



## “Te Kāhui Ako o Ngā Awanui” Cromwell Kāhui Ako



*Cromwell is New Zealand's fastest growing small town in the country (Stuff, 2019). The Cromwell Community Consultation process (CODC 2018) confirmed that residents wanted it to be a great place to raise families, a community which was safe and which retained a strong sense of its unique identity. As the natural heart/hub of this community, the Kāhui Ako provides an opportunity for the schools/early childhood centres to be a significant driver to ensure this identity is realised.*

# “Te Kāhui Ako o Ngā Awanui” Cromwell Kāhui Ako Metaphor

Goldfields Primary, Cromwell College, Cromwell Primary, Educare, CELCI, Little Wonders, Willows, Barnados, Kidsfirst Kindergarten

*In Māori kāhui means a flock or group, ako means to learn, ngā awanui means big rivers. We are the community of learning of the big rivers and our metaphor describes our connections to our turangawaewae, Tirau the place where we all belong.*

*The junction of the Mata-Au (Clutha) and Kawarau Rivers was where Papatuanuku created the perfect place for a community to flourish. Transformational change has seen the many faces of Tirau (Cromwell) evolve over time. Ngā toka (the boulders) in ngā awanui (the big rivers) each represent a major event in Tirau’s history and development. Tirau as a place where Māori hunters and gatherers stopped to feed beneath the mighty cabbage trees (ngā tipu), the discovery of gold (koura) and the bustling town that Tirau became during a time that shaped the landscape forever. As the town grew, so too did the diversity of both tangata and mahi – grit, determination, resilience, perseverance, pioneering spirit and creativity, many of the qualities of te tipu and the attributes we desire for our tamariki today.*

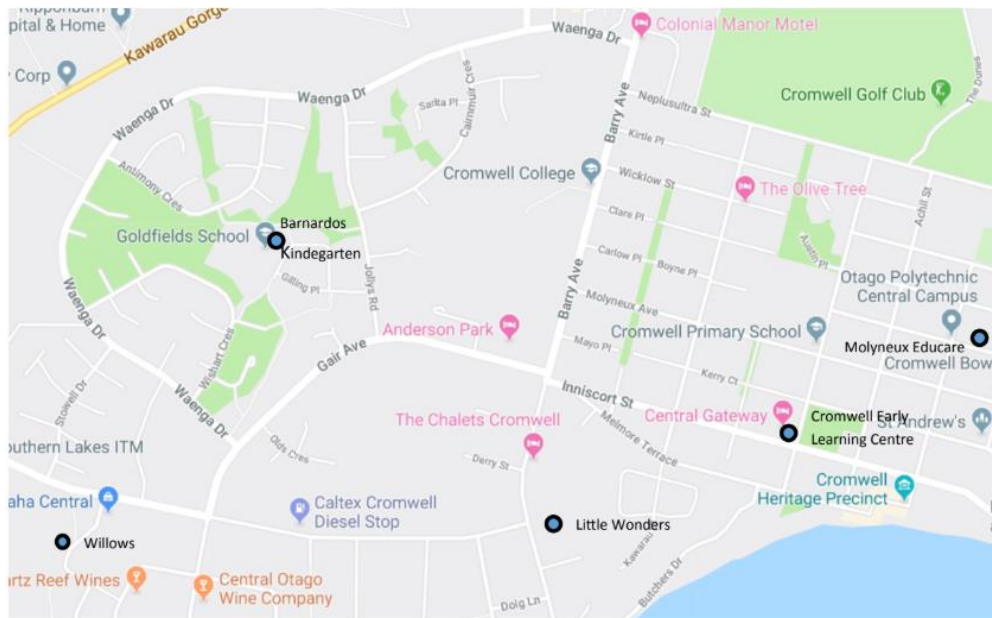
*Te whenua o Tirau (the land of Cromwell) grounds us and brings our sense of “tangata whenua”. Our place of mahi (work), hauora (wellbeing), rawe (personal excellence), manaakitanga (care and respect), maia (courage), resilience (aumangea) and ako whanaungatanga (learning partnerships, lifelong learning). This new era for Tirau, “Te Kāhui Ako o Ngā Awanui” where we have recognised that enrichment and strength will come from the different streams and tributaries forming a mighty river that will make a difference for our tamariki. We know that learning together will make a bigger difference. By merging together and flowing in the same direction we have become strong and powerful like ngā awanui and able to face those swirling and muddy waters of change. We are stronger together and more able to push through the turbulent, messy, chaotic waters of change and to face the challenges that lie ahead. We will be brave and draw strength from each other, we will tackle those rapids that will lead us towards an exciting future for our tamariki.*

*“Ko te ahurei o te ākongā arahina o tātou mahi” - let the uniqueness of the learner guide our work”*

# BACKGROUND

## COMMUNITY: Who are we?

“Te Kāhui Ako o Ngā Awanui” consists of three state schools - Goldfields Primary, Cromwell Primary (Contributing Years 1-6 Schools), Cromwell College (Years 7-13) and six Early Childhood Centres - Molyneux Educare Inc., Cromwell Early Learning Centre Inc. (CELCI), Little Wonders, Willows, Barnardos and Kidsfirst Kindergarten which are all located within the main town of Cromwell.



	<p><b>“Let them fly - giving children the freedom to learn”</b></p>
	<p><b>“Poipoia te kakano kia puawai”</b>  <b>Nurture the seed and it will blossom</b></p>
	<p><b>Relationships, identity, play is a tamariki’s work.</b>  <b>Peaceful natural environment</b></p>
	<p><b>“Kia eke ai te hunga taitamariki ki ngā rangi tuhāhā”</b></p>
	<p><b>“Ko te ahurei o te tamaiti arahia o tātou mahi”</b>  <b>“Let the uniqueness of the child guide our work”</b></p>
	<p><b>“It’s where local kids come to play, learn and have fun”</b></p>

	<p><b>“Creating a love of learning in a safe, caring, respectful, sustainable environment where individual excellence and diversity is valued”</b></p>
	<p><b>“BEST I CAN BE - respectful courageous lifelong learners who pursue excellence”</b></p>
	<p><b>“Iti kārearea kahikatea ka taea”</b></p> <p><b>“Making a difference as confident, connected, actively involved lifelong learners”</b></p>

*Working together is not a new concept for this Kāhui Ako. In 2016 the two primary schools and all ECEs worked collaboratively on a Special Transition Project under the guidance of the Ministry of Education. This project was in response to findings from a National Report on Early Childhood Education (2014). Previous collaboration has also been evident through shared professional learning and development undertaken by the three schools with Pam Hook (SOLO Taxonomy) and Restorative Practice (Margaret Thorsborne). The primary schools have also worked together to offer parent curriculum literacy and mathematics evenings and have shared staffing for a Gifted and Talented Education (GATE) initiative called “Horizons”. The three schools have worked collaboratively to consult with Māori Whānau, by organising combined consultation hui every three years. School Kapa Haka Groups have combined to perform at local events and supported each other at Polyfest. There has been clear agreement that we will achieve more by working together than we will when working as individual organisations, which has meant that forming our Kāhui Ako was the next developmental step for us.*

**WHY: we joined this learning partnership:**

- We are all part of a small community and there will be advantages for everyone if we all share the same vision for our tamariki and rangatahi
- Sharing of ideas, resources and expertise will strengthen collaboration and build a strong community
- Building strong relationships to support transitions across the sectors
- Strengthening professional networks and practices through deepening our understanding of teaching practices across the sectors
- Building a shared understanding of the things that “matter the most”
- Recognising that being “unique” means taking advantage of an opportunity to do something special for our community

**HOW: we are going to achieve this:**

- Developing a better understanding of the different education sectors and strengthening our connections
- Breaking down the barriers to improve collaboration
- Identifying new and different ways to find out how our tamariki and rangatahi live, think and learn in their own community
- Increasing and improving opportunities for shared professional learning and development
- Building a shared/common language of learning and assessment across our Kāhui Ako
- Building on what we already have and know about each other (not starting from scratch) to deepen professional relationships for the benefit of our community
- Designing our local curriculum around the identified needs of our community

**WHAT: we want to learn and achieve:**

- Te Kāhui Ako o Ngā Awanui Whānau Group actively engaged in the community
- CromWELLBEING Model bringing our vision for being a “well community” to life by making it visible to everyone involved
- Cromwell Enviro Kāhui Ako
- “Te Kāhui Ako o Ngā Awanui” focus on wellbeing, success for all learners and community partnerships
- Improved progress and success for ākonga evident in achievement and survey data
- Digital Leverage highly evident in all aspects of learning supported by the Digital Technology Curriculum strand (DTC) Professional Learning and Development Project and Otago Community Trust Innovative Project Funding.
- Successful transitions to primary and secondary schools and beyond
- Learning Support delivered in an equitable and timely manner to all students needing this and identified on the “Te Kāhui Ako o Ngā Awanui” Learning Support Register
- Restorative Practices consistent across the Kāhui Ako
- Leadership capability and capacity being strengthened and distributed
- The shared vision and values for our Kāhui Ako are living, modelled and guiding our work
- Consistent language of learning and assessment embedded across the Kāhui Ako. This will include New Pedagogies for Deep Learning (NPDL), Visible Learning, SOLO, and coherent learning pathways to support our Graduate Student Profiles, moderation, assessment capable learners, growth mindset.
- High quality Professional Learning and Development opportunities such as “High Tech High” documented by Greg Whiteley’s 2015 DVD “Most Likely to Succeed” which opens with a quote from Dewey “If we teach today as we taught yesterday, we rob our children of tomorrow”, Early Oral Language and Literacy Project, DTC/ICT Project, NPDL Global Research Project.

## “Te Kāhui Ako o Ngā Awanui” Cromwell Kāhui Ako

### Total Numbers

#### Early Childhood Centres

Centre	Female	Male	Total
Educare	25	24	49
CELCI	36	24	60
Little Wonders	34	33	67
Willows	55	58	113
Barnardos	29	31	60
Kindergarten	17	11	28
<b>Total</b>	<b>197</b>	<b>182</b>	<b>377</b>

#### Primary Schools

School	Female	Male	Total
Goldfields	124	127	251
Cromwell	145	179	324
<b>Total</b>	<b>269</b>	<b>306</b>	<b>575</b>

#### Secondary School

School	Female	Male	Total
Cromwell College	248	257	505
<b>Total</b>	<b>248</b>	<b>257</b>	<b>505</b>

## Student Ethnicities

	Māori	Pasifika	Other	NZ European	All Students
ECE	42	6	34	295	377
Primary	77	16	32	450	575
Secondary	98	10	40	357	505
Totals	217	32	106	1102	1457

## Staff Ethnicities

School/Centre	NZ European	Māori	Pasifika	Other Asia, MEL, European
Little Wonders	20			4
CELCI	6			4
Willows	21	1		3
Barnardos	8			3
Educare	11			1
Kidsfirst Kindy	3	1		
Goldfields	23	1		4
Cromwell College	35	1		
Cromwell Primary	26	1	1	4
<b>Total</b>	<b>153</b>	<b>5</b>	<b>1</b>	<b>23</b>

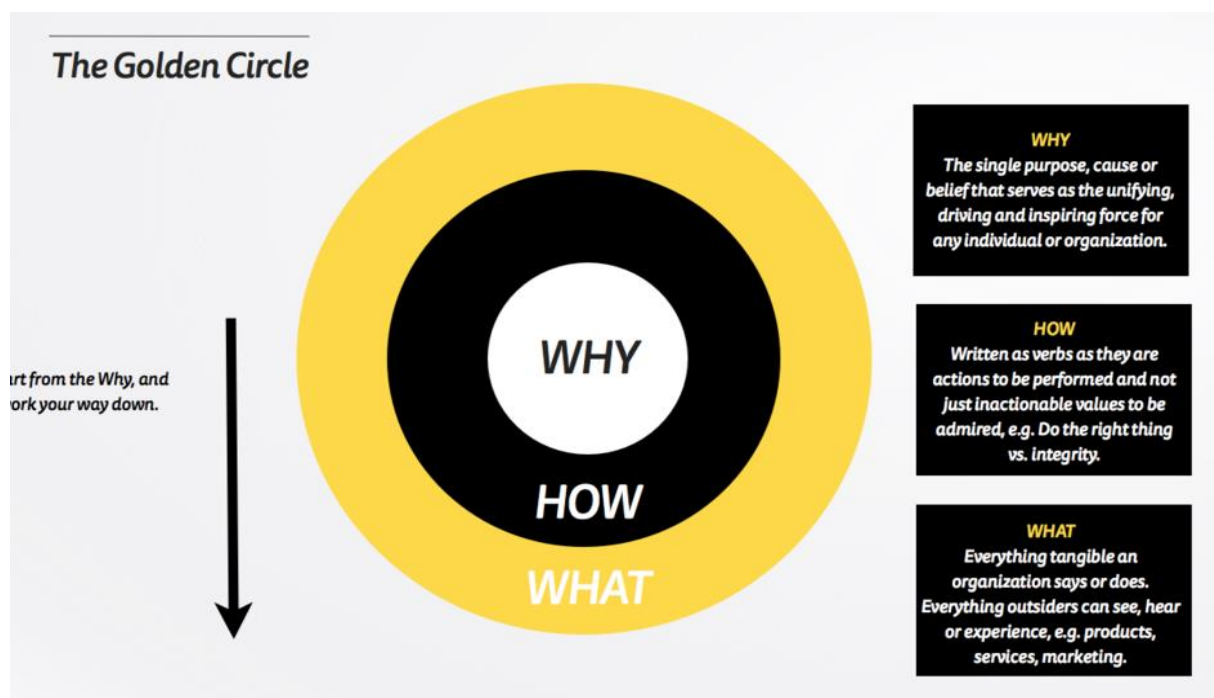


## “Te Kāhui Ako o Ngā Awanui” Definition of Local Curriculum

Local means taking the New Zealand Curriculum framework and designing it for our Cromwell Community. This will involve designing tasks that will be either collaborative and/or individual school/centre work.

As a Kāhui Ako we will:

- **Frame our achievement challenges using the Simon Sinek “Golden Circle” the “why”, “how” and “what” of change required** - work with an explicit and common sense of purpose, have mutually agreed values owned by our Kāhui Ako Community and principles derived from our beliefs
- **Identify the most valued learning** - valuing the ways that our staff will think, act and model in their everyday actions and interactions
- **Design richer contexts and opportunities for learning** - identify key pedagogical approaches or signature practices, planning, expectations, community resources and timetables
- **Explore improved/better ways to measure progress in relation to our most valued outcomes** - including the decisions that assessment information will inform. These decisions will include students, teachers, school leaders and whānau.
- **Develop coherent pathways for our learners mapped by curriculum levels** - Graduate Student Profiles based on a combination of 21st Century skills and dispositions (communication, critical thinking, character, creativity, collaboration, citizenship) and academic level checkpoints back mapped. Curriculum progress maps will clarify coherent pathways for ākonga progress.



## Theory of Improvement

We acknowledge that belonging to a Kāhui Ako requires a shift in mindset and a broadening of focus to include not only the children/students in our own schools and centres, but also the children/students in all schools and centres. Accepting a collective responsibility to ensure learning success for all, will continue to be a work in progress. Each school and ECE has come with a set of beliefs about pedagogy that they have developed collaboratively and our Kāhui Ako work now turns to ways and means that we will employ to collaborate to meet our challenges.

The drivers and theories of improvement that underpin our current thinking and are based on what we have discovered as we have worked to build the truly collaborative relationship required to successfully undertake this work. Conversations have been structured using the Kōrero Mātauranga (Education Conversation) Review Framework. Kōrero Mātauranga is the government's review strategy which has taken the form of a series of education conversations to help build the world's best education system for all our children and young people.



**Te Kāhui Ako o Ngā Awanui Vision** - “Learning together to make a difference”

**Whakatauki** - “Ko te ahurei o te ākongā arahina o tātou mahi” - let the uniqueness of the learner guide our work.

**NZ Curriculum (2007) Vision** – “All students achieving as confident, connected, actively involved, lifelong learners”

**Te Whariki Vision** “All students grow as competent and confident learners and communicators, healthy in mind, body and spirit, secure in their sense of belonging and in the knowledge that they make a valued contribution to society”.

**Driving Principles** – drivers that will guide and underpin the work of our Kāhui Ako

- **Learner agency**
- **Leveraging Digital**
- **Collaborative inquiry in teaching and learning**
- **Cultural responsiveness**

## **Learner Agency – Student Agency and Teacher Agency**

*Student agency is about shifting the ownership of learning from teachers to students to enhance a student's mana; enabling students to be part of the learning design and to become powerful lifelong learners.*

*Teacher agency is about teachers having the capacity to act purposefully and constructively to direct their professional growth and contribute to the growth of their colleagues.*

## **Leveraging Digital**

*Leveraging digital is about the personalisation of learning, digital creativity, connecting, collaborating, real-time feedback and learning anywhere, anytime. Providing opportunities for students and teachers to use and create technology-based content.*

## **Kāhui Ako ICT Vision**

Our schools will be places of innovative practice where staff have shared values, beliefs, values and understanding. Using technology purposefully and meaningfully.

**Respect – students are learning safely and responsibly in an interconnected digital world.**

**Students can collaborate with and learn from each other.**

**Courage – students are presented with choice about their learning that allows them to develop their interest and passions. Students are given authentic opportunities to connect and discover locally and globally.**

**Personal Excellence – students are using multiple modes through which to communicate their learning. Student have access to resources in a way that is accessible, useful and enables deep learning.**

## **Collaborative Inquiry in Teaching and Learning**

*“Te Kāhui Ako o Ngā Awanui” will be developing and using a collaborative inquiry approach to professional learning resulting in school/centre transformation and improvement. This approach will be based on the theory that to address student learning needs we can no longer depend on individuals but on the collective wisdom brought about by a team of educators with diverse experience and expertise. Our achievement challenges will be addressed through a coordinated and collective effort which will help ensure greater success for all learners in our Kāhui Ako. We believe that collaboration means “working smarter together, rather than harder alone”. John Hattie, 2016, ranks teacher collaboration as the number one factor influencing student achievement and success.*

## **Cultural Responsiveness**

*“Cultural responsiveness is the ability to learn from and relate respectfully with people of your own culture, as well as those from other cultures.” (P13, Dimensions of **Culturally Responsive** Education; NCCREST National Centre for Culturally Responsive Education Systems). Identity, language and culture count. Productive partnerships fostered between students, whānau and educators are vital. Knowing, respecting and working with Māori learners and their whanau and iwi so their worldview, aspirations and knowledge are an integral part of teaching and learning (Tātaiako Cultural Competencies). What works for Māori works for everyone, but what works for everyone does not necessarily work best for Māori (Culture Counts – Relationships Based Learning).*

## ACHIEVEMENT CHALLENGE 1: WELLBEING and BELONGING

### RATIONALE - (WHY):

Wellbeing and Belonging are vital for student success and are strongly linked to learning. Responding holistically to all aspects of ALL student needs, including their physical, social, emotional, academic and spiritual (ERO Wellbeing for Success) so that children/youth have a sense of wellness and resilience, understanding their own mana-atautanga – uniqueness and spiritual connectedness (Te Whaariki).

Three conditions that support deep learning are also good for mental wellbeing and belonging:

1. Students need to feel safe: emotionally, physically, socially and mentally.
2. Students need to feel significant with a strong sense of belonging and inclusion: that they are worthy and their ideas are worth listening to;
3. Students need to feel a sense of purpose, knowing why they are here and that their contributions can make an impact (NPD: Wellbeing: Connections to Deep Learning Lab, 2019 <http://core-ed.org/events/npdl-nz-deep-learning-lab/>).

### CHALLENGE 1: (Our 'How' and 'What') Wellbeing and a Sense of Belonging:

Create a local curriculum with learning partnerships across the Kāhui Ako which sets out to make a difference by learning together, embedding the values of personal excellence, care and respect, courage and resilience through developing and then sustaining a collaborative culture focused on wellbeing and a sense of belonging, a culture which honours and reflects deeply and richly this Kāhui Ako's Whakatauki: "*Ko te ahurei o te ākongā arahina o tātou mahi*": *Let the uniqueness of the learner guide our work.*

### HOW (Process)

**Invest time and resources into professional learning about how to develop, embed and sustain the "CromWELLBEING Community".**

1. Engage in professional learning, by identifying and using internal and/or external expertise and agencies, to support the Kāhui Ako (KA) to become effective as a community of learners intent on ensuring the Whakatauki is the life breath, the active commitment of all involved.
2. Align individual organization's values to build shared understandings and expectations of the Kāhui Ako values.
3. Build the capabilities that enable professionals to raise and/or address Wellbeing and a sense of Belonging in the community by:
  - Developing a collaborative culture to engender high relational trust and wellbeing and a sense of belonging across the Kāhui Ako
  - Learning and practising the capabilities necessary to lead and manage wellbeing and a sense of belonging when encountering complex situations
  - Embedding further practices and processes, and ongoing professional learning, which uphold wellbeing and a sense of belonging in our Kāhui Ako.

**WHAT: (Outcomes)**

A collaborative, sustainable culture will be in evidence, driven by the moral purpose underpinning our Kāhui Ako Whakatauki; "*Ko te ahurei o te ākongā arahina o tātou mahi*": *Let the uniqueness of the learner guide our work.*

**The community** (parents, students, teachers) engage in courageous discussions about being a "well community".

**A culture of wellbeing** and a sense of belonging where values and respect are nurtured explicitly.

**Culture of honest dialogue and collaboration** in response to issues raised.

**Restorative processes and practices** are at the core of the commitment to wellbeing and a sense of belonging across the Kāhui Ako.

**How (Process)****Strengthen the capabilities of our parent community**

1. Facilitate expert-led parent education forums linked to issues that surface through consultation such as anxiety, anti-bullying, restorative practices, drugs and alcohol, youth suicide, sexuality education, digital citizenship.
2. Align Kāhui Ako-wide practices and processes to ensure these consistently link to wellbeing and a sense of belonging to our community.

**What (Outcomes)**

Community culture of honest dialogue and collaboration in response to issues raised.

Agreement across the Kāhui Ako from ECE to secondary around expectations with regards to e.g. transition, attendance, child/youth health issues, student safety etc.

**How (Process)****Design a local curriculum:**

1. Develop a shared understanding of what wellbeing and a sense of belonging is, and would look like in our Kāhui Ako community.
2. Explore and share best practice linked to wellbeing and a sense of belonging in each of the Kāhui Ako organisations.
3. Design the "CromWELLBEING Model" based on research of wellbeing and a sense of belonging models.
4. Investigate and source effective resources, programmes and personnel to foster wellbeing and a sense of belonging: 'Seasons for Growth', restorative practices, resilience, growth mindset, physical health, cultural identity, friendships, environment, "Mind over Manner" neurodiversity, understanding anxiety.
5. Work with Regional EnviroSchool Co-ordinator to identify how our Kāhui Ako could work towards becoming an EnviroCoL.
6. Investigate the possibility of a Wellbeing Mentor role across the primary sector.



### **What (Outcomes)**

Initiatives established in response to strategic reviews for deep change, regular cyclical reviews, and emerging issues at any given time.

[Cromwell CoL School Wellbeing Survey 2018](#)

[Cromwell ECE Wellbeing Survey 2018](#)

### **TARGETS**

**Use CromWELLBEING Model and NZCER Student Wellbeing Survey to inform decisions and our future focus areas for wellbeing in our Kāhui Ako.**

1. Increase the percentage of students recognising that school values are important from 48% to: 60% (2019); 65% (2020) and 75% (2020)
2. Increase the percentage of students who feel they have a say in their learning and generally at school from 42% to: 52% (2019); 65% (2020) and 70% (2021).
3. Increase the percentage of students who agree that teachers make their learning interesting from 35% to: 50% (2019); 60% (2020) and 70% (2021).
4. Increase the percentage of students who agree that they have been supported at school with explicit teaching of strategies for managing their feelings from 35% to: 50% (2019); 60% (2020) and 70% (2021).
5. Increase percentage of students who agree that students treat each other with respect from 38% to: 50% (2019); 60% (2020) and 70% (2021).
6. Decrease the percentage of students who responded that they have been verbally put down more frequently than monthly from 38% to: 30% (2019); 25% (2020) and 20% (2021)
7. 2019 Target: Develop SOLO Rubrics for explicit teaching of respect and values linked to wellbeing survey data.

### **How (Process)**

Recognise the growing diversity of the community, including identifying and/or continuing culturally responsive actions which support ākongā within our Kāhui Ako community, and initiate further learning

1. Identify and utilise expertise within and across the Kāhui Ako.
2. Invite local experts and iwi to deliver teacher workshops on the stories of the area.
3. Explore wellbeing and a sense of belonging, consciously addressing 'deficit thinking, unconscious bias, and racism' by 'tackling existing assumptions effectively' (p. 87, Tomorrow Schools Review).

### What (Outcomes)

**Cultural dimensions** of our Kāhui Ako are strengthened further.

1. Local curriculum design includes a range of Kāhui Ako culturally responsive practices and protocols, supporting wellbeing and a sense of belonging such as through relational trust, high expectations and positive communication.
2. Culturally responsive initiatives include:
  - Kāhui Ako Whānau Group Hui
  - Kapa Haka Annual Celebration
  - Matariki Celebration and Local Stories
  - Whānau Picnic
3. ToDs - culturally responsive learning environments keynote and workshops connected to wellbeing and creating a sense of belonging.

<b>WELLBEING and BELONGING MEASUREMENT TOOLS/EVIDENCE</b>	
<b>ECE</b>	<ol style="list-style-type: none"> <li>1. Wellbeing@school: NZCER (modified to suit ECE)</li> <li>2. Learning Stories</li> <li>3. Health and Wellbeing policies</li> <li>4. Student demographics: attendance, engagement</li> <li>5. Collection of voice (student, staff, whānau)</li> <li>6. Learning Support (MoE: ECE communication audit)</li> <li>7. Annual self-review of KA/CoL Wellbeing and Belonging progress: Design, implement and monitor local curriculum, CromWELLBEING initiative, Restorative practices, Collaborative community outcome, culturally responsive practices.</li> </ol>
<b>YEARS 1-6</b>	<ol style="list-style-type: none"> <li>1. Wellbeing@school: NZCER: CoL wide and individual school data</li> <li>2. Student demographics - attendance, engagement, lateness, stand-downs and suspensions</li> <li>3. Collection of voice e.g. Y6 leavers/Y7s re transition to College</li> <li>4. Referrals to Learning Support personnel e.g. RTLB</li> <li>5. Annual self-review of KA/CoL Wellbeing and Belonging progress: Design, implement and monitor local curriculum, CromWELLBEING initiative, Restorative practices, Collaborative community outcome, culturally responsive practices.</li> </ol>
<b>YEARS 7-8</b>	<ol style="list-style-type: none"> <li>1. Wellbeing@school: NZCER: CoL wide and individual school data</li> <li>2. Student demographics - attendance, engagement, lateness, stand-downs and suspensions</li> <li>3. Collection of voice</li> <li>4. Referrals to Learning Support personnel e.g. RTLB</li> <li>5. Annual self-review of KA/CoL Wellbeing and Belonging progress: Design, implement and monitor local curriculum, CromWELLBEING initiative, Restorative practices, Collaborative community outcome, culturally responsive practices.</li> </ol>
<b>YEARS 9-10</b>	<ol style="list-style-type: none"> <li>1. Wellbeing@school: NZCER: CoL wide and individual school data</li> </ol>



	<ol style="list-style-type: none"> <li>2. Student demographics - attendance, engagement, lateness, stand-downs and suspensions</li> <li>3. Collection of voice</li> <li>4. Referrals to Learning Support personnel e.g. RTLB</li> <li>5. Annual self-review of KA/CoL Wellbeing and Belonging progress: Design, implement and monitor local curriculum, CromWELLBEING initiative, Restorative practices, Collaborative community outcome, culturally responsive practices.</li> </ol>
<b>YEARS 11-13</b>	<ol style="list-style-type: none"> <li>1. Wellbeing@school: NZCER: CoL wide and individual school data</li> <li>2. Student demographics - attendance, engagement, lateness, stand-downs and suspensions</li> <li>3. Collection of voice</li> <li>4. School leavers' survey</li> <li>5. Annual self-review of KA/CoL Wellbeing and Belonging progress: Design, implementation and monitoring of local curriculum, CromWELLBEING initiative, Restorative Practices, Collaborative community outcome, culturally responsive practices.</li> </ol>
<b>Other possible wellbeing and belonging measurement tools and evidence.</b>	<p>GROW WAITAHA TOOLS:</p> <p><u>Wellbeing at school toolkit</u> (self-review tool and resources)</p> <p>The Wellbeing@School tools are designed to support primary, intermediate and secondary schools to engage in a review process.</p> <p><u>The EPOCH (Engagement, Perseverance, Optimism, Connectedness and Happiness) measure of adolescent wellbeing.</u> (pdf.)</p> <p>Adapts the PERMA (Positive Emotion, Engagement, Relationships, Meaning, Achievement) Model for students.</p> <p><u>The Educultural Wheel</u> (webpage)</p> <p>A useful diagram that outlines how communities can work together.</p> <p><u>AWE Tool (Assessing Wellbeing in Education)</u> (webpage)</p> <p>A tool developed to track wellbeing in school communities. (Cost involved)</p>

## ACHIEVEMENT CHALLENGE 2: LEARNING FOR SUCCESS

### **RATIONALE (WHY):**

Educationally powerful connections and relationships and responsive curriculum, effective teaching and opportunity to learn are the domains that have the greatest impact on outcomes for learners and learning for success (ERO, 2016, School evaluation indicators: effective practice for improvement and learner success, p.12).

Within our Kāhui Ako learning for success is underpinned by a local curriculum that moves “from a culture of care to a culture of caring about the learning” (ERO, 2016, School Evaluation Indicators: effective practice for improvement and learner success, p.65). To do this effectively we must continue to develop a more collaborative system that supports the achievement and success, health and wellbeing, and sense of belonging in our students’ physical and virtual worlds (Tomorrow’s Schools Independent Taskforce. Our Schooling Futures: Stronger Together, 2018, p.27).

**Conditions** which support high impact practices and provide rich opportunities for learning, through using Te Whaariki and the NZC as our framework, are:

- Relationships for learning: fostering learning focused relationship within schools, centres and the wider community and iwi;
- Collaborative inquiry: using a systematic and appreciative inquiry approach to find out what works well for our learners;
- Coherent pathways: learning for learners should continue over the age/year levels and across settings.
- Rich opportunities to learn increases the breadth, depth and complexity of learning experiences for learners as they progress along their learning pathways. (Ministry of Education Local Curriculum Guide, 2019).

### **CHALLENGE 2: (Our ‘How’ and ‘What’): Learning for Success**

Design our local curriculum to bring to life all elements of the NZC Framework and make our vision come alive for every learner, every day:

- where learning is personalised and inclusive to take into account students’ aspirations, interests, identity, language and culture,
- by working with our community to build shared understandings about the teaching and learning we want for our learners,
- which strengthens our people and celebrates our place,
- which connects our learners to the amazing local learning opportunities,
- which is unique and responsive to the priorities, preferences and issues of our community (Ministry of Education 2019 Leading local curriculum guide, p.4-5).

### **HOW (Process) Leaders (Lead Principal/Principals/ECE leaders/AST/WST)**

1. Prioritise and provide resources (including professional learning, relief, digital technology curriculum, materials) to enable teachers and institutions to engage in the learning processes and contexts for learning for success
2. Gather and analyse data both formatively and summatively across KA to monitor progress for all students in relation to NZC levels to ensure that our aspirations of high expectations and progress for all learners are addressed and met including:
  - Boys' literacy
  - At risk: targeted students identified on the Learning Support Register to be developed in 2020
  - Early Oral Literacy
  - Assessment for learning (not performance)
  - Consistency with assessment practices and the way data is presented across the Kāhui Ako – moderation, tools e.g easttle
3. Use data to establish Programmes for Students (PFS) to pursue in depth

### **TARGETS**

**Learning for Success - delivered through our local curriculum design with a clear focus on what supports the progress of all learners and responsive to the needs, identities, languages, cultures, interests, strengths and aspirations of our learners and their families.**

1. To increase the percentage of primary school males (Y1-6) achieving at or above the NZC expected levels on writing from 70% to: 75% (2019); 80% (2020) and 85% (2021)
2. To increase the percentage of Year 7 students achieving at or exceeding NZC expectations in writing from 57.7% to 68% (2019); 75% (2020) to 85% (2021)
3. To increase the percentage of Year 7 males achieving at or exceeding the NZC writing expectations from 50.5% to 63% (2019); 73% (2020); 80% (2021)

[Goldfields Primary 2018 End of Year](#)

[Cromwell Primary School 2018 End of Year](#)

[Cromwell College 2018 End of Year 7 & 8](#)

[Year 9 Cromwell College Data 2018](#)

[Years 10 2018 Data Cromwell College](#)

[Years 11-13 Data Cromwell College](#)

**WHAT: (Outcomes)**

Four high impact practices will be sought long term, as evidence across the Kāhui Ako institutions given the prioritising and provision of resources, and the learning outcomes sought with the data and evidence, that the outcomes reflect that:

1. Relationships for learning for all are enabling and enabled.
2. Collaborative inquiries across the Kāhui Ako are focused on ensuring that “what is done together is better than what any of us can achieve on our own” to meet the needs and successes of all.
3. Coherent pathways are designed and implemented so as to support transition from ECE through to beyond secondary school which is child/student centred and focused, addresses progress in targeted areas and is as seamless as possible.
4. Rich opportunities for learning are indicative of the local curriculum’s design, implementation and impact across the Kāhui Ako.

**How (Process) Teachers:****Learning processes:**

1. Support and challenge teachers to define what an ‘effective teacher’ can be/looks like, including identifying ‘the need to move from being in control of learning to:
  - doing the learning themselves as teachers (teacher agency),
  - facilitating students’ learning,
  - learning with the students’. (Ako) (ERO 2016 Evaluation indicators)
2. Collaborate in professional learning about what it can take to engage with students and implement learning programmes which support sustained success and achievement.

**What (Outcomes) Teachers**

Gain clarity and agreement across our Kāhui Ako about what an effective teacher is.

- Establish an effective, sustainable, futures focused programme of professional learning about student and teacher agency across the Kāhui Ako. Some of this is externally led by key expertise. Some is internally led and supported by the across school teachers (AST), and the within school teachers (WST) who themselves are skilled/upskilled as adult educators.
- Ongoing support, upskilling and professional learning programmes for AST and WST including their role as adult educators.
- Across School Professional Learning Groups: 1 per term.

**How (Process) Students****Focus of Contexts for Students’ Learning for Success:****Curriculum:**

Design and implement learning pedagogies and strategies which support learning for success and a sense of efficacy as learners, in:

- Boys’ literacy (writing)
- At risk targeted students and hard to shift learners
- Early oral language and literacy
- Assessment for learning (not performance)

**Assessment:**

With regards to our Achievement Challenges provide teacher workshops that improve teaching and learning capability:

- A Kāhui Ako wide plan which reflects the purposeful use of a small number of tools to supplement teacher observations and learning conversations (Overall Teacher Judgements (OTJs)).
- Sound teacher judgements supported by a reliable assessment tool, ongoing classroom observations and conversations which provide information on progress and achievement;
- Progressions of learning (coherent pathways) that are well documented with exemplars from student work, teacher observations and assessment tool information
- Effective moderation practices to establish what 'good' looks like at a range of levels, within and across the Kāhui Ako
- Reporting student progress and achievement to parents/whānau.

**What (Outcomes) Students****Goals**

1. Develop a Kāhui Ako Assessment Plan linked to our Achievement Challenges based on use of consistent assessment tools and processes reflected in increased reliability and validity of student achievement data.
2. Develop Kāhui Ako student exemplars to illustrate different levels of achievement, initially in writing.
3. Develop a Learning Support Register in collaboration with MOE (AST Learning Support Role)
4. Establish whānau/parent reference groups within own centres/schools initially, to review current reporting processes and formats as a prerequisite to moving towards Kāhui Ako-wide consistent reporting.
5. Use the Coherent Pathways Guidelines to develop structures, processes and ways of working to ensure that learning is joined up and responsive to the needs of our students across our Kāhui Ako and the Learning Pathway.
6. WST led collaborative inquiry around reporting structures and formats, three-way partnerships and transition to school profile.

**Focus on Contexts for Students' Learning for Success:**

Data collected in our first year forms a base-line for further professional inquiry and to inform our next steps which are:

- Local Curriculum Design emerging from action research
- Whānau consultation and building culturally responsive practices
- Consultation and connections – iwi, BoT, parents/whānau, wider community

- Centrally Funded PLD Projects – New Pedagogies for Deep Learning (NPDL) and Digital Technologies Curriculum (DTC)
- Teacher Only Day - NPDL (2019)
- Leadership Development at all levels
- Use of experts
- Local learning partnerships

Future focused learning:

- Project Based Learning:(High Tech High PLD) - attendees from each school
- Schools to help inform decisions about localised curriculum through project based learning as an integral part of supporting agentic learning.
- Storytelling workshops supporting the localisation of our curriculum - building knowledge of our turangawaewae - Darren Rewi; StoryWays literacy
- Early Oral Literacy Programme: SALT: Jane Carroll - new learning involving modelling sharing stories with children and leveraging digital to livestream into homes; developing responsive whānau/family involvement in language and literacy by sharing ways families can be supported to help their children in their homes.
- Lead with pedagogy, accelerate and innovate with technology - leaders across primary and secondary; with unlearning conferencing for under 5s supported by 5 year olds (tuakana/teina roles).

ICT DTC Vision "Lead with pedagogy, accelerate and innovate with technology"

- Play based learning - transition between ECE and early primary learning
- Culturally responsive practices for our digitally world - Janelle Riki Waaka
- Building up a library including digital resources relevant for the Kāhui Ako community
- Support both the community education strategy, and lead pilots within own settings
- Play based learning - transition between ECE and early primary learning
- Culturally responsive practices for our digitally world - Janelle Riki Waaka
- Building up a library including digital resources relevant for the Kāhui Ako community

**Goals:**

1. To achieve a shift in teacher practice in ECE identified areas, as a result of the PLD Early Oral Literacy and Language Programme (2019/2020) through revisiting the Interaction, Communication and Literacy Skills Audit Tool and identifying shift in practice over the period of 2019 – 2021. Baseline data was gathered in 2018 by all ECEs with individual teacher responses.
2. To provoke a community conversation and deeper understanding about transformational changes required in education and how this will impact on our Kāhui Ako. Attendees of the “High Tech High” Project Based Learning PLD will lead/support community and staff education screenings of DVD “High Tech High” (2019). Numbers attending each screening will be recorded to provide an overall CoL/KA percentage of parents who engaged with this discussion.
3. To design our Local Curriculum for our Kāhui Ako (2020/2021).

<b>LEARNING FOR SUCCESS: MEASUREMENT TOOLS/EVIDENCE</b>	
<b>ECE</b>	The Interaction, Communication and Literacy Audit: University Sydney Learning stories CAOS Individual Planning
<b>YEARS 1-6</b>	ECE -> Y2 - Transition: Learning stories E-AsTTle PAT PaCT ARBs Numeracy tools: NumPA, Gloss, IKAN, JAM Running records 6 year net Learning partnerships (student led threeway conferences) NPDL rubrics and assessment/moderation around the impact of deep learning Graduate profile Learning progressions framework
<b>YEARS 7-8</b>	E-AsTTle PAT ARBs Parent Report Evenings NPDL rubrics and assessment/moderation around the impact of deep learning
<b>YEARS 9-10</b>	E-AsTTle PAT ARBs Parent Report Evenings
<b>YEARS 11-13</b>	NCEA - exemplars for self-assessment: formative, and summative Graduate Profile Parent Report Evenings
<b>Across Schools</b> and hopefully ECEs	Teaching, School and Principal Leadership Survey Tool (TSP): NZCER (Principal Leadership, School and Teaching Practices: free, offered Terms 2 and 3 annually)

### **ACHIEVEMENT CHALLENGE 3: COMMUNITY ENGAGEMENT**

*Community engagement is 'meaningful, respectful partnerships between school and their parents, Whānau and communities focused on improving the educational experiences and successes for each child' (ERO, 2008).*

#### **RATIONALE (WHY):**

In New Zealand we have a growing body of research showing the impact of educationally powerful connections and relationships on student outcomes in a range of contexts. This research identifies that establishing educationally powerful connections and relationships with parents, families, whānau and communities provides access to a greater range and depth of resources to support the education endeavour. (Educationally powerful connections with parents and whānau: ERO: Nov 2015).

Community engagement is one of the eight NZC principles that provides a foundation for school's decision making. The principle of community engagement calls for schools and teachers to deliver a curriculum that is meaningful, relevant and connected to learners' lives. Community engagement is about establishing strong home-school partnerships where parents, whānau, and communities are involved and supported in students' learning. Te Whāriki, New Zealand's Early Childhood Curriculum (2017) Principles three and four: Family and Community and Relationships identify the wider world of family and community as being integral to the child's learning.

Children learn through responsive and reciprocal relationship with people, places and things. It is through these relationships that collaborative aspirations, ventures and achievements are identified and valued. When culture, knowledge and community are acknowledged and affirmed and people in their lives support them across settings, they learn and develop best (Te Whaariki, 2017).

NZC states that curriculum design and review requires a clear understanding of the values and expectations of the community. It is intended that the interests and needs of learners and the values and aspirations of parents and wider community informs school curriculum design. Effective community engagement is imperative in this process.

Te Kāhui Ako o Ngā Awanui values reflect an opportunity to be the glue that 'sticks' this growing community together, by holding onto and enhancing the uniqueness that is Cromwell. The Kāhui Ako values set out to make a positive difference for our learners by engaging with diverse community partners by:

- share expertise which enables authenticity when learning together,
- embed the values of personal excellence, care and respect, courage and resilience,
- develop and sustain a collaborative culture focused on wellbeing and a sense of belonging across the wider community.



- Promote and actively support a culture which honours and reflects deeply and richly this Kāhui Ako's Whakatauki: "*Ko te ahurei o te ākongā arahina o tātou mahi*": *Let the uniqueness of the learner guide our work.*

### CHALLENGE 3: (Our 'How' and 'What'): COMMUNITY ENGAGEMENT

Identify key people and organisations within our community and design engagement strategies which increase and enhance community relationships that support students' learning, progress and success.

#### HOW (process)

Kāhui Ako conditions should support parents, whānau and learners to be active partners in their learning. (MoE: Information sharing and building learning partnership, 2019)

These conditions include:

- Parents, whānau, teachers and the wider community as active partners in a way that is focused on learning for success and wellbeing
- Sharing information and acknowledging expertise across the community
- Understanding and celebrating similarities and differences
- Collaborating with iwi in key decisions across our Kāhui Ako to ensure we are meeting the needs of our learners and community
- Developing relationships with local employers, tertiary providers and community funders involving them in our work as a Kāhui Ako to improve the learning outcomes and prospects of our learners.

#### TARGETS

1. To achieve 85% parent participation in learning partnership conferences from Years 1-8

School	2019	2020	2021
Cromwell College	82%	85%	85%
Cromwell Primary	74%	80%	85%
Goldfields	84%	85%	85%

2. To achieve 90% parent participation in learning partnership conferences from Years 1-8 for targeted students

*Data tracking for this target is yet to commence for targeted students, but will be taken out of the data gathered around parent participation in learning partnership conferences from the beginning of 2020*

**WHAT: (Outcomes)** Connections evolving across the community: looking to education to make the difference

Te Kāhui Ako o Ngā Awanui Whānau Group - whole whānau;

- Whānau/parent celebrations and evenings to support KA's direction and education focus;
- celebrations - picnic, Matariki, Kapa Haka performances across the Kāhui Ako; developing relationships with kaumatua; learning about local stories shared by kaumatua;

Community Education about the future of education:

- professional learning for Kāhui Ako Community - e.g. using Greg Whiteley's 2015 Edu-Documentary 'Most Likely to Succeed' and learnings from High Tech High PLD to stimulate debate about the future and what this means for our localised curriculum.

#### Community sessions addressing Wellbeing

- Engaging with Marg Thorsborne to further embed restorative practices across the schools and assist in the understandings around why restorative practices are about wellbeing, as well as about celebrating diversity, similarities and differences;
- Working with Dr Denise Quinlan: Mentoring for Wellbeing and Resilience to assist our planning around how to ensure wellbeing is pivotal in our practices in each school/centre

#### Information Sharing of data

- 'CromWellbeing' Model visibility in each centre and school: gathering examples from parents and whānau (as well as the teachers) across the framework to celebrate diversity alongside the strengths. This will lead onto the development of a) benchmarks in 2020, and b) exemplars in 2021.

#### Collaborative Community Partnerships

- Intentional work with our community to establish new ways of working together which result in changes within the Kāhui Ako e.g providing opportunities to contribute to local curriculum and decisions that impact students
- Developing relationships with iwi and involving them in the work of the Kāhui Ako, and through collaborative decision making ensure we are meeting the needs of our learners and communities
- Community input/interactions where Kāhui Ako is the key point of contact for educators in the Cromwell District, e.g. with Central Otago District Council and Cromwell Community Board, local housing and health groups.
- Interactions with, and support from community trusts, business and not-for-profit groups.
- Authentic local curriculum evident by participation of all schools and ECE centres in community celebrations - e.g. Connect Cromwell Greenway Festival etc
- AST role similar to the new MOE Learning Support Co-ordinators - interacting with all social agencies across the community, as well as working with each whānau/family on Kāhui Ako Learning Support Register.

#### Working with the community to identify new ways of working together for our learners' progress and achievement:

- Dialogue among secondary and polytechnic/employment/community involvement: developing valued qualifications, just in time micro-credentials, opportunities outside of the college, engaging youth of school age;
- Secondary initiatives to ensure students are engaged in purposeful learning which is meeting their needs/interests before going to Alt Ed.

#### Community Involvement in Local Curriculum:

- Engaging in what it will take to develop Kāhui Ako local curriculum;
- Across sector sessions with Boards of Trustees/ECE governance groups individual schools and ECE centres.
- Charters and annual plans under the umbrella of the Kāhui Ako strategic directions.

## Goals

- Sustaining the momentum we have achieved with our new Te Kāhui Ako o Ngā Awanui Whānau Group by our commitment to come together every term.
- Build understandings around tikanga Māori through active participation with local iwi and kaumatua.
- Increasing community knowledge and understandings around the transformation of education e.g learning environments, pedagogy, Local Curriculum meeting the needs of our community of learners.
- Increasing involvement of community voice in the design of our Learning Pathways.

## COMMUNITY PARTNERSHIP: MEASUREMENT TOOLS/EVIDENCE

**ECE**  
**YEARS 1-6**  
**YEARS 7-8**  
**YEARS 9-10**  
**YEARS 11-13**

- Coherent Pathways Indicators Tools
- Parent Attendance at Learning Partnership Conferences, curriculum seminars, parent education opportunities
- Google Surveys of parents around their children's learning
- Learning Celebrations
- Community Events
- ERO Indicators – Effective Internal Evaluation for Improvement
- Parent Engagement Rubrics – e.g MST (Maths Support Teacher) Rubrics
- Anecdotal evidence through emails, blogs, Seesaw, Facebook