



**VISION FOR URU MĀNUKA  
KAHUI AKO 2019-2021**

[Our purpose in education](#)

[Vision](#)

[Our beginnings /whakapumau](#)

[Cluster composition and background](#)

[Cultural and ethnic composition](#)

[What defined our cluster](#)

[Cluster focii, and driving purposes behind collaboration](#)

[Digital fluency and Manaiakalani](#)

[Cross cluster inquiry and professional learning](#)

[Wellbeing and Mana Ake](#)

[Evidence and data analysis](#)

[Stand downs and suspensions](#)

[ERO report 2016](#)

[The Manaiakalani Programme](#)

[Engagement and consultation evidence](#)

[Emerging issues](#)

[Wellbeing/Hauora](#)

[Digital fluency and achievement](#)

[Our Achievement Challenges](#)

[Wellbeing/Hauora](#)

[Transitions](#)

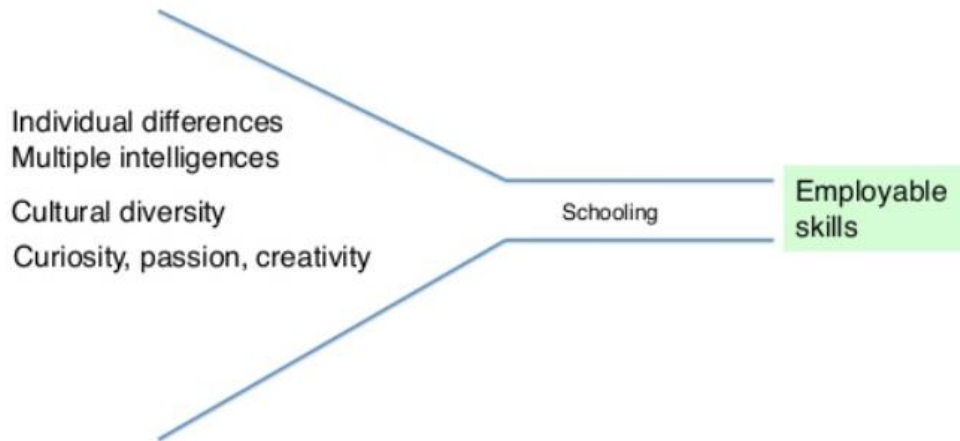
[Cultural Responsiveness](#)

[Achievement and Digital fluency](#)

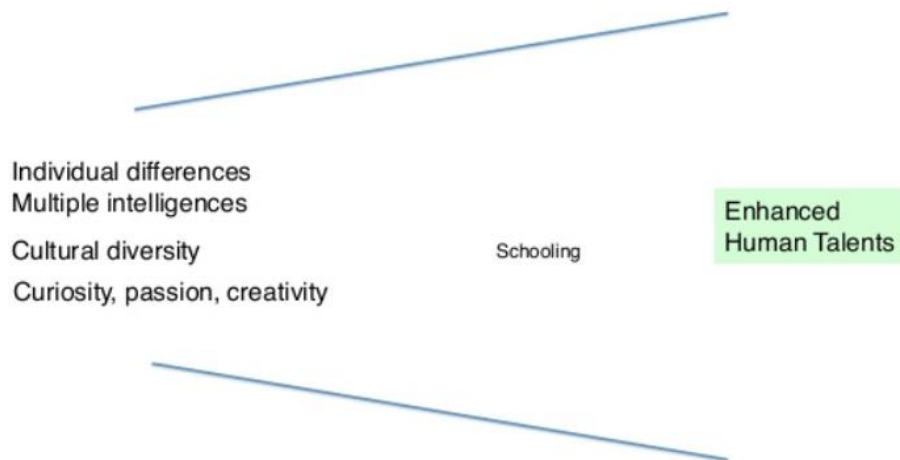
[Review and reporting](#)

# Our purpose in education

Enhancing human talent requires akonga to have a strong sense of identity and wellbeing. These initiatives are intended to strengthen the efficacy of akonga so that their human talent can be developed and enhanced. Systems currently narrow aspiration. Our aim is to broaden that aspiration by promoting wellbeing.



It is a miracle that curiosity survives formal education.  
---Albert Einstein



# Vision

**Inspiring Futures: by collaborating as a Kahui Ako we will strengthen the hauora of our tamariki and whānau, ensuring our tamariki flourish**

## Our beginnings /whakapumau

The Hornby area falls within the takiwā of Te Taumutu Rūnanga, based at Ngāti Moki Marae, Taumutu.

Te Uru Mānuka is the name of a mahinga kai site associated with a former wetland/swamp that is described as existing in the Islington/Hornby area. A large wetland, including mānuka grove, is known to have drained the area south of modern day Hornby. The cluster was gifted the name Te Uru Mānuka (mānuka grove) in 2016.

## Cluster composition and background

The cluster initially consisted of 7 schools:

- Hornby Primary School - Te Māhuri Mānuka
- Hornby High School - Te Huruhuru Ao o Horomaka
- South Hornby School - Te Manu Tukutuku
- Wigram School (at that time Sockburn Primary School) - Te Piki Kahu
- St Bernadettes' School
- Templeton Primary School
- Ara Tu Whakata, Gilberthorpe School

These schools had a history of working together since 2009, when initial focii included supporting gifted and talented students, developing more integrated approaches to languages, sustaining student learning with both technology and sport, improving transitions across early childhood centres and schools, and joining together to embrace the celebration of the cluster's cultural diversity. In 2011 following the Christchurch earthquakes Yaldhurst Primary School was included in the cluster

Geographically, the cluster also includes 17 Early Childhood Centres, although these do not formally participate in cluster activities beyond the cultural celebrations and Early

Childhood/Primary transitions group. The transitions group has recently completed a Teacher Led Innovation Fund (TLIF) project focusing on language acquisition skills and wellbeing for 4-6 year olds.

## Cultural and ethnic composition

Data is for 1 July 2018.

| School Name                          | European<br>\ Pākehā | Māori      | Pacific    | Asian      | Other     | Grand<br>Total | % Maori    | % Pacific  | % Asian   |
|--------------------------------------|----------------------|------------|------------|------------|-----------|----------------|------------|------------|-----------|
| Gilberthorpe School                  | 92                   | 36         | 17         | 27         | 3         | 175            | 21%        | 10%        | 15%       |
| Hornby High School                   | 282                  | 184        | 87         | 139        | 3         | 697            | 26%        | 12%        | 20%       |
| Hornby Primary School                | 74                   | 70         | 59         | 33         | 7         | 243            | 29%        | 24%        | 14%       |
| South Hornby School                  | 127                  | 60         | 24         | 23         | 6         | 240            | 25%        | 10%        | 10%       |
| St Bernadette's School (Hornby)      | 39                   | 16         | 35         | 38         | 4         | 132            | 12%        | 27%        | 29%       |
| Templeton School                     | 250                  | 70         | 12         | 10         | 10        | 352            | 20%        | 3%         | 3%        |
| Wigram Primary School - Te Piki Kahu | 99                   | 33         | 24         | 65         | 13        | 234            | 14%        | 10%        | 28%       |
| Yaldhurst Model School               | 112                  | 15         | 7          | 13         | 7         | 154            | 10%        | 5%         | 8%        |
| <b>Grand Total</b>                   | <b>1075</b>          | <b>484</b> | <b>265</b> | <b>348</b> | <b>53</b> | <b>2227</b>    | <b>22%</b> | <b>12%</b> | <b>16</b> |

# What defined our cluster

## Strengths

- is situated in the south west of Christchurch, an area with a growing population post earthquakes
- has significant and growing ethnic diversity across the schools which provides the Kahui Ako with a rich and distinctive culture
- has a loyal community with strong community intergenerational connections
- has strong ties to Taumutu Runanga who have provided a cultural narrative to the schools
- has a growing connection with Pasifika communities, churches and agencies
- has a history of collaboration through The Manaiakalani Programme (TMP)

## Needs

- has a low socioeconomic demographic with significant needs
- has been chosen as the first of two pilot schools for the Mana Ake project
- needs access to agencies and resources, including culturally responsive support to our whanau
- needs to strengthen parenting practices within culturally appropriate frameworks
- needs to strengthen whānau connection and engagement

## Values

- taha tinana (physical health and wellbeing)
- taha hinengaro (mental and emotional health and wellbeing)
- taha whanau (social wellbeing)
- taha wairua (spiritual and personal belief wellbeing)
- whanaungatanga (sense of belonging and connectedness)
- kotahitanga (unity, oneness)
- awahi (to embrace, support, nurture – an intergenerational and interconnected approach to wellbeing)

## Principles

- we increase our effectiveness by genuinely collaborating together
- we operate in a high trust relationship with each other
- we work for the common good with equity as a core focus
- we embrace the moral imperative of our work for the futures of our whānau
- we are culturally responsive to our bicultural heritage and the ethnic diversity of whānau

# Cluster focii, and driving purposes behind collaboration

## Digital fluency and Manaiakalani

The cluster schools all shared concerns around low levels of student achievement, and determined to seek positive opportunities to address these concerns. In 2015 all 8 schools joined the Manaiakalani Outreach Programme which is now referred to as The Manaiakalani Programme (TMP).

TMP involves implementing a pedagogical framework known as Learn Create Share (LCS) and the affordances of digital technology. This pedagogy is focussed on visible ubiquitous learning that supports enhanced learner agency. Learners activate prior knowledge to create new understandings, knowledge, or products, which are then shared with a genuine authentic audience. This is not a linear process; learners may enter the pedagogy at any point.

Learn Create Share is a pedagogy used across the cluster, supporting coherence for all learners as they follow their learning pathways through their years of compulsory education from New Entrant to Year 13. Working in a digital environment enables these things to occur in a way that is not possible without this technology.

An Educational Programme Leader (EPL) supports digital teachers to implement LCS using a digital platform. Financial support from the Manaiakalani Education Trust concluded at the end of 2017.

The Uru Mānuka Education Trust was established in 2017 to sustain TMP and pay for the EPL's salary. Achievement is monitored independently by staff from Auckland University's Woolf Fisher Research Centre. The result has been accelerated progress and achievement in writing, reading and mathematics. Evidence also supports improved learner engagement across the cluster.

Templeton Primary School chose to withdraw from TMP towards the end of 2016. They are still an active member of the cluster but have a different approach to implementing the curriculum and addressing digital fluency.

Cluster Principals and staff hold the belief that the success created by successful digital inclusion enhances learner wellbeing. In recognition of the work the Uru Mānuka cluster has been doing

over the past 4.5 years implementing The Manaiakalani Programme (TMP), Hornby Primary School was chosen as the school to launch the Digital Inclusion Blueprint on 3 May 2019.

*“The vision: that all of us have what we need to participate, contribute to, and benefit from the digital world (p 6).”*

*The Pulse of our Nation found that overseas studies show a lack of digital inclusion “leads to diminished wellbeing and opportunity, and other forms of deprivation (p 9).”*

The Digital Inclusion Blueprint

Te Mahere mo te Whakaurunga Matihiko

March 2019

## **Cross cluster inquiry and professional learning**

Cross cluster collaboration has been strengthened with the progressive development and implementation of across school professional learning groups which are driving teacher inquiry into strategies that the WFRC data indicates may be having significant impact on achievement. A cluster wide teacher only day began the 2018 academic year, bringing together 112 teachers from across the cluster to unpack the cluster’s underlying pedagogy (Learn Create Share) and what it can look like within schools. The work of the Education Programme Leader continues to support the growth in collective understanding of what this pedagogy looks like, and how it can be implemented by individual teachers, and by syndicates and departments.

## **Wellbeing and Mana Ake**

The Education Review Office report ‘Wellbeing for Success in Schools’ (2016) supports the contention that schools need to address wellbeing if they are to improve student achievement.

*“The ethical responsibility of teachers, leaders, and trustees is to consider, promote, balance and respond to all aspects of the student, including their physical, social, emotional, academic and spiritual needs.”*

*(Wellbeing For Success: A Resource For Schools, March 2016)*

The cluster reflects significant cultural diversity. The inextricable links between wellbeing, cultural identity, and learning success, support our belief that culturally responsive practice is essential across the cluster. “The culture of the child cannot enter the classroom until it enters the consciousness of the teacher.” (Education Review Office. *Continuity of learning: transitions from early childhood services to schools (May 2015)*. Crown copyright. Education Evaluation Reports.)



The Uru Mānuka cluster was chosen as one of the pilot clusters to implement the Mana Ake support programme in Term 2 2018.

# Evidence and data analysis

## Summary of data sources that inform our current choices of ACs:

- ERO Cluster Report 2016
- Woolf Fisher Research Centre achievement data
- Current Mana Ake caseloads (incomplete), and referrals – 34 in 2018 from 2 schools, 14 early 2019 from 3 schools – not indicative of need nor coherent across the Kahui Ako
- School funded support records \$174,000 plus across 2 schools – incomplete records for others
- SWiS in 3 schools 2018, 4 schools 2019
- NZCER Wellbeing@school surveys – completed by 3 schools 2018
- NZCER Me & My school surveys – completed by 2 schools 2018
- Breakdown of current levels of ICS, ORS, IRF, RTLB per school, plus own funding
- IRF in 2018 38 cases across Kahui Ako at a cost of \$44,764
- SENCO meeting outputs
- In 2018, from an aggregated SDS roll across the Kahui Ako of 2227 – 128 stand downs (57 per 1000), 10 suspensions (4 per 1000), 3 exclusions (1 per 1000)

This summary list shows that there are gaps, and a lack of coherence, in cluster data collection.

## Stand downs and suspensions

| Uru Manuka CoL |                                      |          | Stand downs |          | Suspensions |          | Exclusions |          | IRF   |        |
|----------------|--------------------------------------|----------|-------------|----------|-------------|----------|------------|----------|-------|--------|
| School Number  | School Name                          | SDS Roll | Cases       | Per 1000 | Cases       | Per 1000 | Cases      | Per 1000 | Cases | \$\$\$ |
| Aggregated >>> | Total                                | 2227     | 128         | 57       | 10          | 4        | 3          | 1        | 38    | 44764  |
| 338            | Hombly High School                   | 697      | 56          | 80       | 6           | 9        | 3          | 4        | 6     | 6347   |
| 3346           | Gilberthorpe School                  | 175      | 12          | 69       | 4           | 23       | 0          | 0        | 6     | 16095  |
| 3380           | Hombly Primary School                | 243      | 19          | 78       | 0           | 0        | 0          | 0        | 7     | 6189   |
| 3505           | Wigram Primary School - Te Piki Kāhu | 234      | 11          | 47       | 0           | 0        | 0          | 0        | 7     | 4468   |
| 3507           | South Hombly School                  | 240      | 22          | 92       | 0           | 0        | 0          | 0        | 3     | 2590   |
| 3521           | St Bernadette's School (Hombly)      | 132      | 1           | 8        | 0           | 0        | 0          | 0        | 2     | 1768   |
| 3555           | Templeton School                     | 352      | 3           | 9        | 0           | 0        | 0          | 0        | 2     | 2035   |
| 3602           | Yaldhurst Model School               | 154      | 4           | 26       | 0           | 0        | 0          | 0        | 5     | 5272   |

Source: MOE, 2018

“Stand downs and suspensions” represent the suspension of the legal right of the child to an education. The loss of learning, and the harm to the child’s sense of self, and connection with community, have a negative impact on student achievement and wellbeing.

By reducing the number of stand downs, suspensions, exclusions and IRF requests, our students are more likely to flourish and achieve positive learning outcomes.

## **ERO report 2016**

The 2016 ERO report for the Kahui Ako has a central recommendation around strengthening transitions.

### **Hornby Community of Learning**

“Areas for improvement include:

- Focusing more on transitions to strengthen the coherence of students’ learning and wellbeing as they move through their schooling
- Lifting the progress and achievement of all groups of students
- Analysing data more closely and reporting for particular groups of interest, such as English language learners or students receiving additional learning support
- Initiatives to improve consistency across teaching practices and in learning programmes
- Teaching as inquiry so that teachers make a difference for learners”

# The Manaiakalani Programme

Cluster involvement in The Manaiakalani Programme has provided significant gains for learners in achievement in writing, in agency, and engagement.

The following data shows progress in writing across the cluster between February 2016 and November 2018.

## Writing Achievement

By Gender:

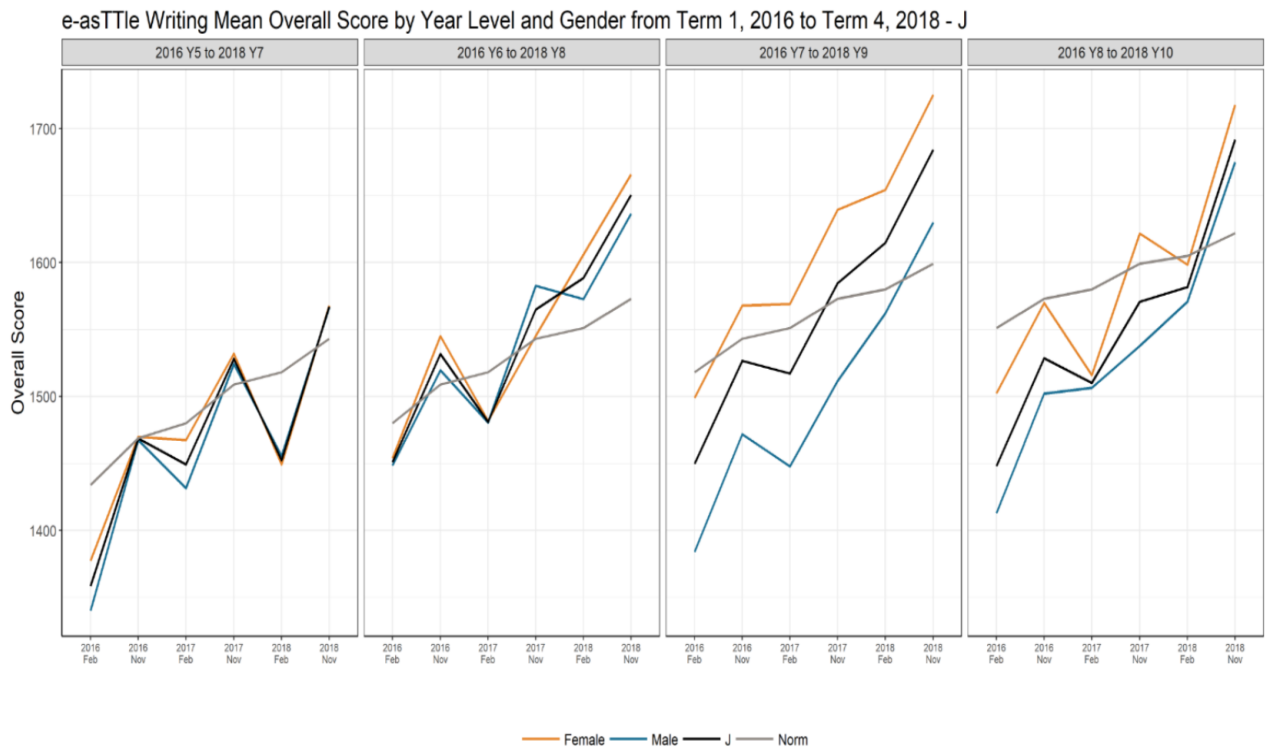


Figure 7. e-asTTle writing mean overall score by year level and gender from term 1, 2016 to term 4, 2018.

By ethnic group:

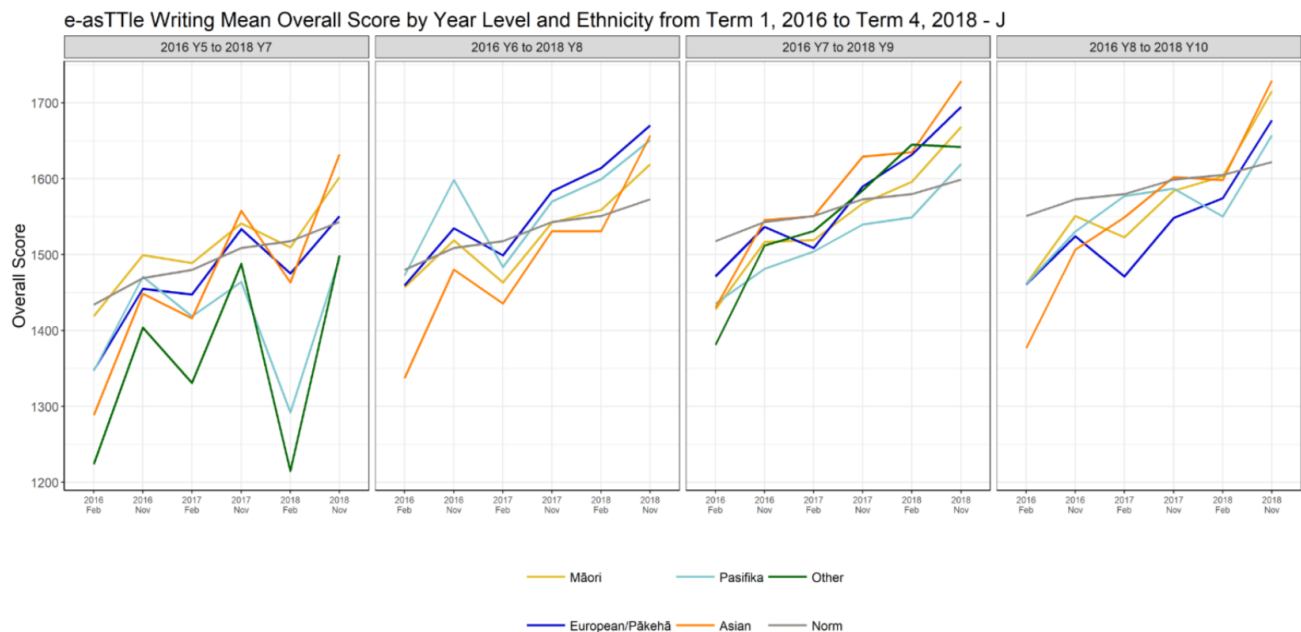


Figure 8. e-asTTle writing mean overall score by year level and ethnicity from term 1, 2016 to term 4, 2018.

### Commentary:

Prior to participation in the Manaiakalani project, data showed that students entered most of the schools in the cluster with significantly low achievement levels in writing, reading and maths. Despite the best efforts achievement for many students remained below expected levels throughout their schooling. Uru Manuka cluster began working with Manaiakalani in 2015 and, through the programme work with the Woolf Fisher Research Centre (WFRC), began consistent cross cluster data collection in 2016. Templeton School is not represented in this collated achievement data because the leadership elected to pursue a parallel path of development but not as part of The Manaiakalani Programme (TMP).

Figures 7 and 8, above, illustrate the progress of the students in written language, as a result of the teachers' across the cluster engaging in TMP and professional learning and development. Figure 7 indicates that during this three year period all groups made sufficient accelerated progress to be working at levels that exceeded the norm for their year group, although there is still an observable difference for the older students between boys and girls.

In Figure 8 we can see that, while there are still clear differences between the different ethnic groups, all students have made considerable progress, particularly the Asian students, and that by Year 10 all are exceeding the e-asTTle mean. The graphed data for School J is Hornby High School. This data has been chosen to show data to the end of Year 10.

Clearly the Year 5-10 6 point (Feb 2016-Nov 2018) e-asTTle writing data demonstrates the impact that the Manaiakalani pedagogy can have in generating accelerated progress and

achievement. Overall the cluster believes that if it can maintain the currently effective practices and continue with their focus on improved pedagogy across all teachers, further gains are possible. However the cluster believes that progress to date provides a strong foundation for future success and that students are acquiring the skills in writing required to allow them to succeed in the New Zealand curriculum.

However also of note in this data is the significant summer holiday slump occurring between November and February of each year. A specific project targeting this area has shown impressive results for the few students who followed the offered additional project from beginning to end. The challenge for the Cluster is to now explore ways to increase participation and persistence, to see if the gains can be generalised across a wider cohort.

It would also be fair to note that, with staff changes and the differing beliefs and understandings of staff, even after four years the pedagogy has not yet been fully integrated into teacher practice across all schools, or all classes of each school. The cluster has as one of its goals the continued extension and embedding of this effective pedagogy into all classes. The potential future gains from this work are as exciting as those already achieved. This clear demonstration of academic success will, we believe, positively impact on students' sense of wellbeing.

An emerging question for the cluster is, could involvement of the participating Early Childhood Education providers in the literacy based challenge lift school entry levels in oral literacy reducing the trajectory of acceleration required in the early years of primary education?

## Reading Achievement

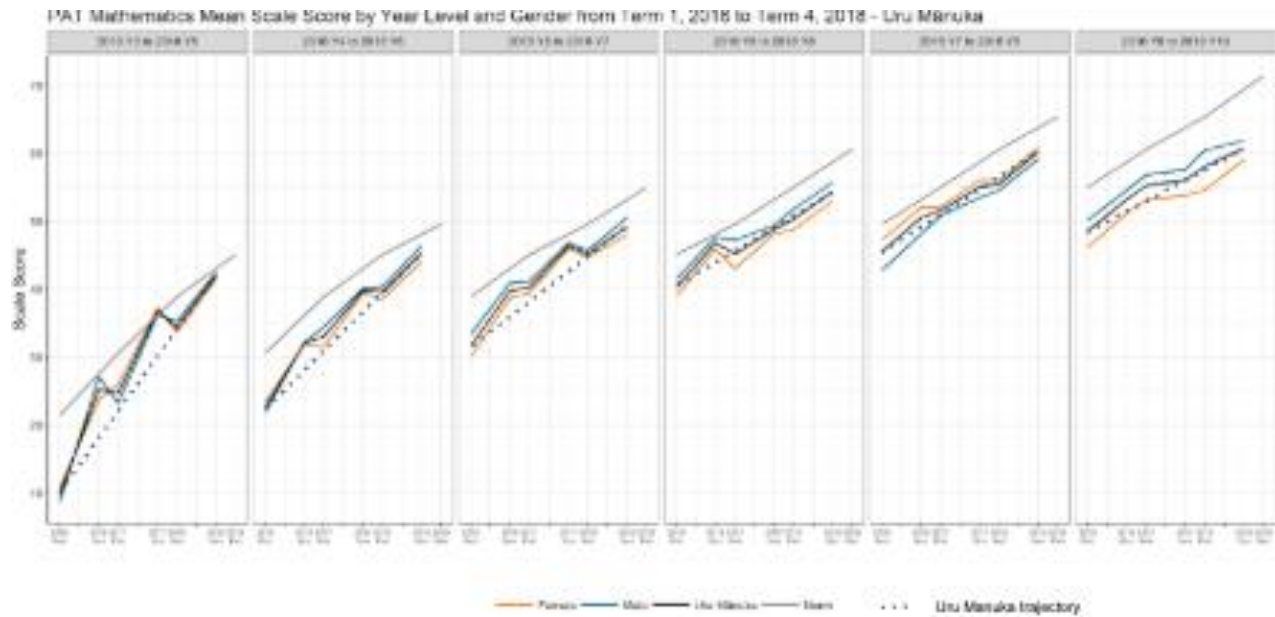
PAT Reading Scales Scores, February 2016 - November 2018 (Source: Woolf Fisher Research Centre):



| Gender     | N   | $M_{UruMānuka}$ |         |         |         | $M_{UruMānuka}$ Gain |                    |       |
|------------|-----|-----------------|---------|---------|---------|----------------------|--------------------|-------|
|            |     | 2016 T1         | 2016 T4 | 2017 T1 | 2017 T4 | 2016 T1              | 2016 T1 to 2018 T4 |       |
| Female     | 194 | -3.49           | -2.79   | -2.92   | -5.43   | -2.09                | -5.81              | -2.32 |
| Male       | 194 | -8.01           | -7.68   | -6.44   | -9.30   | -5.56                | -9.39              | -1.37 |
| Uru Mānuka | 388 | -5.75           | -5.24   | -4.68   | -7.37   | -3.82                | -7.60              | -1.85 |

## Mathematics Achievement

PAT Mathematics Scale Scores February 2016 - November 2018 (Source Woolf Fisher Research Centre):



| Gender     | N   | $M_{NormStd}$ |         |         |         |         |         | $M_{NormStd}$ Gain |
|------------|-----|---------------|---------|---------|---------|---------|---------|--------------------|
|            |     | 2016 T1       | 2016 T4 | 2017 T1 | 2017 T4 | 2018 T1 | 2018 T4 | 2016 T1 to 2018 T4 |
| Female     | 189 | -7.05         | -5.89   | -5.95   | -5.49   | -6.13   | -6.59   | 0.46               |
| Male       | 191 | -6.62         | -5.05   | -4.05   | -5.08   | -4.37   | -4.92   | 1.70               |
| Uru Mānuka | 380 | -6.84         | -5.47   | -4.99   | -5.29   | -5.24   | -5.75   | 1.08               |

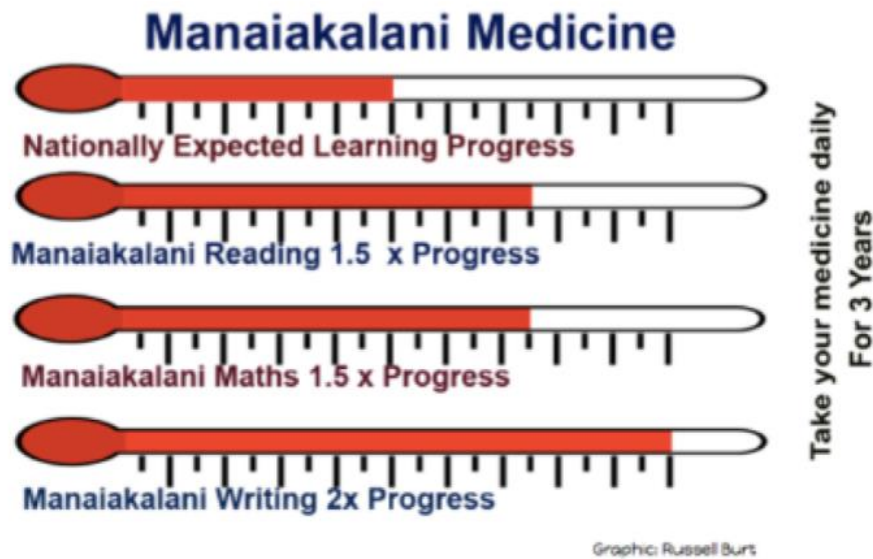
Commentary:

Progress and achievement in reading and mathematics does not show the same acceleration and achievement as writing. The cluster is exploring ways to build on the success in writing and generalise the skills and principles developed in one curriculum area to the others.

It may be that additional interventions are required, and implementation has begun across the cluster. These interventions are partly digitally based, again making best use of the Learn Create Share Pedagogy. They also involve additional programme interventions (for example, promotion of the ‘Summer Learning Journey’ designed to promote additional reading and writing activity over the summer break), and other interventions designed to develop teacher capability.



The Woolf Fisher data collected over the life of TMP indicates the following impact on Reading, Mathematics, and Writing for students who spend three years continuously in TMP.



The success of The Manaiakalani Programme continues to be constrained by access to devices, and community and whānau engagement. These are identified as critical success factors in improving achievement. As part of meeting this challenge the cluster has implemented a number of initiatives to make accessibility possible for all whānau. Schools shaped the formation of an independent trust (the Uru Mānuka Education Trust) that has been successful in linking whānau to more affordable purchase options for devices. It also funds professional development leadership across the cluster by supporting the employment of an Education Programme Leader.

**The Manaiakalani Evaluation 2012-2018** page 11 states *“The most difficult development activity for clusters to fully implement was full and sustained engagement with their communities / whānau. This emerged as the most difficult to continue to implement at high levels, but predicted very high achievement gains, even greater than those for the impact of leadership.”*

## Engagement and consultation evidence

### Uru Mānuka Mana Ake consultation

Consultation across the cluster shows:

- There is a range of approaches and frequency across the Kahui Ako in relation to structure, meetings and existence of pastoral teams and systems in schools. Some have good processes, some have none and some have them on paper but do not follow them. **The cluster agrees that all schools need effective pastoral systems and coherence in pastoral systems across the Kahui Ako.**
- Some access multiple agencies and some access none. The cluster has identified agencies and purpose of use, gaps in their services and has **examined different tools and indicators for identifying students who are struggling with wellbeing and achievement.**
- The cluster sees it as a priority to bring people together to discuss the gaps and identify possible approaches. **Lack of consistent approach and tools to measure and gain holistic Kahui Ako information and data was identified as the most critical problem** in developing an effective approach to wellbeing and engagement for tamariki in the Kahui Ako.
- All schools agree that most concerns start with an approach from a parent or teacher.
- **A gap is identified in tracking and monitoring those who do not quite meet the criteria for further intervention.** Targeting this group and developing support and strategies for them is seen as a pathway for freeing up services for the children who need a higher level of support.
- Some, but not all, schools have completed the NZCER Wellbeing at School Survey which provides data to highlight areas of strength and identify areas for additional support. **This survey could be a pre/post evaluation tool for the Kahui Ako if implemented across all schools in a consistent manner and used both diagnostically and evaluatively.** It is agreed the Kahui Ako needed to gather collective evidence in an intentional manner. This survey provides both individual school and Kahui wide analysis.
- The cluster identifies **a need to track and share information** and to explore the **possibility of a Learning Support Register across the Kahui Ako.**
- **Issues around consent** are a focus – what would consent look like, at what stage would it be needed, is parental consent always required, what does “informed consent” look like, confidentiality and storage. The cluster is interested in **the possibility of an across Kahui Ako consent form.**
- The cluster agrees there is a need for **consistent Mana Ake messaging across Kahui Ako.** This could include a one page communication used across all schools to introduce Mana Ake and explain its purpose.
- There is a need for **coherence across the Kahui Ako in accessing the Mana Ake Team** with a focus on the **common good and equity.** This includes tools to identify students

with mild to moderate needs, developing access protocols for the Mana Ake team and ensuring flexibility in order to meet both local and collective needs.

- The cluster agrees there is a **need for an across Kahui Ako pastoral team** which might include Principal/SENCO, Mana Ake Team, MOE Learning Support, RTLB, SWIS etc. The purpose of this group would be **to gather information on trends and patterns across the Kahui Ako and to establish equitable use of the Mana Ake service.**

# Emerging issues

## Wellbeing/Hauora

- Teachers' knowledge of culturally responsive practice shows gaps
- Student engagement, behaviour, wellbeing/hauora, stand downs, suspensions, attendance are all areas of concern
- Community engagement is still low

## Digital fluency and achievement

- Transitions data shows that 5 year olds are arriving at school with very low literacy levels as evidenced by SEA data.
- While student achievement in reading and mathematics has accelerated, according to Woolf Fisher Research Centre, data shows that reading and mathematics achievement levels are still below NZ norms. Gains have not been as significant as those achieved in writing.

# Our Achievement Challenges

## Wellbeing/Hauora

Evidence from cluster consultation, stand downs and suspensions graphs, indicate that the levels of stand down and suspension are of concern. Our belief is that these levels impact negatively on student wellbeing, and achievement.

The 2016 ERO cluster report also indicates the need to strengthen hauora/wellbeing outcomes for students.

| Achievement Challenge: Hauora/ Wellbeing - We will enable Students and whānau to flourish  |   |   |
|--|---|---|
| Critical success factors   | What will we do?  | How will we know? By the end of Term 2 2021   |
| <ol style="list-style-type: none"> <li>1. Time and expertise to develop systems that inform an effective wellbeing focus</li> <li>2. An understanding of the factors that support improved wellbeing for students and staff</li> </ol> | <ol style="list-style-type: none"> <li>1. Develop consistent aligned systems and approaches/processes within and across the Kahui Ako, to allow students and whanau to flourish. This will include use of NZCER survey tools (Wellbing@school, and Me and My School) to gather data to inform this work.</li> <li>2. Strengthen community engagement by respecting and developing reciprocal relationships (“Nothing about us without us”)</li> </ol> | <ol style="list-style-type: none"> <li>1. Scores in NZCER Wellbeing Survey match or better National Reference Sample in identified Item Questions</li> <li>2. Mana Ake systems and supports are well embedded in all our schools, and the data is used to inform interventions</li> </ol> |

*Note: We define flourishing in this way. “PERMA summarises the various elements of wellbeing: the P stands for positive emotions (aka happiness), E for engagement, R for relationships, M for meaning and A for accomplishments. The presence of these five equates to flourishing psychological health; the absence is referred to by academics as languishing.”*

## Transitions

Poor transitions in schooling lead to a loss of learning for the learner. The 2016 ERO cluster report recommended strengthening transitions in order to improve learning and wellbeing for students.

| Achievement Challenge: Transitions - we will focus on transitions to strengthen the coherence of student learning so that they flourish as they move through their schooling  |   |   |
|---|---|---|
| Critical success factors  | What will we do?  | How will we know? By the end of Term 2 2021   |
| <ol style="list-style-type: none"> <li>1. An understanding of the factors that support improved transitions for pupils and students</li> <li>2. Connections with Early Childhood providers and primary/secondary</li> <li>3. A common understanding and language across all transition points of effective pedagogy and successful student engagement in literacy and numeracy.</li> <li>4. Hornby High School has strong links to tertiary education in the workforce</li> </ol> | <ol style="list-style-type: none"> <li>1. Strengthen connections with Early Childhood providers and primary/secondary               <ol style="list-style-type: none"> <li>a. ECE - New Entrant transition</li> <li>b. Years 6-7 transition</li> </ol> </li> <li>2. Early Childhood representation at cluster meetings</li> <li>3. Convene an ECE and primary group that meets regularly to discuss key elements of effective pedagogy for success in literacy and numeracy .</li> <li>4. Promote whānau information sessions that support positive parenting and strengthen whānau understanding for early literacy and numeracy development</li> <li>5. Hornby High School will partner with the University of</li> </ol> | <ol style="list-style-type: none"> <li>1. Effective communication between Early Childhood providers and schools to ensure useful information passes to schools to support the transition               <ol style="list-style-type: none"> <li>a. Getting to Know your Child Profile, including parent voice</li> </ol> </li> <li>2. Happy confident pupils demonstrating strong secure relationships with teachers and their surroundings               <ol style="list-style-type: none"> <li>a. Pupil interview after 6 weeks at school</li> </ol> </li> <li>3. Strong trustworthy relationships between school and parents/whanau prior to starting school               <ol style="list-style-type: none"> <li>a. Transition questionnaire</li> </ol> </li> <li>4. Teachers across all sectors can discuss literacy and numeracy learning and pedagogy</li> </ol> |

|  |   |                           |
|--|---|---------------------------|
|  | Canterbury to further develop more traditional tertiary links and pathways. | using a common language . |
|--|---|---------------------------|



## Cultural Responsiveness

Our beliefs are best summarised by the following two quotes:

“The culture of the child cannot enter the classroom until it enters the consciousness of the teacher (ERO, 2015).”

“What’s good for Māori students is good for all students” (He Kakano)

The 2016 ERO cluster report also identified the need to lift the progress and achievement of all groups of students. Strengthening culturally responsive practice across the cluster will improve achievement for Māori students, and therefore for all students.

| Achievement Challenge: Cultural Responsiveness - we want our students’ Language Culture and Identity embraced so they achieve and flourish  |  |  |
|---|--|--|
| Critical success factors  | What will we do?   | How will we know? By the end of Term 2 2021  |
| <ol style="list-style-type: none"> <li>1. Suitable and sufficient expertise within and across schools to support the enhancement of culturally responsive practice</li> <li>2. Teachers’ pedagogy reflects a sound knowledge of responding to the cultural strengths and needs of diverse learners.</li> </ol> <p>2. Effective engagement with our parents/whānau and wider communities</p> | <ol style="list-style-type: none"> <li>1. Strengthen cultural responsiveness within and across the Kahui Ako through professional learning in Ka Hikitia and Pasifika Education Plan</li> <li>2. Professional development is accessed to support teachers to use Tātaiako and Tapasā tools in their daily practice.</li> <li>3. Plan for cultural celebrations that embrace our communities</li> </ol> | <ol style="list-style-type: none"> <li>1. Schools to move at least one progression in each domain of the Ngai Tahu Matauraka Mahaanui Indicators Framework within 24 months</li> <li>2. Create similar rubric for Pasifika and move at least one progression in each domain</li> <li>3. Classroom observations capture teachers using culturally responsive pedagogy in their daily practice.</li> </ol> |

## Achievement and Digital fluency

In communities such as ours the ‘Digital Divide’ is very real. It acts as a barrier to achievement and engagement in education and the world more generally. Improved engagement in the digital world also creates the need for a developing awareness of the benefits of fully enabled digital citizenship, the benefits of positive and productive citizens of the New Zealand and global communities.

The Manaiaikalani Programme aims to develop ‘fully engaged digital citizens’. It also accelerates student achievement in literacy and numeracy (see the data presented above). It is a fundamental component of our approach to improving achievement and well being.

| <b>Achievement Challenge:</b> Achievement and Digital Fluency - We will embed Learn Create Share pedagogy and the affordances of digital technology within and across Uru Mānuka to enable students and whanau to flourish. We will change the trajectory of progress in maths and reading in order for the majority of students to meet national e-asTTle norms. |   |  |
|---|---|--|
| Critical success factors  | What will we do?  | How will we know? By the end of 2020   |
| <ol style="list-style-type: none"> <li>1. Support from the Manaiaikalani and Uru Mānuka Education Trusts</li> <li>2. Access to Woolf Fisher Research Centre data analysis and research</li> <li>3. Ongoing employment of Education Programme Leader</li> <li>4. Student access to affordable devices</li> </ol>   | <ol style="list-style-type: none"> <li>1. Retain flexibility within KA for schools not within TMP to implement their own strategies</li> <li>2. All schools include digital fluency within annual plans</li> <li>3. Staff skills are supported and developed using both internal resources, and the Education Programme Leader</li> <li>4. Schools support across school professional learning groups and inquiry</li> <li>5. Continue with the work of the Uru Manuka trust to support whānau access to devices</li> </ol> | <ol style="list-style-type: none"> <li>1. Student writing, reading, and mathematics, progress and achievement continue to accelerate in comparison with national e-asTTle and PAT norms and the trajectory of progress is such as to suggest that most students will reach expected levels within 24 months.</li> <li>2. Student ownership rates for devices increase to 80% across the Kahui Ako, resulting in increased levels of student and whānau engagement in out of school learning.</li> <li>3. Scores in Me &amp; My School to match or better National</li> </ol> |

|  |  |   |
|--|--|---|
|  |  | Reference Sample in<br>identified Item<br>Questions |
|--|--|---|

# Review and reporting

The Uru Manuka Kahui Ako Management Team will review itself annually using the Grow Waitaha Evaluative Framework for Transformation which focuses on 9 domains. The Kahui Ako will focus, in particular, on the following 7 domains:

- Shared vision
- Leadership of change
- Diverse perspectives and partnerships
- Cultural integrity
- Student and staff wellbeing
- Student agency and engagement
- Authentic curriculum

On approval of the Achievement Challenges we will develop an action plan applying the Principles from Ka Hikitia - Accelerating Success 2013-2017, the Pasifika Education Plan 2013-2017, and the New Zealand Curriculum. Included in our action plan will be an emphasis on:

- **Mana whakapapa, mana reo, mana tikanga** - identity, language, and culture count. There is a strong link between hauora (wellbeing) and achievement. Learners' wellbeing is strongly influenced by having a strong and positive sense of identity, and access and exposure to their own language and culture.
- **Te Ara Pūmanawa ākonga - learners – potential approach.** Every learner has the potential to make a valuable social, cultural and economic contribution to the well-being of their whānau, hapū, iwi, community and to Aotearoa as a whole. We strive to support all ākonga to become successful lifelong participators and contributors in society.
- **Te hua moe - productive partnerships.** A productive partnership in education is built on a reciprocal two way partnership leading to, and generating, shared action, outcomes and solutions. Productive partnerships are based on mutual respect, understanding and shared aspirations.
- **Culturally responsive effective teaching and learning practices.** We will work together within our Kāhui Ako and with outside facilitators to improve pedagogy through a strong 'teaching as inquiry' process.
- **Student engagement, agency and voice.** Learners learn best when they have a strong interest and engagement.

The Management Group will report to the Advisory Group twice a year on progress against the agreed goals and objectives of the Kahui Ako using the Grow Waitaha Evaluative Framework for Transformation.