

Ruapehu Kāhui Ako

Community of Learning

Achievement Challenges

2019



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Vision or Whakatauki

The Ruapehu Kāhui Ako is uniquely placed near Mt Ruapehu. Through positive relationships and collaboration, we aspire to provide an educational platform which acknowledges our learners, their families, whānau, iwi and the special relationship we have with our physical environment. This vision is a shared responsibility desired by our greater community and will be achieved through communication, collaboration, reflection and review.

The schools and Early Learning Centres in our Kāhui Ako are:

- National Park Primary School
- Ohakune Primary School
- Orautoha Primary School
- Raetihi Primary School
- Ruapehu College
- Te Kura Kaupapa o Ngāti Rangi
- Waiouru Primary School
- Nancy Winter Early Childhood Centre
- Ohakune Kindergarten

Shared Purpose and Values

The Kāhui Ako has identified that by working together as education centres and with our whānau, families, and Iwi, there will be a strong and articulated learning pathway for all learners so that the potential of each child is realised. When these shared achievement challenges are endorsed, they will form the foundation of the implementation plan. We want to ensure every student experiences success in our Ruapehu rohe.

In the formative days of the Kāhui Ako, we articulated these values:

- caring/manaakitanga
- supportive/whanautanga
- honesty
- transparency
- trust
- integrity
- professionalism
- clear communication

What we want to achieve:

- a shared understanding of assessment
- a seamless transition from early childhood, primary and secondary school to tertiary and other trainings and beyond, including employment
- a development of a learning journal inclusive of whānau and iwi aspirations
- developing our curricula to be contextualised reflecting and reinforcing our local identity and culture
- eventually a focus on STEM based subjects to develop skills for our future learners

Te Whāriki - the ECE Curriculum

Te Whāriki supports what our Kāhui Ako wants to achieve. It states, 'Underpinning Te Whāriki is the vision that children are competent and confident learners and communicators, healthy in mind, body and spirit, secure in their sense of belonging and in the knowledge that they make a valued contribution to society'. (Te Whāriki, page 6) This statement forms a strong link between ECE and schooling sectors as it aligns with The New Zealand Curriculum. This is something we all want for learners in our Kāhui Ako.

We will achieve this by working together on the following drivers:

- building inclusive and respectful relationships across the Kāhui Ako with all our education centres from early childhood, kōhanga reo, kura, primary/secondary schools, iwi, parents/whānau, tamariki, teaching staff, and other educational professionals and providers
- developing a shared language of learning and assessment
- utilizing the strengths and expertise of our teachers and community personnel
- sharing resources so that students have equitable opportunities to learning
- collaborating and communicating with our wider community

Wider Community

The Ruapehu Kāhui Ako is uniquely placed near Mt Ruapehu. Our learning centres have up to a 70% Māori population. These Māori students identify mainly with Ngāti Rangi and Ngāti Uenuku. Te Kura Kaupapa Maori o Ngāti Rangi is a full immersion kōhanga reo and a kura with 100% Māori students.

Ngāti Rangi has signed their treaty settlement deed and Ngāti Uenuku is looking to do the same in the near future. The iwi celebrate their connections and their differences. Of importance in the educational community is the establishment by Ngāti Rangi of the Ruapehu Whānau Transformation (RWT) plan and Te Pae Tata, the technology hub.

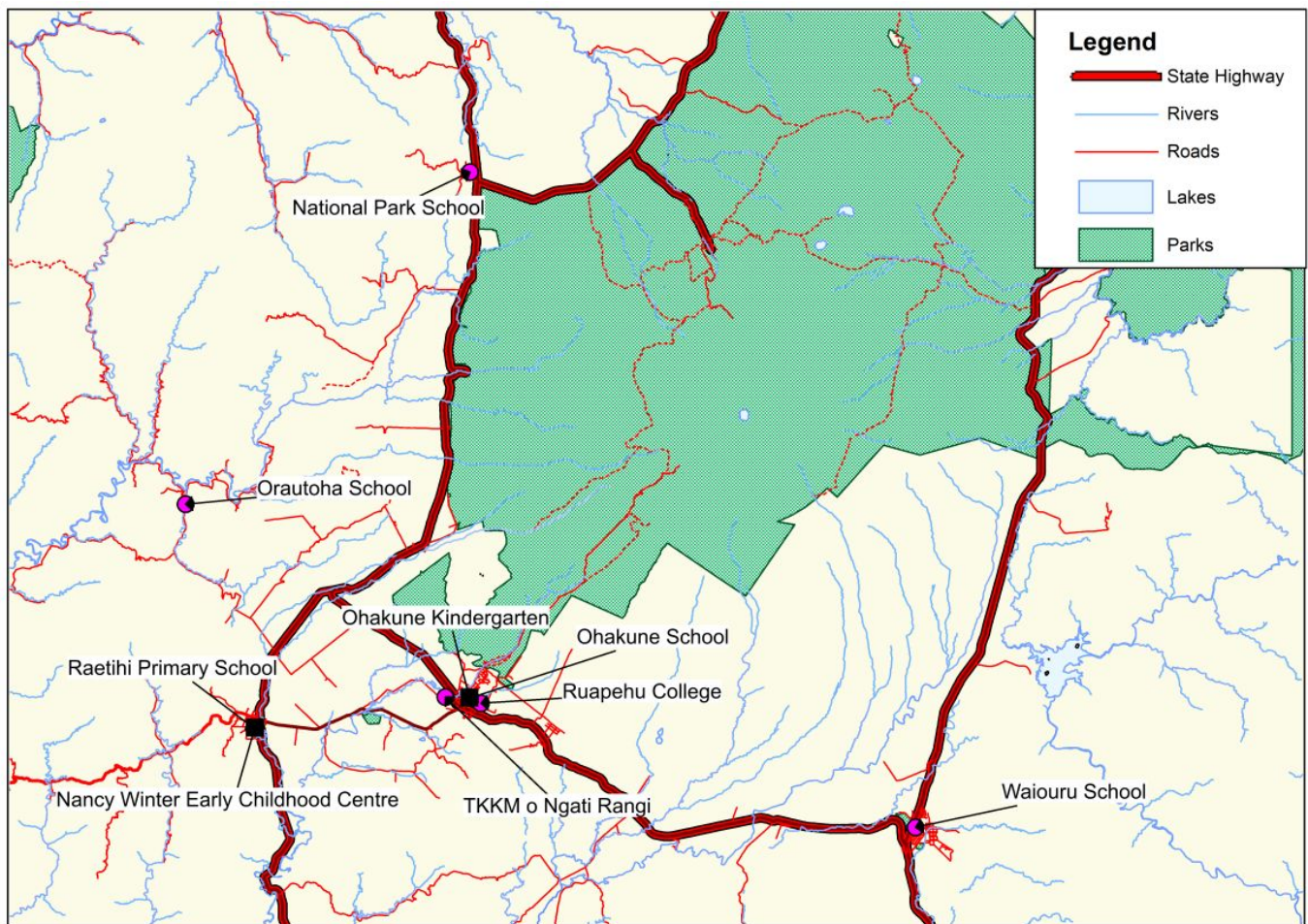
Ngāti Uenuku is developing their education plans. When these plans are ready, they will be used to inform the review of this achievement challenge document and help drive future planning. Our connections also extend to the hapū from the Whanganui river and the Whanganui Iwi themselves. The Whanganui Iwi have an education plan which also articulate Iwi aspirations.

Our geographical location in the centre of the North Island provides some challenges. Solutions are needed to mitigate barriers that these challenges present, however at the same time our location does provide opportunities not on offer in other geographical locations. These opportunities are based around the geography that is important to all cultural identity. Many people are in the community because of the mountain, the river, the scenery and outdoor adventure activities.

The Waimarino is the area that encompasses all our schools. It is busy with tourists both in winter with snow sports and in summer with biking and tramping. There is not only employment in tourism, but also farming, forestry, army at Waiouru, cadetships from Ruapehu Alpine Lifts and other employment on the mountain. The educational centres are big employers. Our businesses and housing are stretched with the growing population which have impacted on building and the trades. Ruapehu Recruitment is a busy organisation.

The townships of Ohakune and Raetihi are around 1000 people in each but can grow up to 10,000 or more during an event or over the winter season. Our smaller communities such as National Park, Orautoha and Waiouru also experience influx during certain times of the year.

Map of the area



Our Community

The Ruapehu Kāhui Ako currently consists of seven schools/kura and two Early Learning Centres. This group includes six full primary schools (years 1 - 8), one kura (years 1 - 8 full Māori immersion) and one co-educational secondary school (years 9 - 13). As at 1 March 2019 there are 807 students attending the schools/kura in our Kāhui Ako. In addition, there are two Early Childhood Education (ECE) providers, with a total number of 98 children. This indicates a roll growth in our Kāhui Ako of 5% over the past year.

The membership of our Kāhui ako is expected to grow in the future with the further ECE members, including Kōhanga Reo

The ethnic breakdown of our Kāhui Ako is Māori 58%, Pasifika 1.4%, Pakeha/New Zealand European 37%, Asian/Other 3.6%.

Iwi consultation

The Ruapehu Whānau Transformation Project and Te Pae Tata

The Ruapehu Whānau Transformational plan is an Iwi led initiative launched in 2013 based on 23 solutions in the areas of Education, Employment, Housing, Health and Social. By 2016, 20 out of the 23 solutions were achieved within education, housing, health and employment.

“The Ruapehu Whānau Transformation Plan provides all of us who live under the shadows of the mountain with solutions that are based on statistics and well debated and identified needs analysis.”
From the RWT document. <https://www.ruapehuwhanautransformation.com/education>

The Ruapehu Whānau group is made up of key people in the community with the idea that multiple agencies can assist to make the plan realization. This is led by Ngāti Rangī and their project leader and now the General Manager (Pou ārahi) of Ngāti Rangī. Ruapehu College is also fortunate to have a Ngāti Rangī Iwi representative on the Board of Trustees. The College has also appointed an Uenuku Iwi representative. This has opened the communication lines into the heart of both Iwi as these key personnel have a direct contact with the achievement challenge and the Kāhui Ako. In addition, the Tumuaki of the Kura is now part of a purapura (meeting with all the Kōhanga reo) so a communication line for the Kāhui Ako in that forum has been established. This document is seen as a partnership between the Kāhui Ako and Iwi.

Ngāti Rangī’s inspirational leader, Che Wilson articulated a future for Māori and verbally portrays these words at treaty signings and other forum. His words are reflected in the Whānau transformation plan and in this document. He was the General Manager of Ngāti Rangī from 2013 to 2015, but is now the leader of the New Zealand Māori party.

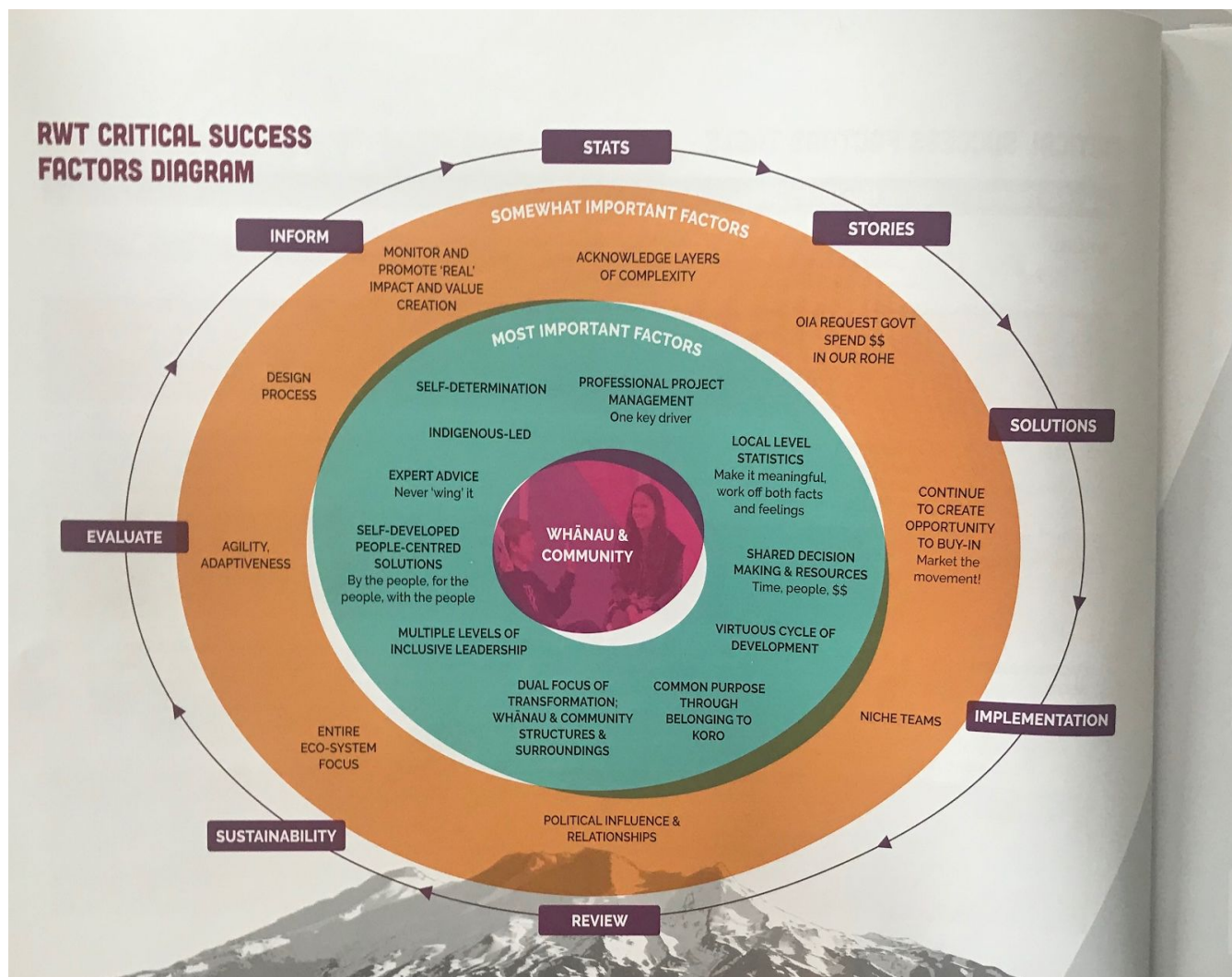
The Whānau Transformation Plan plan aspires to our local education system which will provide a seamless transition for our children from early childhood to tertiary and beyond. It plans to utilise the richness of our local surroundings, natural resources and alpine experiences to contextualise learning in a way that reflects and reinforces the identity and culture of descendants and citizens of this area.

The plan has a focus on education and learning wider than the classroom; whānau learning, community learning and community requirements for succession, in particular in preparing ourselves and our children for future industries. The words say “We cannot see precisely what those industries might be, but we cannot overlook the urgency of being equipped to lead in them for our rohe”.

The new opportunities of this plan allow us to shine a light on areas where more focus is required. The new Education solutions will:

1. co-design a Ruapehu Learning Journal
2. establish initiatives to grow full community and whānau succession through a new Ruapehu Whānau Leadership Journey and
3. establish training programmes that will achieve the new Ruapehu Learning Steps.

The Ruapehu Transformation Plan Critical Success factors 2020



The new 2020 plan consists of 14 new solutions in seven distinctive projects. The focus on Education has two opportunities which are:

1. increase in numeracy and literacy skills
2. improve access to STEM (Science, Technology, Engineering, Mathematics) learning

The solutions are:

1. Ruapehu Learning Journal
2. Ruapehu Leadership Journey
3. Ruapehu Learning steps

The model for the Transformation project compasses not only schools but the whole community and through this project are the solutions that will benefit students and adults. The plan is specific in its goals and some of these have informed the goals of this achievement plan.

1. "Our local education system will provide a seamless transition for our children from early childhood to tertiary and beyond".
2. "We will focus on education wider than the classroom, whānau learning, community requirements for succession, in particular preparing ourselves and our children for the future".

The education aspect of the plan focuses on the importance of STEAM subjects and identify leavers who left

school without NCEA level 2. The College has worked hard in the last five years to improve achievement as indicated with their current results. These results were recorded on the scoping report of the initial RWT plan:

- Leavers with level 1 or below 2011 were 68% and in 2016 were 88%
- Leavers with level 2 was 54.8% and in 2016 was 76%
- Māori leavers - 2011 level 2 was 46.4% and in 2016 was 63.6%

All of the 8 students who did not achieve NCEA level 2 before leaving school were Māori. “We know as a collective we must do better” and “there has been an effort and strategies to improve NCEA level 2 leavers outcomes, they are still present and working well and will be sustained by our College with the help of the collective wherever required.” *from the RWT plan.*

The numeracy and literacy solutions in the Ruapehu Whānau Transformation plan target the adults; the access to STEAM (Science, Technology, English, Arts, Mathematics) learning is seen through the opportunities offered by Te Pae Tata for digital technologies and innovation. However, the College is mindful of the NZQA reporting on STEM subjects at secondary school.

Initial Inquiries

In the early days, Principals came together to discuss ideas around the challenges of the Kāhui Ako. There were discussions around building a collaborative culture between all schools. There were agreements about utilizing expert knowledge from the early childhood centres and kōhanga reo, and having them involved from the outset. There was much talk about the abolishment of impending national standards and having some assessment tool to replace this. The PaCT tool was discussed and some professional development occurred with all teachers in the community invited to the sessions. This was very positive. In addition, the local Iwi was progressing ahead with the Ruapehu Whānau Transformation Plan (RWT). These initial inquiries helped us to decide the achievement challenges, the underlying philosophy that drives effective teaching and learning, and our planning of what to do next.

The three initial inquiries from these early discussions were as follows:

1. developing opportunities to collectively share data,
2. consolidate a shared practice around transition,
3. to deeply understand whānau engagement and Iwi practice.

Community input and educational change

Many of the educational environments in the Kāhui Ako were already gathering information from the community. It was evident that with the change in national standards, primary schools went back to assessing against the NZ curriculum levels. It was acknowledged that it was important for schools to provide opportunities for shared assessment and moderation practices across the Kāhui Ako at all levels. In addition, The Whānau Transformation plan wanted whānau and Iwi involvement so they could have an understanding of the learning pathways of their tamariki.

Solutions, Barriers, Challenges

The Ruapehu Kāhui Ako has had some significant challenges around leadership. This was also noted in the ERO Community of Learning report 2016.

In the last five years, two schools have been under Limited Statutory Management (LSM) and one school is currently under Commissioner. The longest standing Principal has been at that school for 6 years with two schools having as many as three Principals in that time. The Principals are all first time Principals. Two Principals have been sole charge with (sometimes) only one or two staff, depending on roll. Release time has been an issue for these Principals. One of the Early Childhood Centres has had a change in Head Teacher with the other having a very stable long serving manager.

This means that since (and around) the inception of the Kāhui Ako and the early beginnings there has been close to an 80% change of leadership. This has meant some real challenges around collaboration, communication and sustainability.

Geographical isolation means that professional development is an issue. Travel is expensive and time consuming to attend professional development held in either Whanganui or Palmerston North. Our area does not have an abundance of relievers to cover teaching staff to attend Professional Development, let alone cover staff absence due to illness. It is not uncommon for Principals and Centre Managers to step foot into the classroom to cover for critical situations and staff shortages.

Our Data Analysis

The Kāhui Ako has had some very positive discussions around the data across our schools. However, at this point in our journey post National Standards, it would be fair to say that it has been difficult to analyse data in a meaningful manner, mostly due to the variation of systems and tools being used.

Most of the primary schools are reporting using the Learning Progression Framework aligned to the Curriculum levels.

The secondary school uses PAT testing and standards based assessments in Years 9 and 10 that relate to the Curriculum levels using an NCEA format. NZQA data for NCEA outcomes is used for Years 11, 12 and 13.

We have also considered the combined ERO report for the Kāhui Ako that provided us with common strengths and suggested areas of improvement. These are summarised as follows:

Common Strengths

- collaborative teaching staff
- purposeful and well considered leadership practice
- positive relationships and interactions between teachers and students
- supportive involvement of parents and communities
- an appropriate focus on the wellbeing and pastoral needs of students

Areas of improvement

- implementing and monitoring effective strategies to accelerate students' progress, particularly in writing for Māori learners, boys and those at risk of poor educational outcomes

- developing robust assessment practices
- extending strategies used by teachers to effectively promote student learning
- strengthen teacher appraisal and performance management practices
- increase strategies to build self-managing learners
- promote effective teacher inquiry and impact of their practice on student learning and achievement
- improving processes and practices to promote effective internal evaluation

Early Childhood Student Achievement Information - Ages 1 - 6 Years

Early childhood centres assess using Te Whāriki, the curriculum for Early Learning in New Zealand. This is a more narrative form of sharing of the child's learning with whānau aspirations supporting learning outcomes.

Discussed with whānau, ECE and New entrant teachers, children and invited stakeholders, the focus is around the fundamental question, "is the school ready for this child, and - is this child ready for school?" These questions then provide a platform for these discussions and questions such as:

- will this child transition on as a competent and confident learner?
- how will successful transition look for this child and their whānau?

This information provides a planned transition from ECE to their new education centre. The current practices of early inclusive and reciprocal transition practices reflect a beneficial and positive transition for the child, whānau, the classroom and kaiako.

Years 1 – 8 Student Achievement Information

Primary schools are now generally using curriculum levels to assess student achievement. However, it is taking time to adapt to the in-depth understanding of both the Curriculum levels and the Learning Progression Framework.

Combining information from recently gathered data and comparing this to National Standard data up to 2016, we have identified trends for both Literacy and Numeracy across the cohort. Targets have been set using these trends.

Numeracy

- 65% of all students are achieving at or above their curriculum levels in Numeracy
- when comparing Māori to New Zealand European (NZE) students, there is a significant difference of 20% between the two groups. This creates a major concern for Māori student achievement. Note that this data does not differentiate between Māori girls and Māori boys, a task that will form part of the future action plan
- numeracy outcomes show positive improvements when comparing year 5 to year 8 students. Over a period of 3 years, Year 8 students are achieving at or above expected levels compared to less than 50% for year 5.

Literacy – Reading

- Student Achievement in Literacy – Reading has been variable over a number of years, that is, there have been improvements as well as declines in improvements over the years

- on average 68% of all students have attained outcomes at or above the expected levels of achievement
- when comparing Māori student achievement to that of NZE, the former are achieving up to 20% lower in Literacy – Reading
- similar to the data for Numeracy, there are significant improvements of up to 15% in outcomes when comparing year 5 to year 8 students over a period of 3 years.

Literacy – Writing

- on average, 59% of all students have attained outcomes at or above the expected levels of achievement in Literacy – Writing
- it is not unusual to see lower levels of achievement in writing compared to both reading and numeracy
- when comparing Māori student achievement to that of NZE the difference in outcomes sits at 10% lower. This data reiterates the gap between Māori student achievement and the rest of their cohort
- when comparing the difference between year 5 and year 8 students across a number of years, for some years there was no change in outcome. However, slowly improvements of up to 20% on average are becoming the new norm.

Years 9 – 10 Student Achievement Information

The secondary school uses PAT as one form of assessment and is also using a cumulative system report using a grade point average of standardised achievement against the appropriate Curriculum level.

- in Year 9, 53% of students are achieving at or above the Curriculum level of expected achievement across all subjects
- in Year 10, 59% of students are achieving at or above the Curriculum level of expected achievement across all subjects
- it is important to note that tracking a cohort provides more valuable information than comparing that same year levels across a number of years. That is, following a group of students from year 5 to year 10 will demonstrate shifts in achievement.

NCEA Results

NCEA data was analysed using information from 2015 – 2018. Roll-based data is used, which includes all students enrolled in a particular year level, including those who left during the school year, those who arrived half way through the year, students requiring additional support and those doing half courses or programmes.

Compared to the results for New Zealand, the NCEA data for the secondary school in our Kāhui Ako showed:

Level One

- outcomes ranging between 5 – 10 % higher than other schools of a similar decile
- outcomes that have decreased marginally over the past 4 years
- no difference in outcome between girls and boys in 2018. However, boys improved their results by 14% from 2017 to 2018 with girls' outcomes lower by a similar percentage over these 2 years

- when comparing Māori student achievement with NZ European (NZE) there is a significant difference of up 25% at NCEA Level 1. However, this is negated at Level 2 where Māori student achievement is similar or up to 7% higher than NZ European. At Level 3 a concern remains where the difference is similar to that of Level 1. However, it needs to be noted that numbers are small at Level 3 where one Māori student can represent 25% of the total statistics.






Level Two






- outcomes 16% higher than schools of a similar decile
- 10% higher than all schools nationally
- a significant 7% increase from 2017 to 2018
- a significant difference between the outcomes of girls and boys at this level with girls 40% higher than other schools in the same decile and 20% higher than national average
- Māori students performed better than non-Māori students by 7% at NCEA Level 2 and when compared nationally their outcomes were 20% higher. However, these results are based on unit standards and not achievement standards.





Level Three

- outcomes similar to other schools of a similar decile
- boys achieved better than girls by 3% in 2018 with both achieving similar to those of the same decile
- non-Māori students achieved significantly higher than Māori students at this level, although little or no difference for Māori students in schools of a similar decile. However, it needs to be noted that fewer students at Level 3 means a much higher percentage mark for each student with results being skewed from year to year depending on numbers of students.

Students achievement targets

Learning area	Year Levels	Current Data 2018		Projected Data 2021
Literacy	Emergent & Early Learners in ECEs & Kindergartens	Practices reflect literacy opportunities, daily policies and practices and creating learning journal.		Kāhui Ako average 90% of literacy can be identified across all areas
Literacy	Year 1 - 8	Kāhui Ako average 59% At or Above		Kāhui Ako average 75% At or Above
Literacy Māori Students	Year 1 - 8	Kāhui Ako average At 49% or above		Kāhui Ako average 75% or Above
Literacy	Year 9	Kāhui Ako average 53% At or above		Kāhui Ako average 70% At or above
Literacy	Year 10	Kāhui Ako average 59% At or Above		Kāhui Ako average 70% At or Above

Learning area	Year Group	Current Data 2018		Projected Data 2021
Numeracy	Emergent-Early Childhood centers, kindergartens.	Curriculum areas are providing opportunity of numeracy engagement and exploration.		Kāhui Ako average 90% of numeracy can be identified across all areas
Numeracy	Years 1 - 8	Kāhui Ako average 65% At or Above		Kāhui Ako average 80% At or Above
Numeracy Māori	Years 1 - 8	Kāhui Ako average 58% At or Above		Kāhui Ako average 75% At or Above
Numeracy	Years 9	Kāhui Ako average 51% At or Above		Kāhui Ako average 70% At or Above
Numeracy	Years 10	Kāhui Ako average 59% At or Above		Kāhui Ako average 70% At or Above

NCEA Overall Achievement	Current Data - 2018		Projected Data- 2021
Level 1 all students (roll based- includes leavers, special needs, ORS funded, half courses)i	64.3%		75-80%
NZE	83.3%		90%
Māori	57%		75-80%
Level 2 all students (roll based- includes leavers, special needs, ORS funded, half courses).	87.1%		90%
NZE	83.3%		90%
Māori	90%		95%
Level 3 all students	57%		70%
NZE	(small numbers alter stats significantly) 71.4%		80%
Māori	46.7% (2 students only)		70%

Strategic challenges shape our strategies

Our Kāhui Ako believes in order to make a real difference for our students, and ultimately for our community, a range of strategic drivers need to be identified, addressed and developed in order to shape an effective strategy for our region.

Following discussion in our leadership cluster and subsequent Kāhui Ako meetings, we have identified building positive relationships as the heart of our Kāhui Ako. This will underpin both our achievement challenges and strategies for success. The challenges identified were:

Our Challenges

Challenge 1 - Whānau and Iwi engagement

Challenge 2 - Assessment

Challenge 3 - Transitions

Our focus on relationships is to explore how we work together as a Kāhui Ako to utilise and support the strategies around positive leadership, professional development opportunities and collaboration in using a common language, and our partnership with our local Iwi.

At the heart of our Kāhui Ako

Through our relationships with each other, we will continue to build a shared cultural capacity in our communities, not only with our three challenges, but beyond into the very essence of who we are in the world. We want to deeply understand what it means to be a successful Māori learner so that when we work within our three challenges we are looking into defining not only our assessment, transitions and whānau engagement, but our curriculum, why it is being taught, what is being taught, how it is being taught, and how the learners can gain a sense of true well being, positive cultural identity and success.

Collaboration and communication have been defined as a method to achieve our challenges, and we also need to continue developing our leadership models, and professional development not only with assessment practices, but also on cultural competence and how we teach.

Over the last few years, we have discussed where to start and have agreed on these challenges. However, the nature of this document and our focus, is a constantly changing dynamic.

Challenge 1: Whānau and Iwi partnership

Belief:

Our collective belief is that strong cultural identity supports successful learning and a positive sense of well being and belonging.

Vision:

Inclusive learning environments and culturally responsive teaching practices create a climate where positive relationships are nurtured and valued a leads to improved outcomes for all.

Strategic goal:

By 2021, whānau and Iwi have been directly involved in all aspects of the education of Māori learning as Māori and that professional development is well underway to provide a learning framework which is culturally significant to Māori in this Ruapehu Kāhui Ako. By 2021 The Ruapehu Kāhui Ako will have developed and begun to implement a learning framework that will incorporate stories from local Iwis, that will enable Māori students to achieve as Māori.

Supporting statements:

We have already mentioned the preliminary work and community goals led by Ngāti Rangi and defined by the Ruapehu Transformation Project. Russell Bishop (2011) has researched and designed the Relationship Based Leaders of Learning model for teachers and coaches (leaders of learning) who wish to impact on the educational outcomes for marginalised and indigenous students. Through his model, he emphasized family contexts, family interactions that promote learning, and embedding assessment practices into the learning process.

Our own RWT used a design model to underpin their research. Te Pae Tata has designed a framework that looks at design and creative thinking, change management, leadership and a Business plan template.

Possible actions:

1. Revise and co-construct Māori education plans in consultation with Iwi; Ngāti Rangi and Ngāti Uenuku. These to be Iwi led with Māori voice, beliefs and values in forming the written documents.
2. Implement Māori learning and achieving success as Māori in a local context (localised curriculum).
3. Work with whānau in an inclusive way to build strong partnerships in line with the RWT goals for education.
4. Develop relationships with all learning environments to strengthen relationships with parents/whānau of all our children.
5. Develop a shared language and understanding of learning and assessment in our community, for our community.
6. Develop a learning journal in consultation with Iwi and whānau. This will inform graduate profiles in each learning environment as well as one across the Kāhui Ako.
7. Provide teachers with professional development on Russell Bishop's model of Relationship Based Leaders of Learning and other writings, such as Sir Mason Durie's (2004) model on Te Whare Tapa

Whā and other models of effective pedagogy for Māori learners. Te Pae Tata professional development on the design thinking which bases empathy at its foundation.

8. Improved access to STEM subjects as defined by our Whānau Transformation Plan.

Tātaiako - Cultural competencies for teachers of Māori learners, identifies what outcomes could look like for learners and their whānau. The possible actions listed above support meeting the competency of Tangata Whenuatanga: affirming Māori learners as Māori. Providing contexts for learning where the language, identity and culture of Māori learners and their whānau is affirmed, direct quote from Tātaiako - Cultural competencies for Māori learners', (Tātaiako - Cultural competencies for teachers of Māori learners page 2).

How will we know we have been successful

The voice of our community will be regularly gathered to ensure that we are on target so we know that our challenge of Whānau and Iwi Partnership is being achieved. We will hold forums, carry out surveys and collect the voice of our whānau, tamariki, Iwi and kaiako. Our key success indicator will be evidence that we are aware of, and responsive to, whānau aspirations for their tamariki. We will want the evidence to demonstrate that we are actively working in partnership with whānau and Iwi. We will want to know that:

- we use effective communication to engage with whānau
- tamariki, whānau and kaiako have shared understandings about curriculum goals, teaching and learning. They work together to identify tamariki strengths and learning needs and then collectively set goals
- whānau and kaiako share information and engage in joint activities to improve learning and / or behaviour
- learning centres draw on community resources and expertise to enhance learning opportunities and well-being
- whānau presence and engagement across all learning centres is increased. This includes events at the learning centres as well as community wide occasions. Current baseline data will be used to demonstrate this presence and engagement.
- whānau and ākonga have formed strong, responsive, reciprocal and respectful relationships with the learning centres
- whānau has been provided with opportunities to be involved in leading and contributing to the curriculum development in each learning centre
- learning centre kaiako and Boards of Trustees acknowledge and value:
 - the knowledge, skill and expertise whānau bring to the learning centre
 - whānau and their aspirations for their ākonga and that these have been accounted for in the planning and assessment processes
 - the place of ākonga in the wider whānau and Iwi
- kaiako can demonstrate that they know the ākonga in their class setting and whānau can see that their tamariki is valued

Our strategic direction - the next phase

1. Development of a shared understanding (of language, expectations) with parents.
2. Whānau engagement including an Iwi lead education plan, more involvement with learning curriculum, more school involvement with whānau.
3. Development of a learning journal.

Challenge 2: Assessment

Belief:

Our collective belief is that through shared assessment practices we will better understand our learners' needs.

Vision:

There will be continued opportunities for shared professional development on assessment practices that will lead to discussions on what makes successful learning outcomes and how they are achieved.

Strategic goal:

By 2021, the outcomes of Professional Development inquiries have led to a common understanding of assessment practices across the Kāhui Ako.

Supporting Statements

Effective teachers teach all their students effectively. The New Zealand Curriculum explains that although no formula guarantees learning for every student in every context, there is a strong evidence of the kinds of teaching approaches that consistently improve students learning. Looking at assessment is about reflecting and re-evaluating how our teaching is progressing and whether or not our learners are succeeding. Te Whāriki and Tātaiako evidence shows that students learn best when teachers establish strong relationships with students and whānau when they:

- create a supportive learning environment
- encourage reflective thought and action
- enhance the relevance of new learning
- facilitate shared learning
- make connections to prior learning and experiences
- provide sufficient opportunities to learn
- inquiry into teaching- learning relationships.

Effective Pedagogy

Viviane Robinson (2009) and others developed a Best Evidence Synthesis to provide some research on what works with improving student outcomes. This research discusses the importance of knowledgeable leaders understanding what works. These include building trust relationships, the importance of effective school-home connections, empowering teachers to have good pedagogical knowledge. John Hattie lists effective teacher pedagogy on raising student achievement which includes cognitive tasks, teaching strategies, scaffolding and classroom discussion. By looking deeply at assessment we want to work out what we need to improve results.

Te Whāriki is based upon a number of different theories and models. It makes mention of Bronfenbrenners' ecological model which focuses on reciprocal relationship between the individual and their environment which will influence the well-being and development of the learner, (Te Whāriki, page 60). Socio-Cultural theories of Vygotsky and Brunner are further considered with kaiako requiring a sound understanding of child development to help support and guide children in their learning with particular importance placed on oral language (Te Whāriki, page 61).

Possible actions

1. Providing professional development in the use of the learning progression framework and Te Whāriki will be required for all staff in the Kāhui Ako to support, build and develop capacity especially in literacy as a starting point. This may lead to the use of PaCT.
2. Using baseline data, set targets for the Kāhui Ako that align with improving students At or Above the curriculum levels.
3. Tracking cohort data and tracking Māori achievement (possibly using PaCT) so we can focus on the areas needed for improvement. Building collective teacher efficacy. Ultimately, raise student achievement overall.
4. Providing professional development for teachers of early years to develop a cohesive shared assessment tool.
5. Develop a focus on social competencies as a valued achievement plan of assessment.

How will we know we have been successful

- we have developed a system / tool to consistently record data across all learning environments. This will allow us to:
 - gather data more efficiently and be able to identify age, ethnicity and gender trends
 - report on cohort and year level data to whānau, iwi and Boards of Trustees
 - share data, especially through the transition points
 - identify trends for PLD proposals and demonstrate the effectiveness of this PLD
- we have monitored NCEA achievement and annually assessed targets for cohorts and year levels. This will allow us to:
 - monitor achievement across Levels 1, 2 and 3
 - celebrate NCEA and scholarship successes
 - see the trends in each of the levels and identify any concerns with ethnicity or gender
- we will have gathered whānau, iwi and student voice so we are in a better position to understand the effect of different types of assessment. We will have listened to the voice we have gathered and considered changes to our systems and processes.

Our strategic direction - the next phase

1. Method of assessment for all education centres that has a shared collaborative method of assessment such as using the curriculum levels and learning progressions.
2. Raise achievement in literacy to ensure we have more students working at the appropriate level of the curriculum.
3. Extend the shared understanding into other areas of the curriculum such as numeracy, science.
4. All Analysis of Variance reports contain equitable data on literacy. This has been embedded into normal practice and the Kāhui Ako has moved to other subject areas such as numeracy and science.
5. Individual students achievement is tracked. Primary and secondary school goals achievement are defined as part of the Kāhui Ako and the RWT around education.
6. The wider community has identified goals around education and valued as assessment goals

Challenge 3: Transition

Belief:

Every education centre has the capacity to ensure that a student's sense of belonging makes a seamless transition from one learning environment to the other.

Vision:

Confident, secure tamariki who are positive, have a strong sense of identity and belonging and connect well with others, also achieve good levels of student success. When learners arrive at our places on their learning journey, we already know about their successes and challenges. This knowledge encompasses how they learn, how they belong and where they are with their learning.

Strategic goal:

By 2021 Kāhui Ako lead teacher(s) will have identified a commonality of criteria for the transition process.

This might include:

- student achievement - such as in literacy by the end of 2020
- numeracy in 2021
- science and technology in 2022

2020 - 2022: Kāhui Ako lead teachers will have identified a commonality of criteria in wellbeing and cultural aspects to assist in the transition process. The Ruapehu Kāhui Ako will aim to improve hauora, achievement, engagement and motivation through well researched, planned and applied transitions strategies, systems policies processes and procedures across the Kāhui Ako collective.

Supporting statements

Te Whāriki Early Childhood Curriculum and The New Zealand Curriculum have a closely aligned vision for children. Both documents identify that learning takes place with what is offered at their place of learning while the individual also brings with them knowledge and experience (Te Whāriki, page 51). 'Each part of the education system has a responsibility for supporting children (and the adults they become) on this lifelong journey of exploration' (Te Whāriki, page 51). This needs to be well considered with transition between our places of learning for the best outcomes of our tamariki.

For students to transition well, relational trust should be operating between learning environments (Viviane Robinson BES 2009). John Hattie says that strong teacher relationships are built on warmth, empathy and time. In more detail, warmth is the teacher's ability to care for the child; empathy is to understand how the child thinks and feels; and time, is the teachers actually being present and available, being in the interaction. When a student transitions to a new learning environment, these relationships change and some students feel anxious.

Students need to have a sense of wellbeing and this is particularly true at transition times in a learner's life.

In March 2016, the Education Review Office published Wellbeing for Success: a Resource for Schools. This resource highlighted the need for education services to value the importance of a holistic view based on promoting the wellbeing of the child. "Wellbeing is vital for student success. Students wellbeing is strongly linked to learning. A student's wellbeing at school is indicated by their satisfaction with life at school, their engagement with learning and their social-emotional behaviour. It is enhanced when evidenced-informed practices are adopted by schools in partnership with families and community. Optimal student wellbeing is a sustainable state, characterised by predominantly positive feelings and attitude, positive relationships at school, resilience, self-optimistic and a high level of satisfaction with learning experiences".

Furthermore, our Kāhui Ako draw from a community that has strong whānau and Iwi connections with a long history. Our transition point for students coming out of the kura, which is 100% Te Reo Maori, will be addressed as a priority.

Possible actions:

1. The Kāhui Ako will develop strategies that address the transition process in all areas.
2. Key personnel will be developed in the transition process who will work on a transition programme collaborated by all in the Kāhui Ako.
3. The Achievement Challenge focus on literacy (reading, writing and oral literacy) at transition points to equip and prepare our learners.
4. Through collaborative teaching as inquiry we will explore the successes of individual school initiatives and share across all learning environments in all areas.
5. Transformational leadership practices and positive relationships will be a focus with learning leaders developing criteria to assist in the transition process. Each learning leader will share information in their expert field.
6. Resources across the Kāhui Ako will be combined to maximise learning opportunities. Not only will there be experts in literacy and numeracy, but acquisition of cultural and other experts will be an important part of the resourcing and transition process.
7. Utilise the service of an agency to support attendance and engagement across the Kāhui Ako.

How will we know we have been successful

Whilst the learning centres and kaiako may assume that transitions are occurring positively, it is very important to gather evidence to demonstrate the progress. It will be important to get the perspectives, experiences and expectations of individual tamariki and their whānau to ensure that needs are being met. Analysis of the gathered evidence will help the Kāhui Ako learning centres know if the systems serve all gender, ethnic, cultural and ability groups in the wider community. We will want to know that:

- tamariki, whānau and kaiako understand the full range of pathways, programmes, options and support that is available at critical transition points
- each learning centre has systems and structures that ensure there is deep knowledge and understanding around the tamariki transitioning into their environments - and that the Ruapehu journal is one of those systems
- there is a transition team or person responsible in each learning centre to oversee the transition and to identify the strong links between Te Whāriki and the NZ Curriculum
- there is open communication between the early learning centres, primary and secondary schools
- new entrant kaiako will visit ECEs and secondary teachers will visit primary schools - and vice versa
- tamariki and whānau voice will demonstrate that transition practices honour the cultural uniqueness that Māori and other ākongā bring with them, and that their sense of belonging has been nurtured
- it is evident that improved transition processes are supported by whānau and Iwi.

Our strategic direction - the next phase

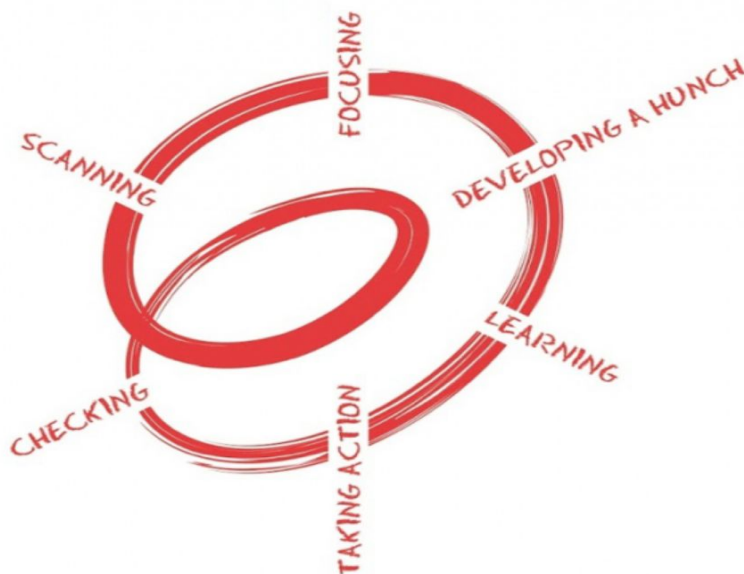
1. Develop more streamlined transition processes (with assessment data and other initiatives)
2. New Entrant data is specified/articulated and discussed across the Kāhui Ako as students transition into primary school.
3. Year 8 data is specified and shared as students transition into College.
4. Primary schools continue their goals towards literacy acquisition and this information is shared.
5. Ruapehu Whānau Transformation group is aware of progress and achievements as are parents and caregivers.

Plan of approach

Underlying pedagogy

Collaborative inquiry enables us to work together to improve learner outcomes. The Ruapehu Kāhui Ako will be addressing the achievement challenges through a collaborative inquiry approach. The Kāhui Ako is committed to implementing high-quality programmes of teacher professional learning that is shaped around collaborative inquiry. Sound professional learning and development programme are collaborative, build collective teacher efficacy, support mentoring and are built on relational trust.

Collaborative inquiry enables us to lead and learn with and from each other. It creates shared ownership for school improvement and builds a sense of collective efficacy. Te Whariki (2017) states that thoughtful and reflective engagement using evidence, critical inquiry and problem solving to shape our practices is the responsibility of the kaiako. This allows us to problem solve and develop solutions to address adaptive challenges, in order to ensure that students' needs are met. (Donohue & Valasco, 2018). This will be developed, using the Spiral of Inquiry approach (Timperley, Kaser & Halbert, 2014)



Some of the inquiry questions that we seek to pursue include

- what does engagement look like?
- how do we measure well being and inclusivity?
- what are the key dispositions that our learners need?
- what does a learning journey in a holistic way mean?
- what will success look like? How will we know we are making progress?

Building evaluative and leadership capability

To ensure that effective teaching, leading and learning improves student outcomes overall, it is essential that there are multiple opportunities to build evaluative capability through ongoing support and leadership development. This includes developing the expertise of school leaders and teachers to undertake collaborative inquiry and reflective practice. This goes beyond just training teachers about the procedural aspect of inquiry, which can undermine its core intentions (Cardno, Bassett & Wood, 2016) but rather emphasise an inquiry mindset approach to everyday practice. Aspiring leaders may be encouraged to step up into Across School Leaders (ASL) and Whole School leaders (WSL) roles, and therefore, to empower and value them, a specific set of leadership skills and dispositions are required (Robson & Bassett, 2017). This includes ongoing coaching and mentoring to develop, support and challenge (Robertson, 2016) for continuous improvement.

“Collaborating is not just about creating a place where people feel good but rather about cultivating the expertise of everyone to be focused on a collective purpose“ (Fullan and Quinn, 2015)

Monitoring and Evaluation

The Kāhui Ako believes that developing in the identified areas will lead to greater achievement and success as students transition through their learning pathways. Overall success will be measured against our proposed achievement challenges, as well as in ways that are culturally responsive. Indicators of successful practice will be developed for each of the areas. We want to ensure that we have:

- transparency with staff and boards
- highly effective communication guidelines and practice
- workshops for interested/potential across school and in school teachers to increase and evaluate capability, coaching and mentoring skills and prepare potential leaders
- the lead Principal and the Across School teacher will visit schools/kura and ECEs to understand the particular context they work in and the people they work with.
- established a connection with Kōhanga reo.

Evaluation

Evaluation is an ongoing process. We will use the ERO’s School Evaluation Indicators - Effective Practice for Improvement and Learner Success, to evaluate the shifts across the Kāhui Ako. Each school will evaluate their student achievement progress through collaborative teaching as inquiry, both student data and rich narratives.

With more long term sustainable leadership emerging, an improved and shared evaluation process based on the theory of change will continue to be developed. One of the main areas will be in the gathering of student and community voice and sharing this response among the members of the Kāhui Ako.

The other area of note is the increasing opportunity and shared awareness of resourcing opportunities. This can happen in curriculum such as literacy, but to extend to other subject areas such as science and technology as well as shared staffing with a kapahaka teacher, a music teacher, shared relievers, production and other equipment. The Kāhui Ako minutes and a newsletter for Boards of Trustees are a good place to communicate how these resources are working. The professional development opportunities are also a positive opportunity to share a valuable resource.

Reporting

Regular reporting will happen in accordance with each school's and each ECE's analysis of variance and other ongoing reporting and assessment/feedback procedures. In addition, all Principals and leaders will report back to the Principals/Leaders/Centre Managers at their monthly meetings. The strength of our Kāhui Ako is the desire to include all stakeholders.

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