competencies - student to student interactions
- Understanding differences
- What to do when faced with confrontation
- Where to ask for help?
- Lack of agency and student voice
- How do I manage my feelings and emotions?

NEXT STEPS/OPPORTUNITIES FOR GROWTH

- More student voice in our schools/centres
- Explicit teaching of Social & emotional curriculum
- Making strong connections/relationships with students
- Mindfulness and resilience strategies
- Restorative Practices
- Link to Health Curriculum from NZC
- Elevate Wellbeing - ambassadors/committee

This information drove our work for 2020 and beyond with all schools completing the wellbeing@school survey in 2020, 2021 and 2022. Not only did they complete the survey - but they also completed an analysis of their results and developed a plan. The majority of these Kura have now decided on after researching many options a wellbeing programme for their school. These range from Nga Tapa Wha, Mana Potential and Mana models. They all without exception have the ability to tailor the programme to meet the needs of their school community.

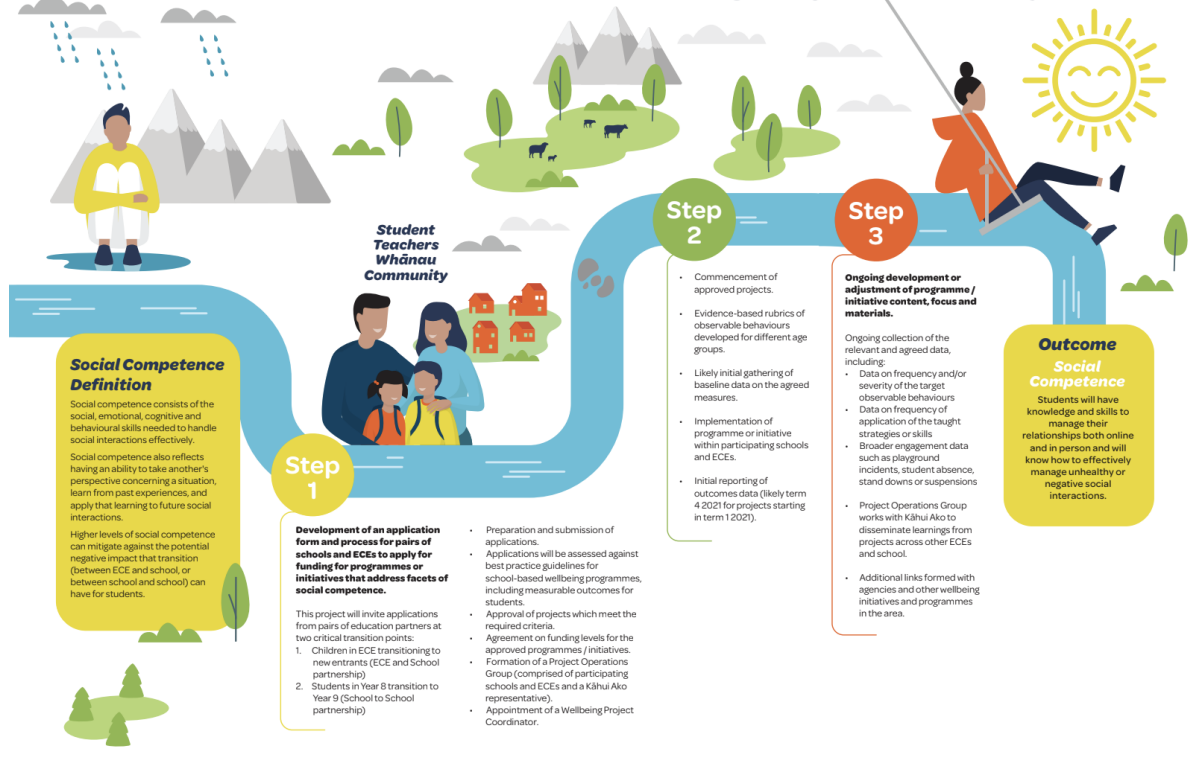
Over 2021 and 2022 at least 13 of the 19 schools in the Kāhui Ako have participated in PLD from the New Zealand Institute of Wellbeing and Resilience. This began with a focus on staff wellbeing and has now moved into the development of positive well-being programmes for schools and centres. Our Kāhui Ako website has recorded all of this work and is a great resource for our educators.

www.whakaoriorikahui.co.nz

We also have had buy-in from the local Lands Trust and they have a contestable fund that is open to schools who can partner together to implement a programme to improve emotional regulation and social competence. This has meant that many of our Kura have applied for additional funding to implement programmes like Zones of Regulation, or M3 Mindfulness. Outcomes of this are that our young people can use a range of strategies to cope with our world - especially in the current disrupted environment.

We want all of our people to Feel good and Function well!

Whakaoriori Kāhui Ako Wellbeing Project Summary



ACROSS STRANDS: Foundational goals

In 2019 we asked our large group of Kaitiaki leaders to set some goals about what we might want to achieve. We set a timeframe for the end of 2020, but in reality, some of these goals are enduring. What we have learned to do is be flexible of mind, of thinking and of action so that we continue to better together.

This involves being open to feedback from all of your stakeholders, especially your critics. There are some things that have been clarified in that we know what we are not here to do.

We have and continue to find the GEMS to celebrate and honour these. We are not here to criticise but change is a long process and we have encountered some speedbumps but we are continuing to push forward.

WHAT DO WE WANT TO ACHIEVE BEFORE THE END OF 2020?



We know and understand that this resource may not continue forever and what to ensure that we set up systems that are sustainable for our community.



TO TALK ABOUT “US” AND “WE” RATHER THAN “ME” AND “YOU”



TO MAKE THIS A COMMUNITY, NOT JUST SCHOOLS
USE DATA FROM SURVEYS ON STUDENT AGENCY AND WELLBEING



TO CELEBRATE, SHARE AND LEARN ABOUT 'GEMS'



SHARE PLD OPPORTUNITIES ACROSS ALL SECTORS AND SCHOOLS



LISTEN TO AND VALUE STUDENT VOICE AND AGENCY
CREATE A COLLABORATIVE PATHWAY OF SECTORS-ELIMINATE SILOS



DEVELOP SUSTAINABLE OPPORTUNITIES AND SYSTEMS FOR THE FUTURE THAT WILL CARRY ON WITH OR WITHOUT THE RESOURCE (EG TRANSITIONS)

DEVELOP STRONG COLLABORATIVE PARTNERSHIPS WITH IWI



DEVELOP AND “OWN” TRANSITION STATEMENTS* SUPPORT AND IMPLEMENT A STUDENT INQUIRY* INVOLVE/EMPOWER MIDDLE AND SENIOR LEADERS

SUPPORT AND PROVIDE OPPORTUNITIES FOR DEVELOPMENT FROM NEEDS (EG MATHS)



POOL MAINTENANCE MONIES TO USE AS A BUDGET FOR PLD

So What Next?

With the refresh of the New Zealand Curriculum and the new vision we wanted to ensure that we had alignment but also addressed the needs of our young people in Whakaoriori

Our Learning Framework will in essence remain the same but will have specific reference to all of our stakeholders. It will honour te Tiriti o Waitangi and Te Whariki and NZC.

Whakaoriori Kāhui Ako Learning Framework Revised

Lift where we stand

AKO:

Learning is ongoing for our Kāhui Ako. We value different backgrounds by being inclusive. We enhance potential and have high expectations of all. *We honour our partnership with Te Tiriti by being a mana enhancing akonga. "Know Better Do Better"*

MARAMATANGA:

We navigate knowledge with our heads and our heart. We have developed literacies across our curriculums and continue to progress within these. We are empowered to face challenges, solve problems individually and collaboratively.

KO AU:

I will be me and proud of my heritage and identity. I will be courageous, confident and curious and collaborative. I will know that I have a support team that will help guide me to be successful in whatever I choose to do. I will feel connected to this place and I can communicate my learning

KAITIAKI/TURANGAWAEWAE:

We are the Kaitiaki and guardians of our community - our people our place and our stories. We honour Te Ao māori and foster inclusive learning environments that are vibrant equitable and contribute to our community.

HAUORA:

We have a collective responsibility to take care of our well-being and the well-being of others. We have a sense of belonging and support our people to be the best that they can be.

