



Our Faith based Kahui Ako Executive summary 2015-2017 Strategic planning for 2018-2020.

5 Characteristics of a Change agent

1. Clear vision.
2. Patient yet persistent.
3. Asks tough questions.
4. Knowledge and leads by example.
5. Strong relationships built on trust.

© G COUROS

Aquinas College, St.Mary's Tauranga, St.Thomas More @ the Mount, Bishop Edward Gaines Tokoroa, St.Mary's Putaruru, St.Mary's Rotorua, St.Michael's Rotorua, St.Joseph's Opotiki and John Paul College Rotorua.

"He ora te whakapiri, there is strength in unity".

Contents

Page 3	Introduction
Page 4 - 5	Our Kahui Ako - <i>A description of our Community</i>
Page 5	Our Vision
Page 6-19	Achievement challenges and associated targets <i>A summary of our progress 2015-2017</i> <ol style="list-style-type: none"> 1. <i>Transitions- learning through play; reciprocal learning (pp 6-10)</i> 2. <i>Literacy (pp 11-12)</i> 3. <i>Mathematics (pp 13- 14)</i> 4. <i>Additional Learning Needs (p15)</i> 5. <i>Science (pp 16-17)</i> 6. <i>NCEA Level 2+/Maori retention (p18)</i> 7. <i>Summary (p19)</i>
Page 20-22	Collaboration 2015-2017
Page 23-26	Achievement challenges and associated targets <i>The start of the second cycle 2018-2020</i> <ul style="list-style-type: none"> - Oral Language - Writing - Mathematics - Science - NCEA Level 2+/Maori retention
Page 26 - 31	A culture of reflection and inquiry - <i>Development Maps for the 6 domains in review</i>
Page 32	Conclusion

Introduction

This report is written for members of our Kahui Ako. The report is a record of the actions we have taken since November 2015 to grow a connected, collaborative community of Catholic schools in the Bay of Plenty and Waikato.

In 2015 the actual blueprint for our purpose and strategic intent was not clear. The discussions around our principals' table were mainly about how we could access professional development and what processes we needed to go through to appoint a team to oversee the application of professional development across our schools.

We didn't have an understanding of the big picture and in many ways we were inventing as we went along i.e. we'd taken off but the plane was still being built.

The establishment of our Community of Schools (as it was known in the beginning) was during a time of uncertainty. As one of the first 20 established in the country our CoS was a pioneer.

For educators outside the Kahui Ako community there isn't a great deal of information about the successes and benefits of belonging to a Kahui Ako.

Within the Kahui Ako community it is very apparent that there are many initiatives and shared learning which is of great benefit to schools.

The people within the Ministry of Education in Rotorua have been available and very keen to support the growth of our Kahui Ako. It is amazing how much data, resources and networks are being directed to assisting Kahui Ako. Collaboration between ministry and the lead principals of Kahui Ako has informed many of the initiatives which are being trialled nationally including the Kahui Ako Toolkit/ Development Plans and the new model for supporting students with additional learning needs.

Kahui Ako encompass a web of interconnected pathways which support the journey of our tamariki from early childhood to tertiary and beyond to the workforce.

Every educator walking alongside our tamariki has an integral role on the journey and is part of the life of each child. We can make a difference, beyond our school gate, in the future of many.

We have only just begun to make a difference. There is a lot more we can achieve together to strengthen our network of Catholic schools and to ensure that all of the students in our schools are confident learners meeting the future with curiosity and excitement.

Kath Joblin

25/04/2018.

Our Kahui Ako

The Faithbased Kahui Ako includes nine Catholic schools from the Diocese of Hamilton, predominantly clustered around two secondary schools in Rotorua and Tauranga.



Relationships between the primary principals are well established as friendships have developed over time and through shared experiences like pilgrimages and leadership conferences, which are a regular part of Diocesan life. There are high levels of trust amongst this group.

All schools are committed to strengthening Catholic education and the network of Catholic schools in our communities. The common link for all of us is our Catholic faith. This taonga of our faith will be the foundation for establishing reciprocal relationships with iwi (from four rohe) as time goes on.

There are challenges whenever we get together, as members make significant commitments of time, travel and resources in order to meet.

Since the establishment of our Community of Learning/Kahui Ako in November 2015 we have completed one cycle of work and are heading into the next cycle with a refreshed understanding and approach to the pathway forward for our Kahui Ako.

There have been changes of Lead principals, Across Schools' co-ordinators and Within School teachers in the last three months. Also two new principals have been appointed to schools in our community.

Our secondary schools are actively engaged in the Rotorua Ministry of Education Vocational Pathways programmes which link into tertiary and trades education. Our primary schools are seeking connections with business partners within their local communities.

Over the next two years we will extend an invitation to Early Childhood Educators that is equitable and representative of the large number of stakeholders who have partnerships with individual schools in our Kahui Ako.

Representatives from Toi Ohomai and the University of Waikato have expressed a willingness to be the voice of early childhood educators.

Our Kahui Ako will not be complete until we have all of our partners' voices around our table.

School	Students	Ethnicity				% FLE	WIST	Y 7+8
		Pakeha	Maori	Asian	Pasifika			
Rotorua 1	460	21%	21%	23%	6%	30%	2	N
Rotorua 2	140	45%	45%	5%	4%	100%	1	N
Tauranga	460	64%	14%	14%	3%	30%	1	N
Mount	210	67%	20%	7%	4%	100%	1	N
Opotiki	200	26%	61%	9%	3%	30%	2	Y
Putaruru	200	52%	33%	13%	1%	0%	2	Y
Tokoroa	35	20%	29%	31%	13%	100%	1	Y
JPC	1100	57%	19%	14%	3%	0%	3	Y
Aquinas	750	75%	13%	6%	1%	0%	5	Y

This table shows the variations and similarities between the schools in our Kahui Ako. FLE = Flexible learning environments.

WIST = Within school teachers. The schools in blue are the secondary schools, JPC Rotorua; Aquinas Tauranga.

Our Vision for 2018-2020

We are working together, as a collaborative learning community, to be:

- Faith filled Catholic people involved in social justice
- Culturally responsive and aware of the Tiriti o Waitangi in our everyday lives
- Life-long learners, open to change, seeking new possibilities
- Agents of change, building trust between members

How are we going to achieve this?

By focussing on our foundations for success

- Teaching as inquiry
- Learner agency
- Cultural responsiveness and Community/Mana whenua partnerships
- Consistent assessment strategies through moderation and peer review
- Strengthening transition i.e. transition from Early Childhood to primary (play based learning/learning through play and Te Whariki) as well as transition to schools between Year 6-7 and Year 8-9 (reciprocal learning)
- Growing leadership capacity within schools, as well as across schools (ASCs assisting WSTs) to increase sustainability.
- Commitment to supporting students with additional learning needs and challenges.

2018-2020 is the second cycle of our collective commitment to our achievement challenges.

- Writing
- Maths
- Oral language
- Supporting additional learning needs
- Science
- Equity for Maori in achieving NCEA Level 2+.

Achievement Challenges 2015-2017

By brainstorming the strengths and weakness of our individual schools, bringing in our ERO recommendations, pulling together our BOT chairs, reviewing our National Standards data and the information available about the graduates of our full primary and contributing primary schools from the lens of the secondary schools, six broad areas of development were agreed between all the schools around the table.

We were concerned about the students entering our primary schools.

Our data indicated that the levels of oral language were slipping which we knew had an effect on literacy learning in the first three years.

All our primary schools agreed that we needed to inquire about the factors contributing to our lowered levels of Year one literacy achievement. Could it be readiness to start school? Could it be that boys needed to stay in early childhood for longer than girls? Perhaps we were seeing the effect of screen time on social skills particularly the ability to communicate face to face? Were our schools experiencing an increase of students from homes where English was not the first language?

The result of this questioning was an inquiry into the factors which may be contributing to a decline in literacy achievement at Year One.

Our first achievement challenge.

By the end of 2017

- 80% students will be achieving at or above the National Standard in reading and writing after one year at school (40 weeks).

Our Target groups included:

- Boys (2015: 73% in reading and 71% in writing)
- Maori (2015: 58% in reading and 52% in writing)
- Pasifika - a very small cohort (2015: 38% in reading and 25% in writing)

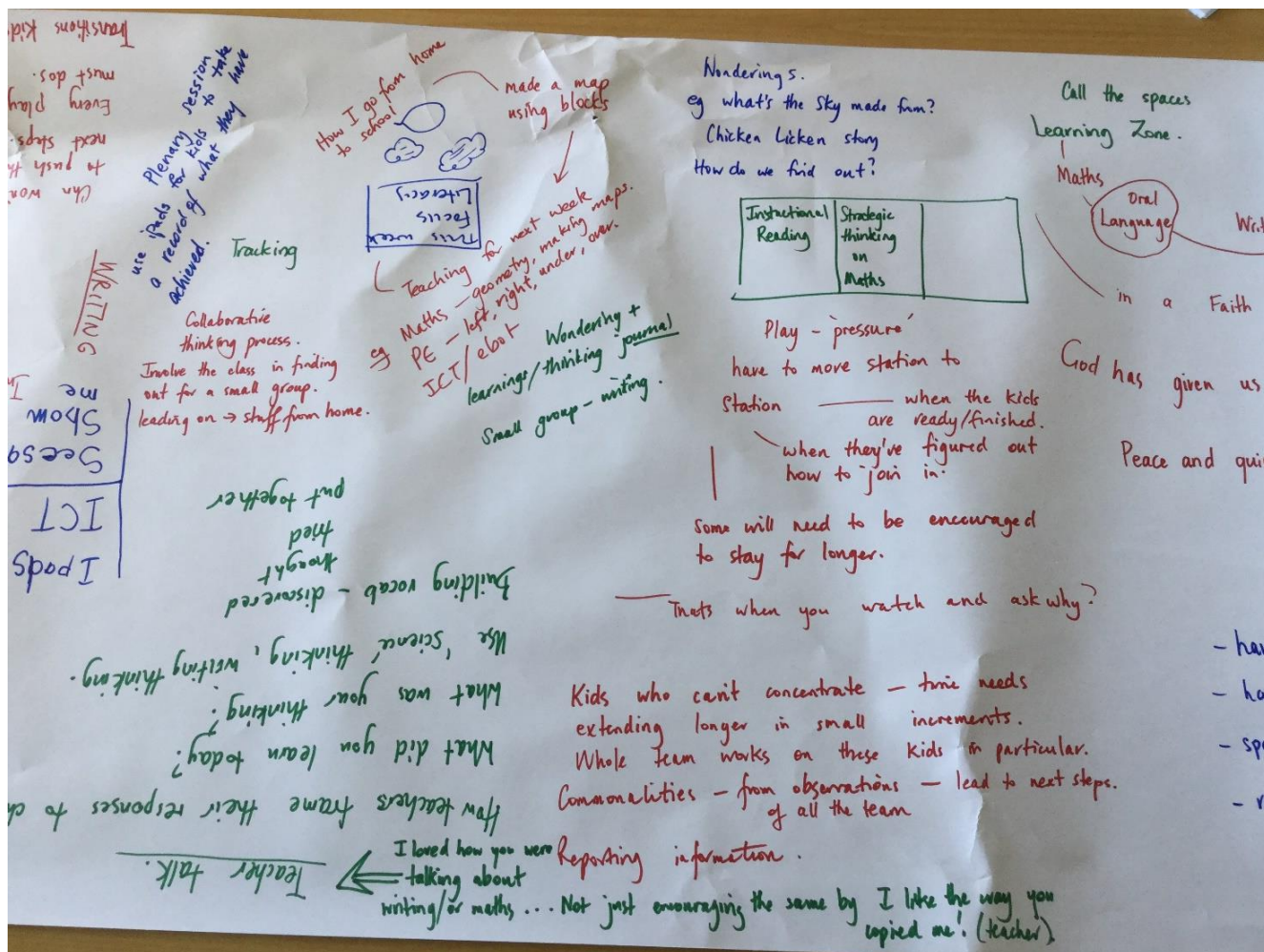
What did we do in 2016 and 2017?

- Regular Networking days for new entrant teachers and Assistant Principals to increase the communication through discussion and sharing of best practice between our COL schools.
- These were facilitated by our Across Schools Co-ordinator (transition).
- Schools who were trialling “Learning through play” shared their journey and their reasons for seeking out a different way of engaging their students.
- The research and theories behind the philosophy of Learning through play were shared and discussed.
- Schools chose to explore the new Te Whariki curriculum through attendance at ECE professional learning workshops and through inviting Toi Ohomai/ECE lecturers to present to groups.
- Meetings were arranged between facilitators from the University of Waikato and principals/teachers to start the writing of new implementation plans using Te Whariki.

For some schools this was the first time they had opened the Te Whariki document or familiarised themselves with the strands which were so closely connected to the key competencies in the New Zealand Curriculum. It was a revelation that Te Whariki could be incorporated into teaching up to Year 2, including students up to seven years in age.

It didn't take long before the connections were being identified and the integrated curriculum was being overlaid between the two documents.

It soon became apparent to the new entrant network group that "Learning through play" was an easy marriage between ECE and early primary teaching and learning



"Part of the brainstorming of ideas from the combined discussions of facilitators, Year 0-1 teachers and leadership.

The beginning of a curriculum implementation plan for Learning through play/Te Whariki/ Key competencies and NZ Curriculum"

Responses to child.

ing thinking.

ther

ffays → no staff

leading on → staff

out for a small group

Inventive the class in the thinking process.

Collaborative

Thinking

How I go for school

Planing session for kids to think a record of what they have achieved.

WRITING

use iPads for kids

IPods

ICT

Seesaw

Show me

Year 0-2 space for both.

Year 0-1

Instructional - letter formation, alphabet, sound building

Year 2?

Sentence structure, adding deeper features.

Can't wait to do an activity which is set up to push them out of their comfort zones - learning next steps.

Every play area will have 'writing' equipment/activities in must dos. eg sand and water to write stickers, pens and whiteboards

Transitions Kids into new learning by scaffolding and building 'new experiences'

Play - Inquiry

Monitoring

Noting down what is happening

Focussed observations leads to 'needs' teaching

Key competencies

Skills - NZC + Te Whānaki cross

Knowledge

Attitude

12: Helping others

11: Egocentric

10: All about Me

like with

key competencies

Made a map using blocks

next week we are making maps of our garden, oval.

Wondering + thinking journals

group - writing

Wondering: eg what's the sky made from? Chicken Licken story How do we find out?

Instructional Reading	Strategic thinking in Maths
-----------------------	-----------------------------

Play - 'pressure' have to move station to Station _____ when the kids are ready/finished. when they've figured out how to 'join in'.

Some will need to be encouraged to stay for longer.

Tricks when you watch and ask why?

Who can't concentrate - time needs to be longer in small increments. who can work on these kids in particular. - from observations of all the team

observation.

encouraging the same by I like the way you copied me! (teacher)

Call the spaces

Learning Zone.

Maths

Oral Language

Writing

Science

in a Faith based context

God has given us curiosity

Peace and quiet time

to be prophets. Particular vision/inspiration

Deliberate acts of teaching.

Skills - doesn't have to be the same group/or text.

What can I

How have they to

Getting to know M

How things are

System

TRIAL DOCUMENT

- have we covered the curriculum
- have we met chn's needs.
- special needs/GATE (more directed - closer r/ship with Teachers).
- review, revise, reflect.

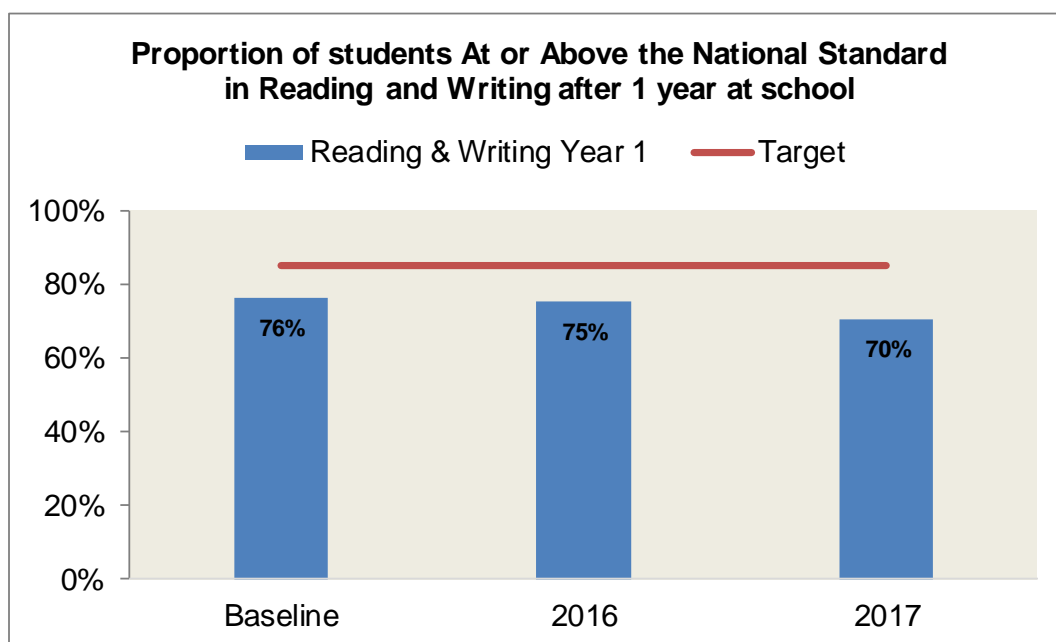
When asked what the observable benefits were of developing a “learning through play” culture in Year 0-2 one principal was able to list the following characteristics:

- Happiness during transition
- Creativity
- Problem solving
- Ability to self-manage
- Social skills such as sharing and taking turns
- Empathy
- Directing own learning pathway
- Curiosity and wondering
- Willingness to take part in literacy sessions
- Broader range of vocabulary and fluency of oral language

In 2016 and 2017 the Across Schools Co-ordinator (Transitions) met regularly with new entrant teachers and APs to ensure that data from SEA testing and 6 year nets was being collated and that testing was consistent. This information will be the measure of progress over the long term in regard to the effectiveness of our first twelve months of primary teaching and learning. Over the next five years we may be able to make statements built on facts about the impact of learning through play on oral language acquisition and the flow on effect for students in the first 80 weeks of school.

At the end of 2017 the seven primary schools agreed to introduce the “Reading together” programme. This is a short programme for parents who are interested in finding out how to read with their children. Each school is provided with resources to support the parents and to assist with the organisation of the parent sessions. The idea is to try two or three options to find out what time of the day is most useful to parents. By providing a couple of options and venues we hope to reach more parents.

The “Reading together” journey will be evaluated throughout 2018 to get feedback from parents and teachers about the value of the programme and for suggestions how to continue providing support in this way.



The Across Schools Co-ordinator (Transition) arranged reciprocal visits between two of the primary schools and the intermediate department of their contributing secondary school.

This suggestion was met with hesitation from some teachers because the relationships of trust had not been established and there was a suspicion that appraisal may creep into this.

After phone conversations and visits with principals an arrangement was agreed where the Year 5+6 teachers from both primary schools and the Year 7+8 teachers would visit for a morning to observe classes in action and then to spend time together sharing teaching practice. Over morning tea teachers had opportunities to talk about their challenges and their successes, teachers responsible for students with additional learning needs met to exchange information for successful transition. This project was over three successive days. The feedback from a survey commissioned after the project included these comments from participants....

What were the positive aspects of the reciprocal visits?

- Being able to see different classroom environments, put faces to names
- Great to meet our colleagues and to start building relationships.
- Great to see the learning environments where our kids come from.
- Great to talk to the students and to hear their learning experiences.
- Great to see different teachers' personalities/talents shining through.
- To see what approach to learning that our contributing schools were providing for their students. It was interesting to hear them talk about being independent learners. It was also good for them to see how we teach.
- I really enjoyed the conversations we had and having the opportunity to visit the different spaces. I would love to be able to do this more often as I think it is really beneficial for teacher reflection on practice.
- great to see the differences in environments in our contributing schools – single cell with collaborative learning as well as flexible learning spaces with collaborative practice.
- Getting to meet staff from other schools. Getting a clearer idea of how all three schools operate. Getting time out of class to look at other teachers and get ideas.
- Meeting CoL colleagues. Affirming what we are doing is best for our students. Gaining new ideas
- Being able to reflect on our own practice, being open to new ideas and ways of doing things and building new networks.

When asked if they wanted to do this again there was a unanimous Yes!

It was surprising to hear that several teachers had not had the opportunity to visit other classes in action prior to this. It can be a big deal for teachers to open their doors and invite colleagues in. It could be due to past negative experiences or it could be a culture that has developed within a school community over time. Our Intermediate/secondary teachers were the most hesitant about trying this strategy and the most enthusiastic after the experience.

Being a part of a COL asks a fundamental question i.e. are you prepared to take risks? For most it would depend on how supported they felt and the level of trust invested.

Going forward:

- Assessment data collected in the first year at school needs to provide feedback on oral language stages (perhaps using the Second language learning progressions)
- Assessment over time of cohorts which start in a Learning through play culture....after two years do literacy results shift? What is the co-relation?

Our second Achievement challenge.

By the end of 2017:

- 85% of Year 1-8 students will be achieving at or above the National Standard in writing.

Our Target groups were:

- Boys (74.9% in 2015)
- Maori (77.5% in 2015)
- Pasifika (61% in 2015)

What did we do in 2016 and 2017?

In discussion with principals at the very beginning of the COL we all agreed that we needed to know that there was consistency of assessment right across the schools. A great deal of importance was placed on moderating and sharing understanding between teachers and between schools. While teachers were very confident about assessment in reading they were not confident in assessing writing and they didn't know if their colleagues were assessing writing in the same way. In most schools, teachers identified that they needed to build confidence when assessing writing.

The development of a common understanding of Literacy Learning progressions, what they were and how to use them, was needed across the whole community.

How were we going to build confidence in writing amongst teachers?

- Through modelling to teachers.
- Workshops with professional learning providers
- Building connections between writers across schools.
- Male role models from local community were invited into schools - leading to higher engagement, particularly amongst boys, Maori and Pasifika.
- Building up banks of learning progressions common across schools
- Building up exemplars so that teachers are able to compare and feel confident that their grading is backed by examples from all the schools in the COL.
- Practice using e-asttle rubrics.

We needed to ask ourselves three questions.

- Are topics engaging?
- Did students have choice?
- Are students aware of their goals/focus areas?

Four schools changed their approach to planning for writing and trialled integrating science into literacy. By providing real contexts and as many hands-on experiences as possible students were motivated to write in order to share their new learning. The lift in engagement and learner agency can be linked to student achievement in writing, particularly boys. After discussing the big questions posed by students, teachers provide students with the equipment and the problems to solve then they leave it to their students to find solutions and to make statements about what they think is happening and why.

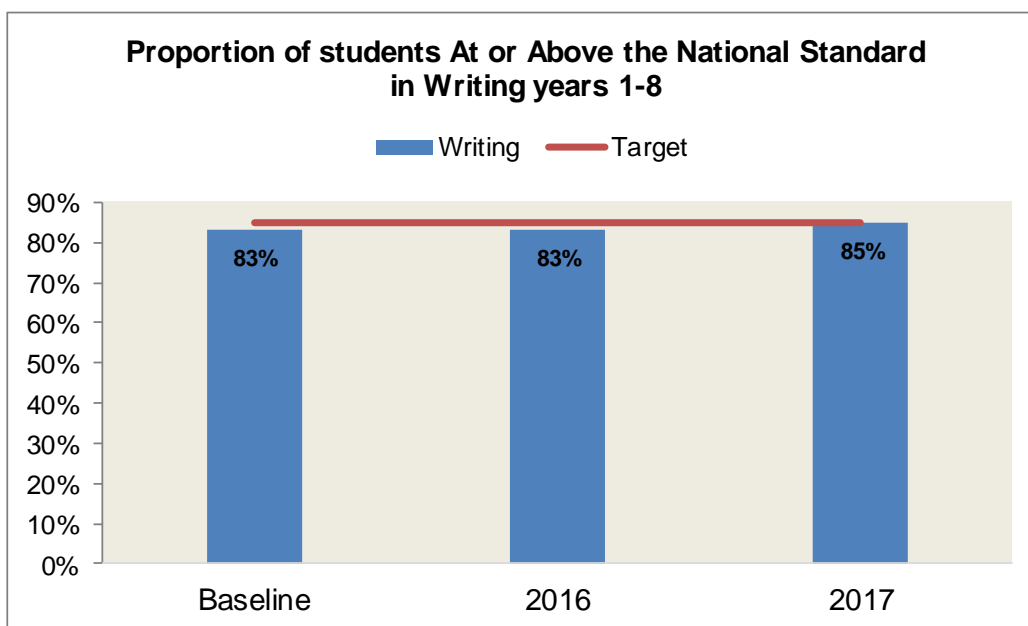
In Year 0-2 teachers are including experiments and observations in their learning through play activities/stations so that students are building up a library of experiences to refer to when they

encounter scientific problems in Year 3 and beyond. The science capabilities are providing a framework for writing from Year 3 onwards.

When we collated the National Standards data for this achievement challenge we were excited to see that there had been a lift in achievement and that we had reached the target we had set for our Kahui Ako in 2015.

Going forward we need to ensure that every teacher is confident in assessing writing and that they are able to coach their students in the next learning steps using the Learning progressions.

We want students to be active in determining their learning journey in writing. Developing a culture of language, steps and progressions in all schools, which empowers students and teachers, is essential.



With the removal of the requirement to report against the National Standards at the end of 2017 a different set of milestones are necessary to measure progress. Teachers in our Kahui Ako are moving towards Curriculum Level reporting i.e. using the Learning progressions to give students a framework for learner agency and the Curriculum Levels to measure achievement across cohorts.

Incorporating software, like ASSAY COL Connector, ASCs and principals will be able to grab snapshots of the progress of cohorts across the Kahui Ako in all curriculum areas.

ASSAY COL Connector draws data out of existing student management systems.

We need to collate data either at the end of Term 2 or the beginning of Term 3 and then again at the end of Term 4.

Using the COL Connector we will be able to extract information that will give a more detailed picture of student achievement. If we want to make comparisons based on gender we can. If we want to find out information using ethnicities as a filter we can. It is entirely dependent on teachers entering assessment information on their school's student management system in a timely manner. We have considered entering data in relation to key competencies. We can arrange for numerical values to be assigned to characteristics so that loading the information is easy and extracting information is even easier. This is a project for the ASC/WST team in 2018.

Our third achievement challenge.

By the end of 2017

- 85% of Year 5-8 students will be achieving at or above the National Standard in Mathematics.

Target groups:

- Boys from 80%
- Girls from 77%
- Maori from 59%

What did we do in 2016 and 2017?

- Workshops, staff meetings and courses were organised so teachers could revisit and acquaint themselves with the Mathematics curriculum and the requirements at each level. A mathematical inquiry community was set up which included 20 teachers from the Kahui Ako schools. Together they unpacked Dr Roberta Hunter's approach to accelerating maths learning which is a culturally responsive approach.
- In response to requests ASC (Maths) worked alongside teachers modelling problem solving in multi-level groups.
- We built sustainability by increasing the capacity of within-school teachers by enabling them to shadow ASCs.
- Accelerated learning in Maths or ALIM One was introduced to 6 schools and two schools continued on with ALIM Two. Funding is available for ALIM 2 across six schools in 2018 .
- PACT Maths was trialled in four schools however only one primary and one secondary school continued using PACT in 2017. Barriers included the time required to enter data and the mismatch between progressions and PACT levels. One of the significant insights from studying PACT was the need to spend more time on strand maths i.e. statistics, measurement, geometry. It became apparent that existing maths programmes were heavily weighted on numeracy.
- Four schools integrated maths and literacy into a science context providing real situations where maths and literacy skills were integral to problem solving.
- Teachers from Year 5-8 shared practice through reciprocal visits and discussion groups. The purpose was to strengthen relationships/connections and to facilitate professional collaboration. Feedback says that these reciprocal visits and professional discussions need to continue in 2018.
- Several teachers who have best practice were identified by the ASC (Maths) to the principals and this group of teachers were asked to model and share their methods with colleagues across the Kahui Ako.
- Teachers pedagogical knowledge was strengthened through professional readings provided by the ASC (Maths) and which became the basis of quality learning circles at staff meetings.

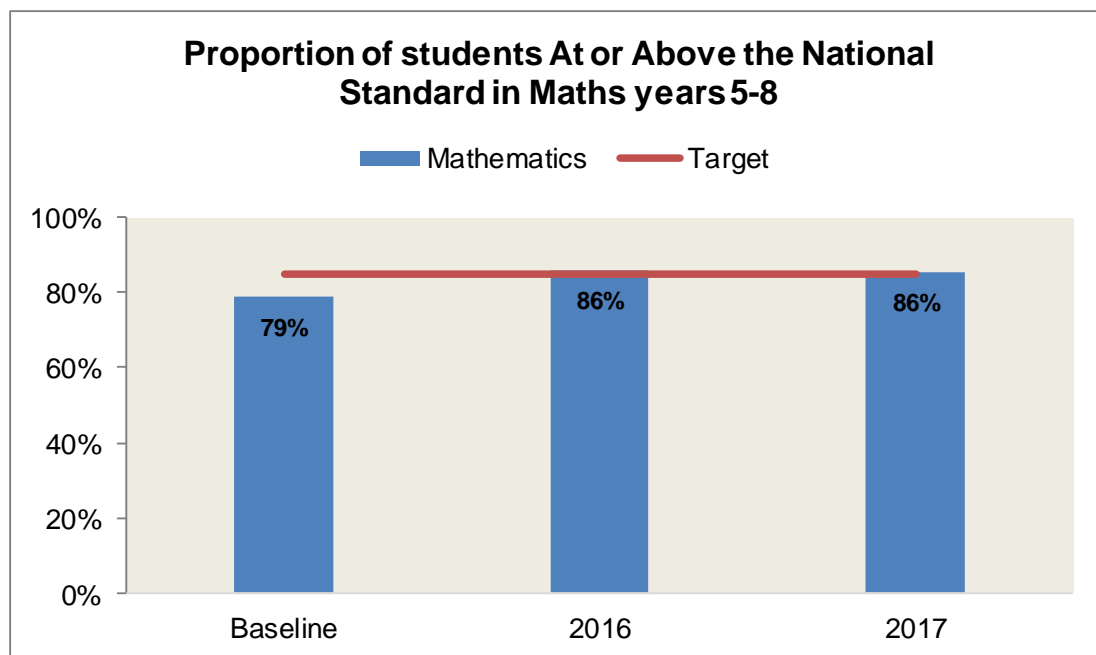
What can we say about the results?

The results from 2016 National Standards Mathematics were the first sign that progress in achievement was being made. There are several possible reasons for this improvement. All the primary schools were involved in Accelerated Learning in Maths contracts.

For twenty weeks, teachers focussed on groups of students they believed could be accelerated and they tried different approaches as part of their professional inquiries to motivate and build confidence in students who had lost both over the preceding two or three years.

The key learning from ALIM was that students learn when they are confident and are prepared to take risks in a supportive environment.

ALIM Two involves the dissemination of learning about accelerating student achievement to all teaching staff in the school.



Using National Standards data we can say that we have sustained the improvement made in mathematics achievement. We have reached our target.

The schools which worked in a cluster developing the integration of maths with science have had the most improvement from year to year. Anecdotal evidence points to a higher level of engagement from students, particularly boys. They are learning mathematical processes in order to communicate their learning in science. Science provides a real context and problems which don't have a simple solution. The curiosity factor is very high. More schools are planning to join the science/maths cluster in 2018 after observing the success of the students involved over 2016-2017. In order to adopt change the practice of individuals they need to see that there is an advantage to changing. Making the connection between maths and science, especially at the Year 4-6 level, has brought energy and creativity into the maths programme. Being able to work in groups has enabled all students to be involved and to own their learning.

What happens when only 40-50% of Year 7 students are from contributing primary schools?

The COL effect will only have an impact on 40-50% of students entering Intermediate/College. The COL effect will have more of an impact if the Year 7-9 teachers have taken on the learnings from their COL colleagues and applied this change of practice to their teaching of cohorts going forward.

Our fourth Achievement Challenge was:

By the end of 2017:

- All children identified with moderate to high learning needs (more than two years below curriculum expectation) are progressing well against the goals in their Individual Learning Plans.

What did we do in 2016 and 2017?

- The first step was appointing an ASC (special needs) to bring together teachers and teacher aides involved in supporting students with additional learning needs (behavioural, academic and health).
- For the first time the SENCOs and special needs assistants from all our Kahui Ako schools met together in a series of workshops to discuss the variety of needs within our primary and secondary schools.
- A RTLB was assigned to work alongside our Kahui Ako and in partnership with a Within schools teacher/SENCO further work on supporting students with additional learning needs carried on.
- Special needs registers were reviewed and commonalities were identified.
- A template was developed which was adopted by all schools so that cumulative information could be provided to specialists and Resource teachers of learning and behaviour.
- Software purchased for the Kahui Ako included Lucid Rapid- auditory screening test for primary; Lucid Ability - primary and secondary (age 4-16) verbal and non-verbal reasoning assessed for readers and non-readers; Lucid Exact- secondary when checking for exam assessment conditions to be used for NZQA SAC (Special Assessment conditions) e.g. reader/writer, assistive technology, extra time, separate space.
- Teacher aides and SENCOs were trained in administering the tests and reading the results.
- The standardised special needs register meant that bringing together information was much more efficient. It became apparent that anxiety is a major challenge for students, families and teachers. Going forward workshops on strategies to cope with various types of anxiety disorders will be organised.
- The Ministry of Education became interested in this pilot scheme when they were contacted by our Kahui Ako. There was a possibility that a system could be developed which connected DHBs, RTLBs, SENCOs and MOE special education staff/agents together using common referral methods, agreed criteria, applications for funding streams and cumulative data.
- Whanau engagement and the best strategies for building positive relationships between home and school is an area which needs further development. Collecting information about supporting the needs of families and students will be useful to the Kahui Ako for informing action.
- A measure of inclusive practices needs unpacking so that we have more information about the variety of support systems available across our schools. E.g. Wellbeing survey, PB4L.
- Closer communication between primary and Intermediate/secondary schools within the Kahui Ako in regard to tracking students with additional learning needs could provide a more strategic view. Our secondary schools would have a bigger picture of the types of support which will be needed perhaps with a three year lead in time. Resources can be brought together, in a team approach, so that accessing extra support for the students or bringing together information about what is working, can be done more effectively.

Our fifth achievement challenge.

By the end of 2017

- Children in all schools will experience a curriculum that develops their abilities to think “as scientists”. The impact will be monitored through the NZCER tool Science: thinking with evidence (Year 7-10) and progress against the rubrics developed from the five science capabilities.
- Maori students’ participation and achievement in senior sciences (NCEA Levels 2-3) will be the same as non-Maori student participation and achievement.

What we did in 2016 and 2017?

Initially the achievement challenge was written with a view that the secondary science faculties knew what needed to be taught in the primary schools so that students were ready for science in secondary. Also there was an agreement across all schools that science wasn’t being taught as it should be in the primary schools. That is why the first action noted in our achievement challenge plan was for Heads of Science in the two high schools to develop a spreadsheet of the basic capabilities that are required at Year 7 and Year 9 entry level for High school students.

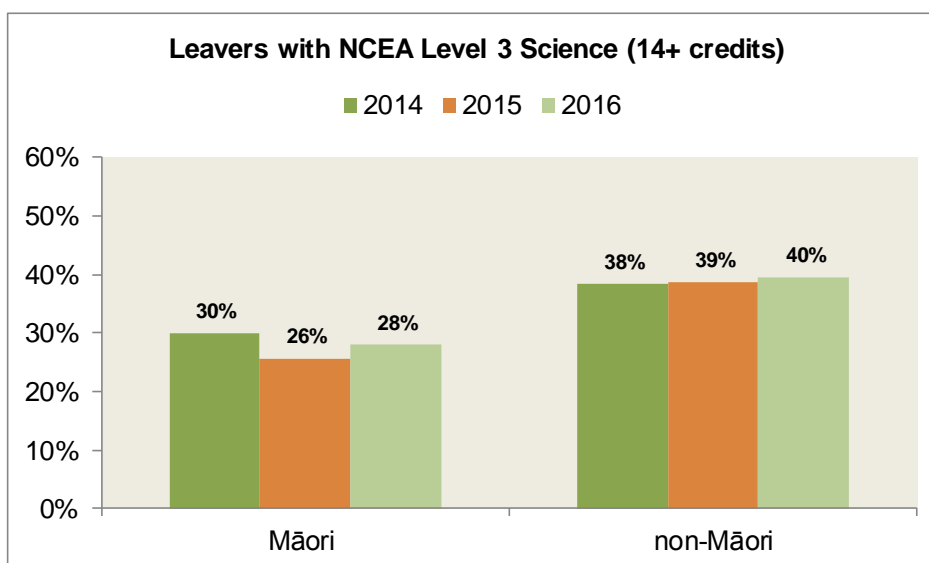
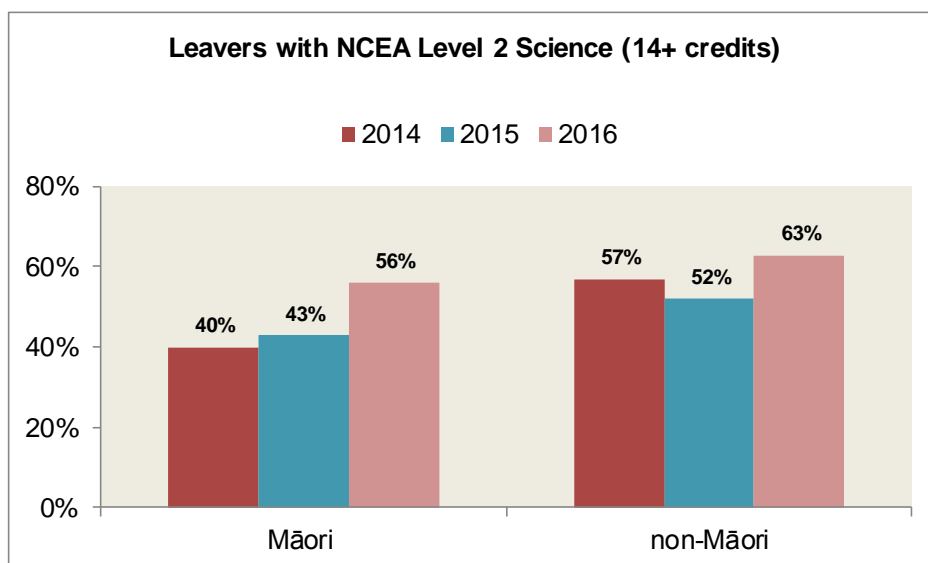
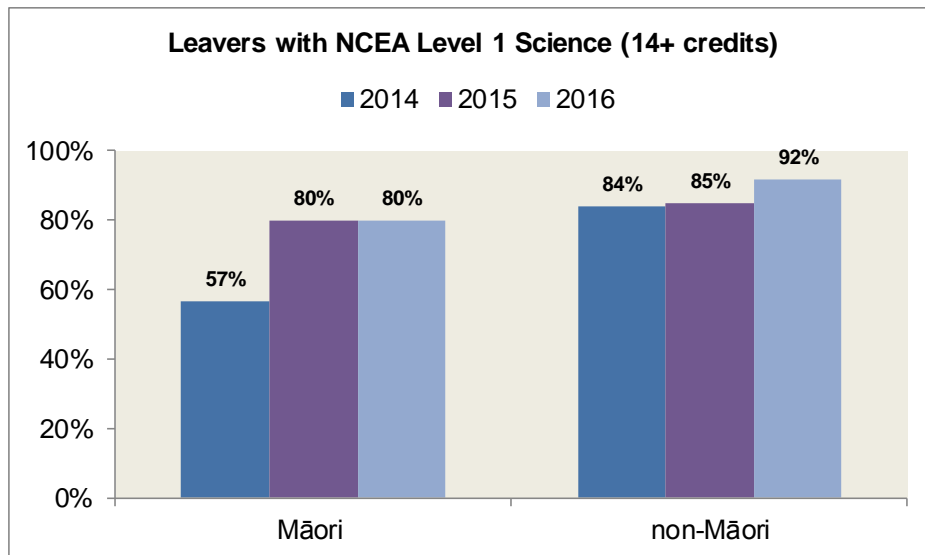
- The ASC (Science) sourced two assessment survey tools to collect data in regard to science engagement and Science: Thinking with evidence (NZCER).
- The surveys provided data about gaps in student experiences and the skills which required teaching at each level in primary schools. This information was used by the ASC to plan and model teaching of science capabilities and units for teachers.
- Workshops, staff meetings and leadership group days were planned and carried through with the support of the ASC (Science) and a science advisor from the University of Waikato
- Professional development days were arranged for each school with the intention of demystify the Science curriculum and to boost confidence of the teachers’ delivery.
- Over time and with the assistance of the ASC (Science) schools sourced and created a wide range of resources to enable teachers to carry through experiments and to pose questions knowing that they had the equipment for students to carry through their investigations.
- A science leadership network was established with regular meetings held in several schools each term. Teachers with knowledge gained through the Science Teaching and Leadership Project (Royal Society of NZ) were crucial to the success of this network. Over the two years we had five teachers supporting the work of the ASC (Science) who were science fellows.

In 2017 JPC was successful in the Prime Minister’s Awards with their science/English collaboration project. In four schools, science was integrated into maths and literacy, providing real contexts for problem solving.

High levels of engagement were observed in these four schools, particularly amongst boys.

Results from the Science: Thinking with Evidence testing which included, 400 Year 5-8 students from 6 primary schools, showed that there had been a 21% increase in students achieving above the average when the 2016 and 2017 data was compared.

School	2016	2017
Aquinas	72%	-
JPC	77%	74%
Tokoroa	58%	58%
Opotiki	61%	48%
Putaruru	52%	67%
Rotorua 1	55%	75%
Tauranga	52%	75%
Rotorua 2	35%	-
Mount	45%	90%



Our sixth Achievement challenge

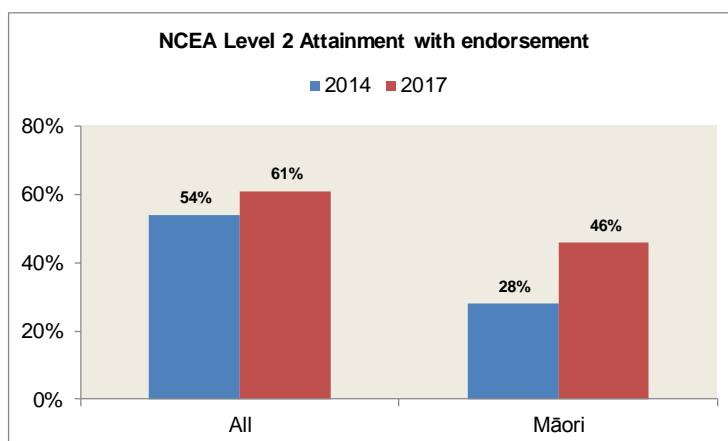
By the end of 2017

- All students will leave school with a minimum of NCEA Level 2.
- The % of NCEA endorsements will be the same for Maori and non-Maori students.

The Academic Mentors and Academic Counsellors met to discuss their roles including the development of plans for each identified student being monitored. This was carried through in each College but collaboration between Colleges and sharing best practice had not happened. With the appointment of an ASC (NCEA/Scholarship) it is expected that opportunities to meet to discuss sharing information and developing effective processes will be a priority in 2018.

Proposals for affecting change include:

- Having a plan for each student at risk of not achieving NCEA Level 2.
- Using existing funding for Year 11 mentoring and within school COL hours to staff a study line for At Risk students- not only mentor and help students manage assessments but help them to scaffold the assessments in manageable stages increasing their likelihood of achieving the standard.
- Making strong connections with family/whanau i.e. The extra-curricular time/home environment can effect students' ability to complete assessments – this is an area which the schools can assist with i.e. providing guidance and space for students to complete tasks and assessments.
- Achieving meaningful school-wide change that will shift these challenges to a model of whole-staff ownership rather than being driven by key individuals.
 - (a) Encourage and provide the resources for faculties to review their assessment design, look for opportunity for “credit double dipping”, and where possible offer variation to the text-heavy assessing methods.
 - (b) Focus on staff capabilities and pedagogical upskilling to help teachers better engage our at-risk students, scaffold assessments and provided targeted feedback and support to those in need of this differentiation
 - (c) Introduce an option “study line” for our at-risk students. All our data shows the credit quantities offered well exceed the need. This results in many of our at-risk students attempting all assessments poorly with limited success. Instead, I propose we limit this, focus on their areas of strengths and scaffold students through these credits at their own pace to improve outcomes. To date, staffing this study line has proved difficult.



Summary



In 2015 our principals' governance group identified these achievement challenges which became the focus of the work of our Kahui Ako for two years.

Appointments of WSTs were determined by each school's response to the six challenges. Principals made decisions in relation to their individual school's needs and in line with professional learning contracts which already existed in some cases.

Professional development funding applications were made on behalf of the Kahui Ako to address these 6 challenges. Like dining from a smorgasbord, faced with overwhelming choice and variety, each school considered their needs and decided what was possible. After sampling the contracts and facilitators on offer individual schools chose the combination which best suited their school and context. During 2016 and 2017 groups of primary schools maximised the professional learning generated by the Kahui Ako e.g. a group of four schools focussed on Maths and Science; another group of four schools focussed on Literacy Learning progressions; five introduced learning through play; three tried introducing PACT and most schools changed over to the Google platform to facilitate collaborative teaching and learning.

Collaboration

Collaboration between leaders – Principals and Kahui Ako lead principal.

We hold regular meetings of principals with the leader at least twice a term, focusing on sharing and analysing student achievement data, plans for professional development, and when necessary, setting up appointments panels for Across Schools Co-ordinators. Each year we review our achievement challenges and track progress towards our goals. A new implementation plan has been developed for 2018-2020 from strategic meetings facilitated by the new Kahui Ako lead. The latest appointments of Across Schools Co-ordinators have been dependent on suitability as coaches and mentors. Two positions have been rolled over and two new appointments have been made. Our Kahui Ako has met together on two occasions i.e. a teacher only day in Rotorua at the beginning of 2017 and a teacher only day in Tauranga at the beginning of 2018. Our purpose is to build connections between teachers and schools as well as breaking down the barriers created by misinformation as to the Kahui Ako's strategic intent.

The Across Schools team.

In the first 6 months the appointments for the four Across School Co-ordinators were made and the new ASCs began scoping their work, through contacting and visiting schools to find out what the needs were then making applications for professional development hours. In the first two years the ASCs met together at least twice a term coached by the administrative co-ordinator (position established by the Lead Principal). ASCs also attended combined principals' meetings at least once a term.



2016 team = Additional Learning Needs, Transition/Literacy, Maths and Science. 2017 team = Transition. Literacy, Maths and Science.

ASC (**Additional Learning Needs**) arranged for SENCOs to meet together to pool information on needs and to identify the most useful tools and support for the benefit of the collective. Lucid Rapid diagnostic software (primary students) was purchased for all schools and training was provided. Then ASC (Additional Learning Needs) resigned and the governance group had an opportunity to re-evaluate the portfolios each ASC held.

ASC (**Transition/Literacy**) had been finding the scope of the position challenging because there were too many expectations from too many schools and not enough time to deliver satisfactorily. When review of the job description highlighted that the time requirements of both portfolios were twice as much as any other ASC position, a decision was made by governance to split the portfolio into (1) Transitions and (2) Literacy.

Without adding an additional ASC position to the COL a solution was to change the ASC (Additional Learning Needs) into a ASC (**Literacy**).

A Resource Teacher of Learning and Behaviour was assigned to our Kahui Ako team. The RTLB worked alongside the WST (Additional Learning Needs) in one of the secondary schools to develop a special needs register which integrated information across the Kahui Ako.

By collating all the data from the nine schools the project team were able to provide insights into the percentage of students with disabilities across the COL; the particular types of needs; the high percentage of 'anxiety' related issues; the resources allocated to students with additional learning challenges and the type of training needed for teacher aides and support staff.

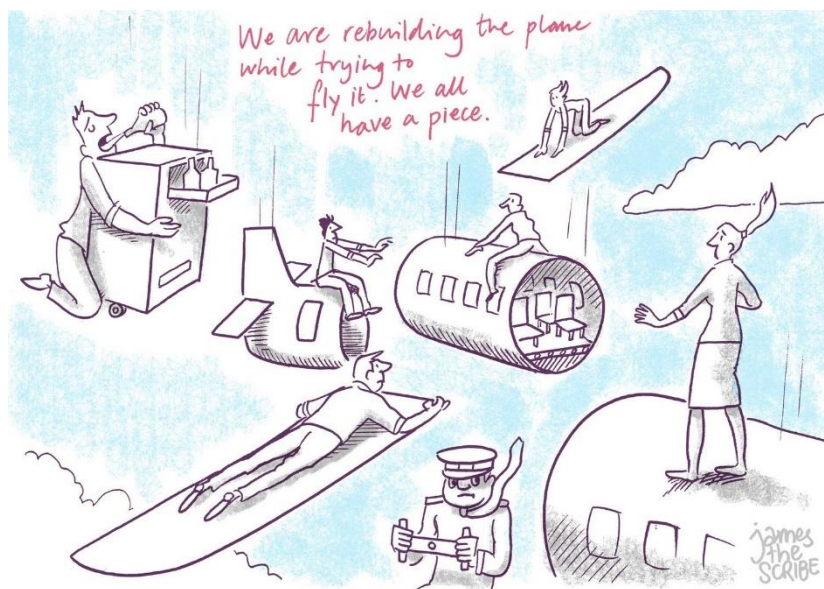
The Additional Learning Needs team organised workshops for SENCOS and teacher aides. These workshops included a training day to become familiar with Lucid Rapid software which assists staff to diagnose particular oral language and literacy needs with particular emphasis on students in the first three years of school. Recognising the high percentage of students with anxiety related issues across all age groups resulted in a workshop to provide strategies to help students control anxiety at exam time, in the classroom and in the playground. The Ministry of Education local office were invited to a presentation of the findings and the Kahui Ako leadership joined in with a full discussion in regard to effective interventions and proposals for partnership resulted.

ASC (**Maths**) was finding the position had scope to deliver to almost all schools. By making a day a week available the ASC was able to visit schools to model practice, to present staff meetings, to arrange workshops, to train in new thinking e.g. Bobby Hunter's mixed ability/problem solving approach and to apply for contracts on behalf of schools (ALIM 1 in 2017).

ASC (**Science**) used modelling, data analysis, an inquiry strategy to deliver lessons which integrated science with mathematics. WSTs (Science) were brought together through regular network meetings and science workshops. A science facilitator from the University of Waikato delivered staff meetings, in service days and professional readings; supported teachers to write implementation plans and worked alongside the ASC (Science) to find assessment tools.

NZCER *Science: Thinking with evidence* (Year 5-8) was used as an assessment tool to identify the needs of schools so that the ASC (Science) could pull together resources and arrange events which filled the gaps that had been identified through this review.

Collaboration between ASCs and WSTs.



for the ASCs and WSTs weren't defined. Job descriptions were written as they were going along - a lot like a building a plane in flight. (James the Scribe- illustration) It was because of the quality of the professionals in the ASC team that so much was achieved in the first two years.

WSTs had previously responded to survey questions that they didn't know how they connected to the COL in the first two years...they didn't know who they were answerable to and they felt that there wasn't any direction. This was partly because in getting the Kahui Ako off the ground there was a rush to forming achievement objectives and employing personnel before the Kahui Ako had really set the strategic direction. There wasn't a record of vision or strategic planning. Everything hung on the achievement objectives. The parameters of the role

In the first cycle WSTs were appointed by their own principal/BOT, their job description was set by their school and reports/appraisals were done in house. By building a closer working team, buddied up with the ASCs, we will have more capacity to make change happen. Using this system very little information was exchanged between WSTs and ASCs or the Lead principal. So some of the combined capacity for change was watered down...we want to put the ASCs and WSTs together as often as possible so that everyone feels like they own the process, they have agency and they are part of the change.

The review of our first cycle of professional inquiry has heightened our interest in building teacher efficacy through coaching and mentoring- we want to move away from the silo effect of ASCs leading curriculum areas.

2018-2020 we are working to bring Within School Teachers into the team starting with building a common language for Teaching as Inquiry, assessment, and Learner agency.

The ASCs and WSTs will be working closely with external PD providers to identify professional practice strengths and needs in order to support teachers to improve their teaching practice which will impact on our shared goals for accelerating student achievement.

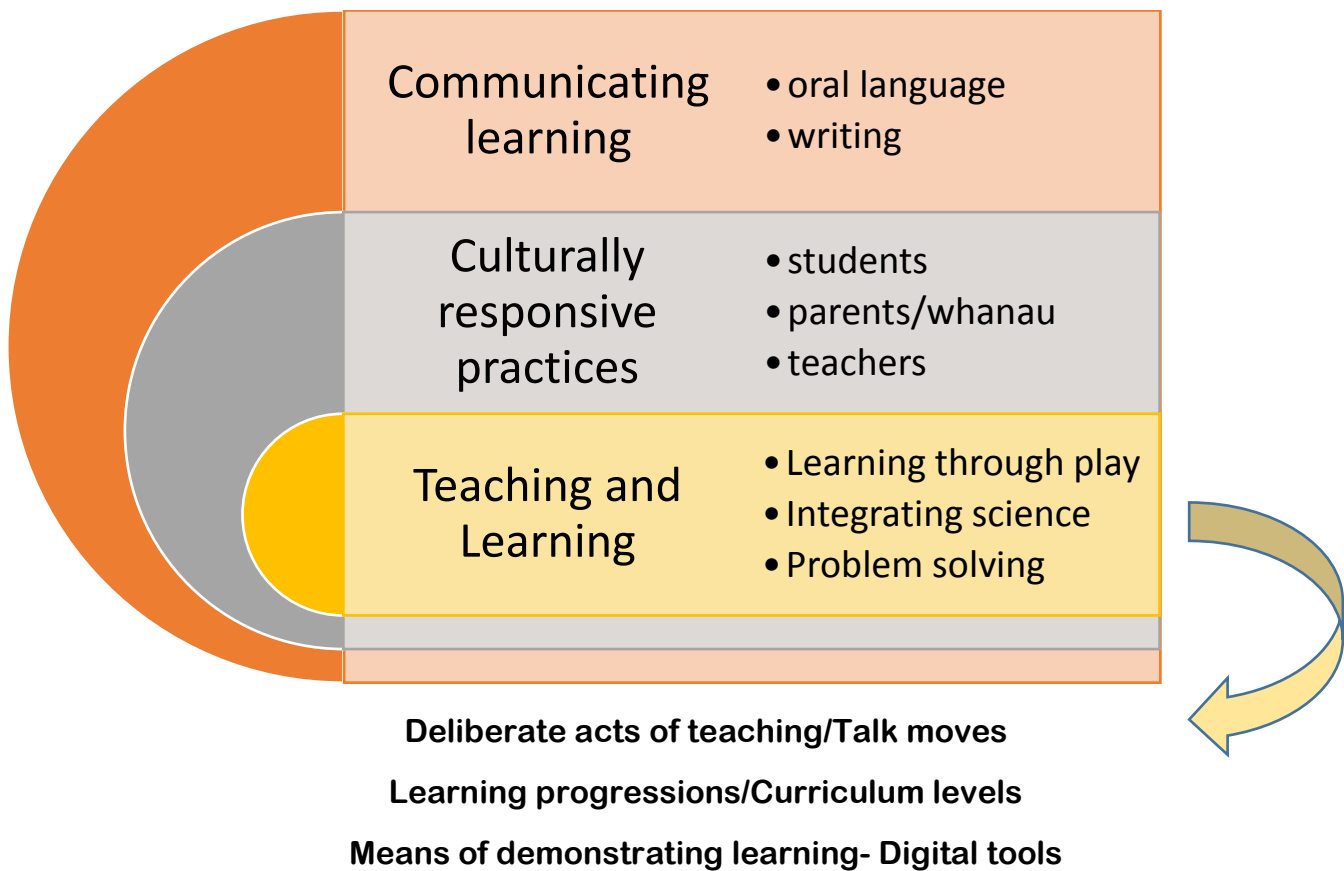
Workshops delivered to ASCs and WSTs clarifying the purpose and the process of Teaching as Inquiry have been arranged and teachers throughout the Kahui Ako have been working on forming their TAI question following a set formula. The formula identifies the year level of the students, the curriculum area that we are focussing on, the digital tool which we are going to incorporate and the learning progression in the spotlight.

By specifying this formula we will be able to group people with similar needs. We will be able to provide professional learning targeting specific needs and teachers will feel acknowledged and affirmed within the Kahui Ako framework.

Major work streams for the Across Schools team will include:

- Learning through play or play based learning
- Reciprocal visits between primary and secondary learning settings i.e. Year 5+6 teachers visiting each others' schools with their secondary Year 7+8 colleagues alongside, then primary visiting the secondary settings followed by reflection and sharing.
- Culturally responsive pedagogies
- Te Whariki and the NZ Curriculum
- Integrating Maths in real contexts using science.
- Learning progressions and assessment
- Data – gathering, collating and analysing data through ASSAY COL connector.
- NCEA Level 2+/Scholarship and Maori Retention – sharing best practice around academic tracking and mentoring as well as investigating ways to improve equity for Maori.

Learner Agency



We can look back over our first two years and celebrate some very effective strategies which have influenced changes in pedagogy and practice.

Several of our primary schools have established 'learning through play' or "action learning" in their junior teams. While the literacy results for the end of 40 weeks have shown a dip down our hypothesis is that we are experiencing James Nottingham's pit and we are starting to climb out the other side. One of the most important aspects of learning through play is the quality of the questioning of roaming teachers. As they move around activities and engage with students, teachers can be very effective in redirecting students, opening their thinking and encouraging them to explore new learning just by the type of questions they use in discussion.

In two schools senior students work alongside their little buddies as coaches following modelling of teachers and learning how to frame questions so they can support learning.

Going forward we are assessing oral language development using our oral language indicators. The comparison of results over the next two years is expected to show significant progress as teachers and students embed "learning through play" principles in their programmes. Indicators have been developed using Learning through Talk, Te Whariki and Supporting English Language in Primary schools, Much more than words documents published by the Ministry of Education.

Achievement Challenge One: Oral language.

By 2020

- After 40 weeks at school 85% of students will be working at the 'Developed' stage in Listening and Speaking (using the Oral language indicators developed by Tauranga).
- After 80 weeks at school 85% of students will be advanced at the Developed stage in Listening and Speaking.

Teachers will assess students within the first 4 weeks of starting school and again between 40-44 weeks at school. This data will be entered into SMS systems including MUSAC/Edge and Etap using universal codes for each stage.

When we unpack the assessment data we will be focussing on boys and Maori students in particular in order to see the impact of engagement and learner agency within the learning through play approach. Observation of interactions and the learning at action stations will provide more data in relation to the development of key competencies.

This achievement challenge is directly linked to the Literacy goal we had in 2015 but is framed to reflect the development in thinking we have experienced through adopting the learning through play approach. Our conviction is that students need time to develop their listening and speaking skills before they are ready for reading and writing. By providing experiences within the learning through play programme students will be motivated to write and read.

As a part of our inquiry we will be comparing assessments of individual students from SEA to 6 year nets to look at value added in reading and writing to inform us about general trends and patterns in early literacy acquisition.

Achievement Challenge Two: Writing

- Boys 77 % in 2016
- Girls 89% in 2016
- Maori 80% in 2016
- Pasifika 75% in 2016

By 2020

- After two years at school 87% of students will be achieving at Curriculum level 1p
- After four years at school 87% of students will be achieving at Curriculum level 2p
- After six years at school 87% of students will be achieving at Curriculum level 3p
- After eight years at school 87% of students will be achieving at Curriculum level 4p
- After ten years at school 87% of students will be achieving at Curriculum level 5p

How can we meet the needs of our writers?

Providing real contexts to motivate writers, building writing buddies between schools (peer feedback), using voice to text apps to record ideas and thinking (e.g. Book creator), bringing role models into schools to support writing programmes, a special lens on boys' writing, surface and structural features in writing, looking through the cultural lens and opening up the range of experiences to communicate ideas, collaboration in literacy and integration of digital tools.

How can we meet the needs of our teachers?

Further in depth learning about Literacy learning progressions through meetings and workshops; providing opportunities for teachers to meet for moderation; familiarity with assessment resource banks/PACT; modelling best practice for teachers with coach alongside to point out deliberate acts of teaching; visiting Kahui Ako schools to observe others, professional development on maximising the use of e-asttle writing.

Achievement Challenge Three: Mathematics

- Boys 84% in 2016
- Girls 85% in 2016
- Maori 78% in 2016
- Pasifika 72% in 2016

By 2020

- After two years at school 87% of students will be achieving at Curriculum level 1p
- After four years at school 87% of students will be achieving at Curriculum level 2p
- After six years at school 87% of students will be achieving at Curriculum level 3p
- After eight years at school 87% of students will be achieving at Curriculum level 4p
- After ten years at school 87% of students will be achieving at Curriculum level 5p

What strategies can we use, supported by ASCs and WSTs?

- Using a scientific context as an approach to Maths teaching and learning
- Identifying Number knowledge and strategy learning needs within a practical Maths Strand context
- Using digital tools to communicate Maths understanding to an audience as evidence of learning.
- Applying Accelerating Learning in Maths principles school-wide i.e ALIM 2
- Continuing the establishment of Communities of Inquiry (modelled on the work of Dr Roberta Hunter).

Achievement Challenge Four: Science

By 2020 we aim to

- raise the percentage of Y5-8 students achieving above average in the NZCER Science, Thinking with evidence test to 80%.
- increase the number of schools participating in the programme from five to seven i.e. integrating science in maths and literacy.
- increase our Maori students' participation and achievement in senior sciences (NCEA Levels 2-3) to the levels of non-Maori participation and achievement.

Science lead teachers will meet at least once a term to exchange activities and ideas which can be shared in classrooms through modelling and coaching; regular staff meetings familiarising teachers with science capabilities; combined EOTC events which enable community partnerships to be developed (stream restoration); as well as investigating the establishment of a Kahui Ako science fair.

Matariki celebrations between neighbouring schools will be planned and developed with Mana whenua – combining new scientific knowledge with Rongoa Maori.

Going forward- aspirations.

By using the development maps from the Kahui Ako toolkit we are able to make the following statements about our stages of development and how we are making a difference to the progress and achievement of every child and young person. By reviewing what we have achieved we can plan where we are going.

There are six domains and each domain has four definite stages.

Establishing: pre-approval, achievement challenges, recruitment and planning	Developing: shifting from co- operation to collaboration	Embedding: collaboration leads to collective impact	Fully functioning: collaboration is systemic, sustainable, self improving, connected beyond.
--	---	---	--

Domain 1: teaching collaboratively for the best learning outcome for every child.			
	2016-2017	2018-2019	
Sharing and improving teaching practice	We are sharing information on our respective teaching practices and working together on how to change our teaching/instructional practice. Our ACS and WST are observing teacher practice, developing models for improvement and working out how to share the good practice needed to tackle our achievement challenges.	We are using collaborative inquiry to improve teaching/instructional practice to tackle our achievement challenges. Our ASC and WST are driving a shared view of teacher best practice across all of our members and supporting inquiries into how this practice can lift achievement. We are shifting teachers within our Kahui Ako so the strongest teachers are with the students that need them most.	We are using findings from cycles of collaborative inquiry to improve teaching/instructional practice. We work together to evaluate the impact of these changes and adjust our practice to have the greatest impact on our children and young people's progress and achievement.
Our curriculum	We are developing and implementing a local integrated curriculum for the full learner pathway of the children and young people in our Kahui Ako.	We use and regularly refine our local integrated curriculum, which we have developed with parents and our communities. Our curriculum connects learning with local and regional employment opportunities.	
Improving capacity	We have a plan to improve teaching and learning capability across our Kahui Ako in early learning, primary and secondary schooling. This includes the use of Expert Partners, Professional Learning and Development, and Learning Support expertise.	We are implementing our plan to improve teaching and learning capability across our Kahui Ako. We can show evidence of improved teaching capability. We can show evidence of a lift in student achievement. We are learning from each other across our early learning, school, tertiary and other member organisations.	We systematically work together to review and improve teaching and learning capability across our Kahui Ako. This is informed by evidence and feedback from learners and our community. We can demonstrate how this is delivering improved progress and achievement.

Domain 2: leading for progress and achievement for every child and every teacher.

	2016-2017	2018-2019	
Collective purpose, focus and responsibility	We are developing a clear collective purpose and focus. Our planning and reporting is documented and shared. Our trustees agreement to our Kahui Ako and achievement challenges is well informed.	Our collective vision is understood and shared with all staff. We are communicating our collective purpose and focus to our members and communities. Our leaders work collaboratively and take collective responsibility to deliver our achievement challenges.	We have a shared understanding of what leadership means within our Kahui Ako. Our leaders hold themselves collectively accountable for the agreed outcomes for every child and young person in the Kahui Ako. We share resources to get equitable outcomes in the Kahui Ako. Our developed vision, values and planning, and reporting documents are guiding our work across our Kahui Ako.
Leading a culture of trust	Our leaders are committed to working together to build trust with the Kahui Ako. Our leaders are communicating our collective purpose and shared vision and engage key stakeholders in developing our achievement challenges.	Our leaders are consciously building trusting professional relationship that provide honest feedback to other members. We have clearly defined collective leadership which is representative of our Kahui Ako and focused on tackling our achievement challenges.	Our leaders have trusting professional relationships and are enabling a culture of collaboration, open communication and shared feedback across the Kahui Ako. Our collective leadership enables shared decision making and dispute resolution and empowers and supports members to deliver our achievement challenges.
Leadership development	We have a plan to develop leadership capability across the Kahui Ako to deliver our achievement challenges. Our leaders are enabling ASCs and WSTs to be confident and capable leaders of learning. Our Kahui Ako leader is receiving appropriate support for development from their BOT.	Our ASC and WST are capable leaders of learning. They are identifying professional practice strengths and needs and are supporting members to improve teaching practice. They are able to work across early learning and school settings.	We have good leaders across the range of leadership roles in our Kahui Ako. We develop our leaders for the on-going success and sustainability of our Kahui Ako.
Leading evidence based practice.	Our leaders are identifying how evidence is currently being used to inform teaching practice and learner outcomes.	Our leaders are building shared capability across our Kahui Ako to use evidence and evaluation to enable sustained improvement.	Our leaders are monitoring actions across the Kahui Ako around using evidence to improve practice and learner outcomes and are leading the development of a shared approach.

Domain 3: Evidence guiding our practice and actions.			
	2016-2017	2018-2019	
Student progress and achievement	We are identifying what evidence and data we currently collect on student progress and achievement and using it to set our achievement challenges.	We are making use of aggregate data and evidence to measure and improve the progress and achievement of every child and young person in our Kahui Ako.	Across our Kahui Ako data and evidence are being used to comprehensively drive our actions to measure and improve our students' progress and achievement. We can use data to identify progress and needs across our learner pathway, including early learning, primary secondary and other settings.
Shared and consistent approach to collecting and using evidence	We are identifying what data and evidence our members collect and how best to share this. We are developing a shared approach to using data and evidence to form our achievement challenges. We are working together to consider consistent systems for sharing data and evidence on student progress and achievement.	We are developing a shared approach to aggregating an initial range of data and evidence across the Kahui Ako to inform inquiry activities and decisions about best practice improvement. We are employing methods of moderation across our Kahui Ako to build trust in the evidence and data we collect to make robust decision about next steps for students. We are using data from all members of our Kahui Ako.	We have a shared approach to collecting evidence and data from a wide range of agreed quantitative and qualitative sources (including student, parent, whanau and iwi voice) to improve our practice. We consistently review evidence and evaluate our practice to understand our progress. We trust one another's data and information about each learner and we are using this to inform and support progress, achievement and transitions.
Data management systems	We are identifying our data management system needs to support the sharing and use of data.	We are developing data management systems to support the sharing and use of data.	Our members' data management systems are aligned to support sharing of data across the age 5-18 pathway. We have confidence in the data security and privacy arrangements for our Kahui Ako data management system.

Domain 4: Pathways developing and connecting along the whole educational journey for every child.

	2016-2017	2018-2019	
Integrating the Learning pathway		We are developing relationships across the learner pathways to agree our collective purpose and focus and to set achievement challenges.	We are working on delivering out achievement challenges across the learning pathways. *our Kahui Ako includes ECE providers *our ASC and WST work across the whole pathway *our members are building an understanding of their collective involvement in the learning pathway *our learning pathway is inclusive.
Supporting transitions	We have a plan of action for how we will work together to support learners at transition points between our organisations and at other transitions points across and into our Kahui Ako. We have a particular focus on supporting the transitions of our students who need additional learning support.	We have evidence based practices in place to support successful and seamless transitions through the learner pathway- both within and outside of our Kahui Ako. We are focused on the uninterrupted progress of our learner as they transition into our Kahui Ako. We have a connected and seamless approach for our students needing additional learning support.	We regularly review the evidence-based practices in place to support sustained success and seamless transitions through the learner pathway- both within and outside of the Kahui Ako. We can demonstrate that our improved transitions improve our learners' progress and achievement.
Career pathways	We recognise the importance of career pathways and are identifying which tertiary providers and employers we should engage with.	We are developing relationships with tertiary providers and employers to develop career focused learning pathways that meet the needs and interests of our learners and communities. We use destination data to understand the paths that children and young people take after they leave our Kahui Ako. We are using our careers advice in new ways across our Kahui Ako to improve the information and support our children and young people have access to.	Our links to employers and the community go deep into our Kahui Ako to support making learning more relevant and engaging for our students. We have strong connections with tertiary providers and employers to create strong pathways beyond formal education for our learners. We have learning opportunities that are 'on site' experiences or training.

Domain 5: Partnering with families, employers, Iwi and community.			
	2016-2017	2018-2019	
Partnering with Family and whanau		We are talking with parents and whanau so they understand what the Kahui Ako is seeking to achieve for their children and how they can contribute.	We are sharing information and data regularly with parents and whanau and listening to their questions and aspirations so that we can jointly plan the next steps of each child's learning pathways.
Working with employers		We are communicating with local employers about the establishment of our Kahui Ako.	We are developing relationships with local employers and involving them in the work of our Kahui Ako.
Iwi partnerships		We are communicating with our local iwi leaders about the establishment of our Kahui Ako	We are developing relationships with iwi and involving them in the work of our Kahui Ako
Strong community engagement and local relationships		We are identifying the key people and local organisations we need to engage with and involve.	We have specific relationships in place with the community and organisations we need to work with and have identified roles and accountabilities in our Kahui Ako for engagement and communication.

Domain 6: Building a thriving Community of Learning/Kahui Ako			
	2016-2017	2018-2019	
Sharing resources	We are sharing some resources across the Kahui Ako ad learning pathway to provide targeted support to increase collective impact and strengthen progress and achievement for our students.	We make key resourcing decisions together to effectively use collective resources to improve student progress and achievement across the Kahui Ako. We can shift resources across ECE, schools and other settings.	We allocate resources flexibility at Kahui Ako level in clear alignment with: *our vision and achievement challenges *our communities' needs and goals *the needs of students across the whole learning pathway *where resources will have the greatest collective impact
Joint planning and improvement	We are using our achievement challenges to identify priority areas for joint planning.	We have a clear action plan to tackle our achievement challenges. We have developed systems and processes with clear responsibilities and accountabilities for delivery. We spend time on joint planning, collaborative inquiry and professional learning across early learning and school settings.	We regularly meet to consider evidence and assess the impact of our teaching practice on student outcomes. We use this learning to inform our shared plans, practice and professional learning.
Delivering together	We have identified key resources and tasks we will use to work together.	Our members are freeing up their time to work together collaboratively. We are identifying opportunities to reduce time and resources spent on non-achievement related activities.	We ensure our collaborative delivery is improving practice rather than being additional activity and work. We have explored, and where appropriate adopted new approaches to more efficiently purchase and manage non-achievement related activities in our Kahui Ako.
Capability to deliver change	We have clear leadership and commitment to our shared purpose. We have agreed to change the way we work to deliver our achievement challenges.	Our action plan: *Has clear leadership *Has been informed by engagement with teachers and communities *Includes a focus on building our capability to work together to deliver our shared goals *Has clear and agreed timelines *Works for all members-early learning and school.	We are proactively building the collective capability of our leaders, teachers and communities to improve learner outcomes. We are using feedback, learning and evidence to improve the way we work and operate more effectively as a Kahui Ako

Conclusion

This report is an honest appraisal of the progress our Kahui Ako has made since 2015. It doesn't make plain what the barriers have been or the frustration that has resulted.

What hasn't worked?

- Having two difference options for primary leadership (NZEI) and secondary leadership(PPTA)
- Secondary schools are all about timetabling which means trying to release an ASC person for two days a week can be near impossible.
- Little schools don't qualify for WSTs. In our case one secondary school donated three of their WST positions to small schools to help them get started.
- WST teachers don't get enough release time to do their job- coaching and mentoring colleagues on staff.
- Communication! It is extremely difficult to find a way to keep everyone informed. It only takes one breakdown in one email tree and people are in the dark.
- Kahui Ako leadership takes up more than two days a week. It is difficult for parents to understand that their principal is not their principal for two days a week.
- The Ministry of Education has a BIG plan for Kahui Ako. The development maps show you the expected influence of Kahui Ako in the future.
- Changes of personnel can set back progress and sustainability is essential so sustainable systems need to be embedded early on.
- The difference between secondary and primary perspectives on teaching pedagogy can be extreme. It is hard to get a handle on the differences when your experience is entirely one or the other.
- Across School Co-ordinators are pivotal in their role. The recruitment process needs to be everyone's responsibility.
- The application process for professional development funding is very complicated mainly because the site is so difficult to navigate.

Would I recommend being part of a Kahui Ako? Yes.... but be prepared to invest time.

At the very first meeting to discuss the viability of becoming a community of schools I said that we needed to be in this for the long haul. It seemed to me that ten years would be needed to create a fully functioning community that was self sustaining. Why ten years? From all the leadership and change management research I have read it takes five to six years to embed change of practice. If we push the timeline out to ten years our five year olds will be fifteen – we should be able to see the benefits of a connected pathway by then.

Thank you to the principals, across schools co-ordinators and teachers in the Faith based Kahui Ako who have contributed to the work we have shared over the last three years. Thank you to the Boards of Trustees who have supported us to collaborate and to grow together as a Faith based Community of schools. Thank you to the Ministry of Education (Rotorua) who have invested time and expertise to help us grow our confidence as a fully functioning community of learners.

K.Joblin 4/05/2018.