



Glendowie Kāhui Ako

Glendowie Kāhui Ako Refreshed Achievement challenges and High level plan 2020



Table of contents

Content	Page number
Introduction	1
Development Statement Domains 1 - 6	3
Analysis of Variance: Achievement Challenges 1 -4	9
Collaboration across Kāhui Ao	11
New Achievement Challenges 2020 - 2022	16
1. Wellbeing	16
2. Learner Agency	23
3. NCEA: Redesigning the curriculum	27
Monitoring, Evaluation and Reporting	30
Appendices:	
Implementation Plan	32
Development Maps - Full Review	35
Across School Leaders Evaluation Review	40
Emerging Leaders Pilot Programme Report	43



Glendowie Kāhui Ako

Introduction

Glendowie Kāhui Ako has been in full operation since the beginning of 2018 with the appointments of Across School leaders (ASLs) and Within School Leaders (WSLs) having been made and working effectively within each of our four schools from that time to the present.

The Glendowie Kāhui Ako consists of four schools which are close both geographically and through sharing the same high decile community which has high educational aspirations for its students and consistently demonstrates high student achievement. These schools are:

- Glendowie College
- Glendowie Primary
- St Heliers Primary
- Churchill Park Primary

The following areas of evaluation demonstrate the initial goals, the achievement and progress made over the last two years, and presents ideas for our future direction.

Vision:

The Glendowie Community of Learning | Kāhui Ako will build long term sustainability and capability of staff and effectiveness of collaborative systems across our schools to achieve the very best outcomes for all our students.

Glendowie Kāhui Ako Demographics, July 2019

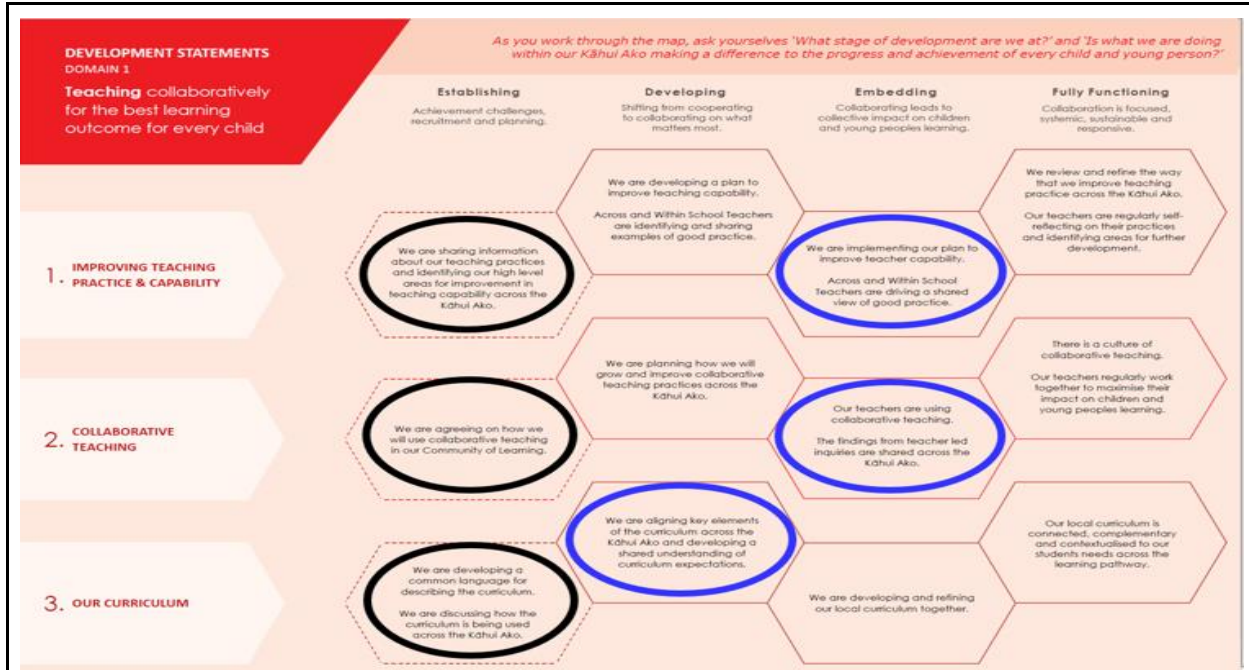
School	Maori	Pacific	Asian	NZ European	Other	Total students
Glendowie College	61	44	215	720	186	1226
Churchill Park School	23	5	45	330	33	436
Glendowie School	37	8	117	376	92	630
St. Heliers School	33	17	93	461	48	652
Total	154	74	470	1887	359	2944

Development maps - A guide to support the development of collaborative practice in Communities of Learning | Kāhui Ako - Ministry of Education July 2018. The Development Map is a tool to help Kāhui Ako understand where they are at now, and where they might decide to head in the future in the development of collaborative practice as they shift from a group of independent education providers to a collaborative network.



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Evaluation of the Development Statement Domains 1-6 : The following six diagrams present a time one/ time two reflection of each development statement. Time one was taken in 2018 and was collated by the Kāhui Ako principals. Time two was captured in 2019, as part of the evaluation process, and was collated by Kāhui Ako principals, senior leaders and Across School Leaders. Each domain has been reviewed as to what progress has been made and how do we know this. Additionally, next steps for each domain have been identified as a way of progressing the Kāhui Ako into the future. This measurement also provides scaffolding for further evaluation as the Kāhui Ako moves forward.



2019 Development Statements review (key: Black circles 2018 / Blue circles 2019) Domain 1:

Improving teaching practice and capability: Embedding: Significant progress

Collaborative teaching: Embedding: Some progress

Our curriculum: Developing: Some progress

What progress has been made?

- Improved collaborative practices and flexibility across the Kāhui Ako to strengthen student improvement.
- Collaborative PLD - across year levels/syndicates.
- Implementation of our cohesive plan to support teacher capability.

How do we know?

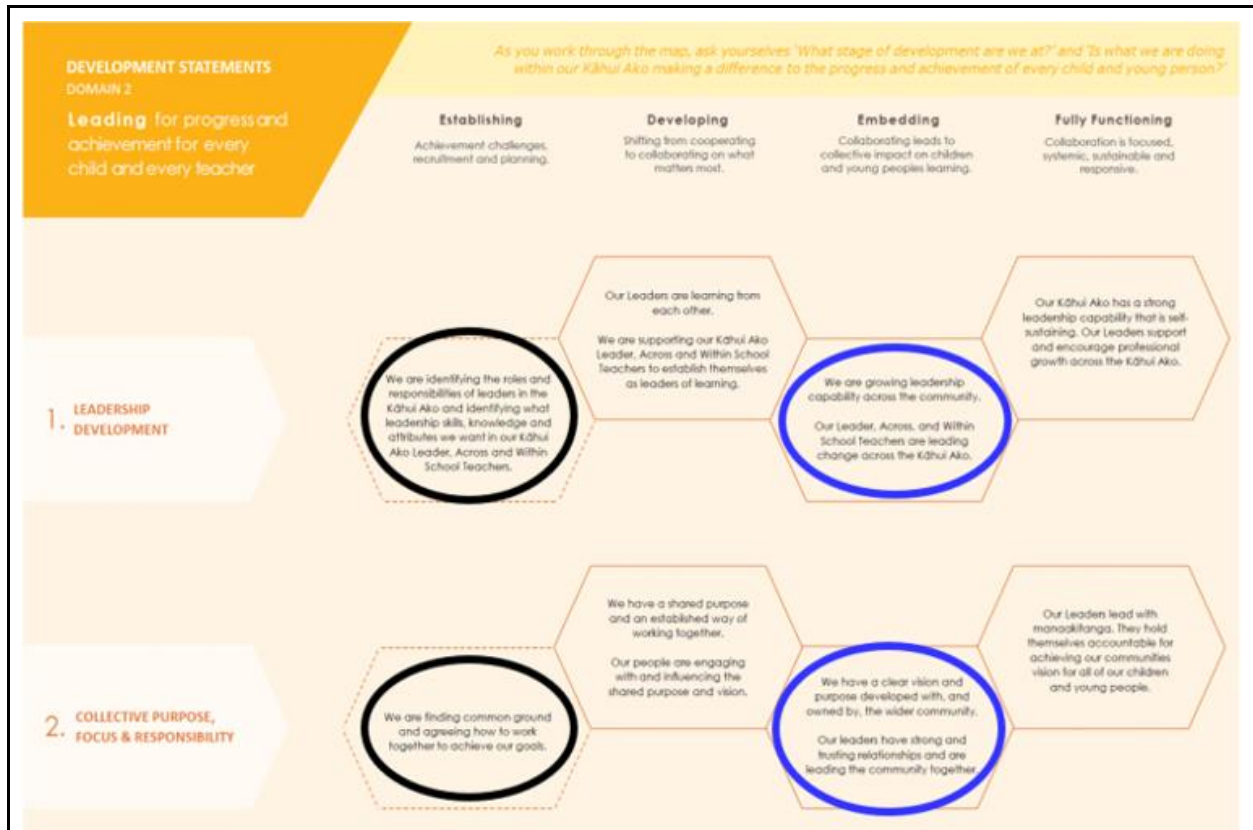
- Improved teacher capability - observation; across school collaboration; development of resources to support learners across the Kāhui Ako; acknowledged through teacher voice survey and appraisal process.
- Student improvement in writing recognised student voice survey (agency) and incremental shift in writing data.
- Teacher trying a variety of teaching practices particularly linked with student agency and linking with learning progression framework.

Next steps:

- Utilising collaborative inquiry across the Kāhui Ako to improve teaching practice.
- Continuing to learn from others as to the pathway to influence own curriculum development and practices, e.g. transitions ECE - Primary - Secondary.
- Sharing our good practices with our Kāhui Ako community - not just individual school communities (website).



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2019 Development Statements review (key: Black circles 2018 / Blue circles 2019) **Domain 2:**

Leadership development: *Embedding: Some progress*

Collective purpose, focus and responsibility: *Embedding: Some progress*

What progress has been made?

- Emerging Leaders - Leadership workshops across the Kāhui Ako for all current and prospective leaders - knowledge building across leadership skills.
- Providing opportunities for leadership roles.
- Established a strong culture of leadership & support across the Kāhui Ako through building relational trust.

How do we know?

- Emerging Leaders survey with rating against confidence, skills and knowledge around leadership - self rating decreased as a result of improved knowledge and understanding around leadership.
- Appointment of ASLs/ WSLs & Lead Principals. Some prospective leaders that attended emerging leadership course now in a leadership position. Continued interest in Emerging Leadership development through ongoing requests.
- Demonstrated the building of relational trust through ongoing open communication across all 4 schools. Increased collaboration across the Kāhui Ako through cross group meetings including all relevant personnel.

Next steps:

- Continued professional development opportunities for leadership development.
- Continued sharing of leadership expertise through Hui.
- Sharing across Kāhui Ako to demonstrate manaakitanga - e.g. Community sharing & across school BoT meeting.
- Develop a strength in on-going evaluation as the Kāhui Ako progresses.



Glendowie Kahui Ako



2019 Development Statements review (key: Black circles 2018 / Blue circles 2019) **Domain 3:**

Data collection and management: *Developing: Significant progress*

Using evidence and data to monitor progress and lift achievement: *Embedding: Significant progress*

What progress has been made?

- System of collecting data relating to the achievement challenges.
- On-going and summative reporting.
- Offered PLD to strengthen teacher capabilities.
- Supporting teacher confidence to use evidence based practice.
- Tracking students against achievement challenges.

How do we know?

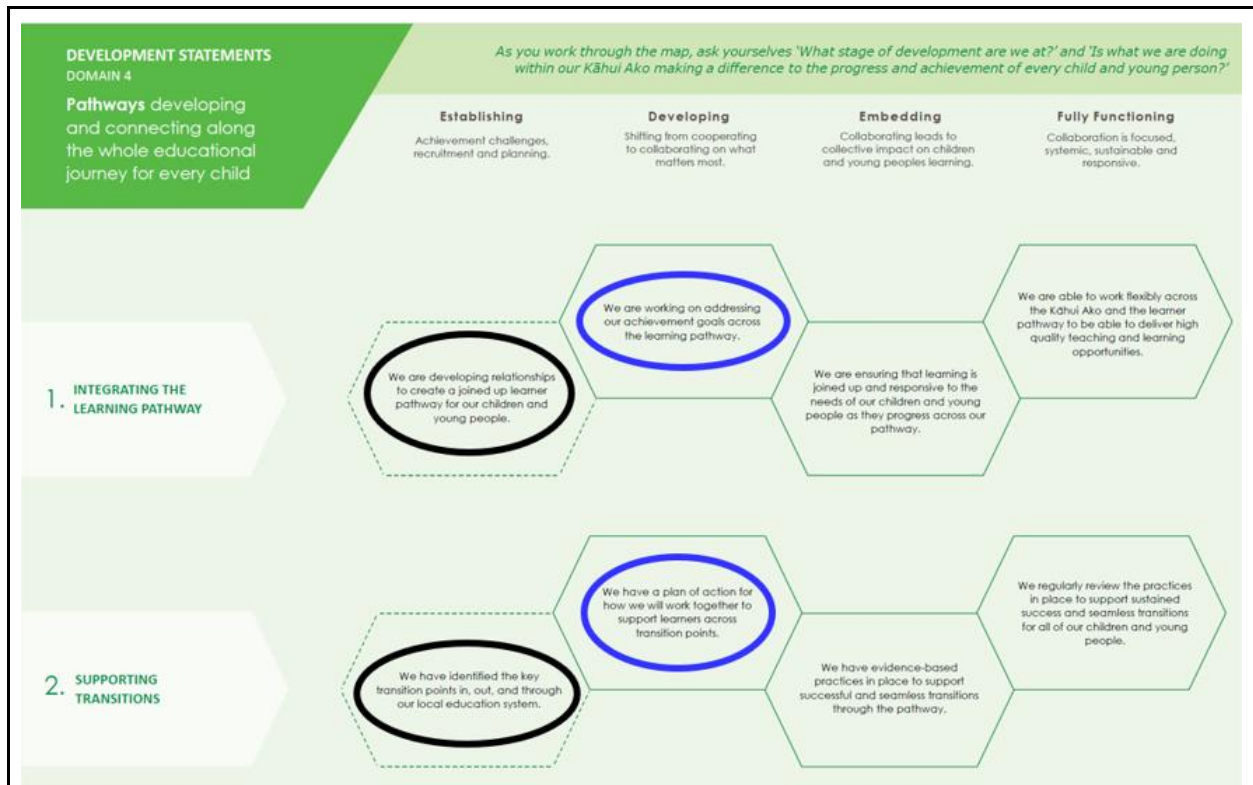
- Tracking of students, ASL and WSL reports and Principal reports.
- Summative data was check-pointed.
- PLD sessions with external providers.
- Feedback from teachers on PLD.
- Tracked data is reported eg. Mid year reporting.

Next steps:

- Improving the quality and validity of our data.
- Continued use of data and evidence as the driver of practice.



Glendowie Kāhui Ako



2019 Development Statements review (key: Black circles 2018 / Blue circles 2019) Domain 4:

Integrating the learning pathway: *Developing: Some progress*

Supporting transitions: *Developing: Some progress*

What progress has been made?

- Greater understanding of Primary and Secondary schools have each other respective age groups.
- Allocating time to provide more opportunities for across sector sharing eg ASL's, Writing across all curriculum areas
- Identified key transition points across our community.
- Starting to develop ways of sharing data and identified student needs across the Kāhui Ako.

How do we know?

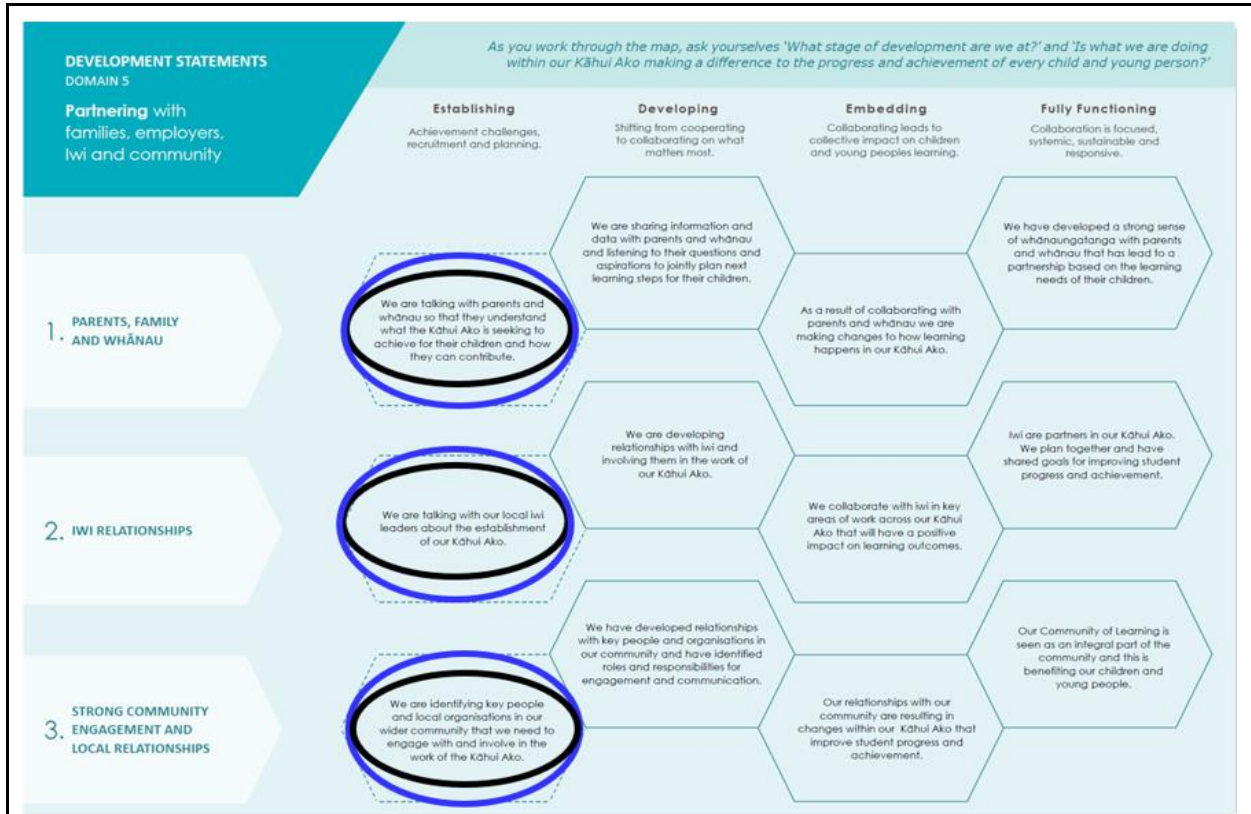
- Whole Kāhui Ako staff meetings to share vision.
- Walk-throughs by ASLs and WSLs.
- Sharing of curriculum programmes between Secondary and Primary (English and Social Studies).

Next steps:

- Have a shared and consistent understanding of teacher pedagogies across the sectors.
- Early childhood transitions need to be investigated.



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2019 Development Statements review (key: Black circles 2018 / Blue circles 2019) Domain 5:

Parents, family and whanau:

Establishing: Early stages → Significant progress

Iwi relationships:

Establishing: Early stages → Significant progress

Strong community engagement and local relationships :

Establishing: Early stages → Significant progress

What progress has been made?

- Individual school communication with own community, e.g. newsletters.
- Across school Board Meetings.
- Developed relations with key people, e.g. MoE, Expert Partner.
- Beginning to make connections with local Iwi.

How do we know?

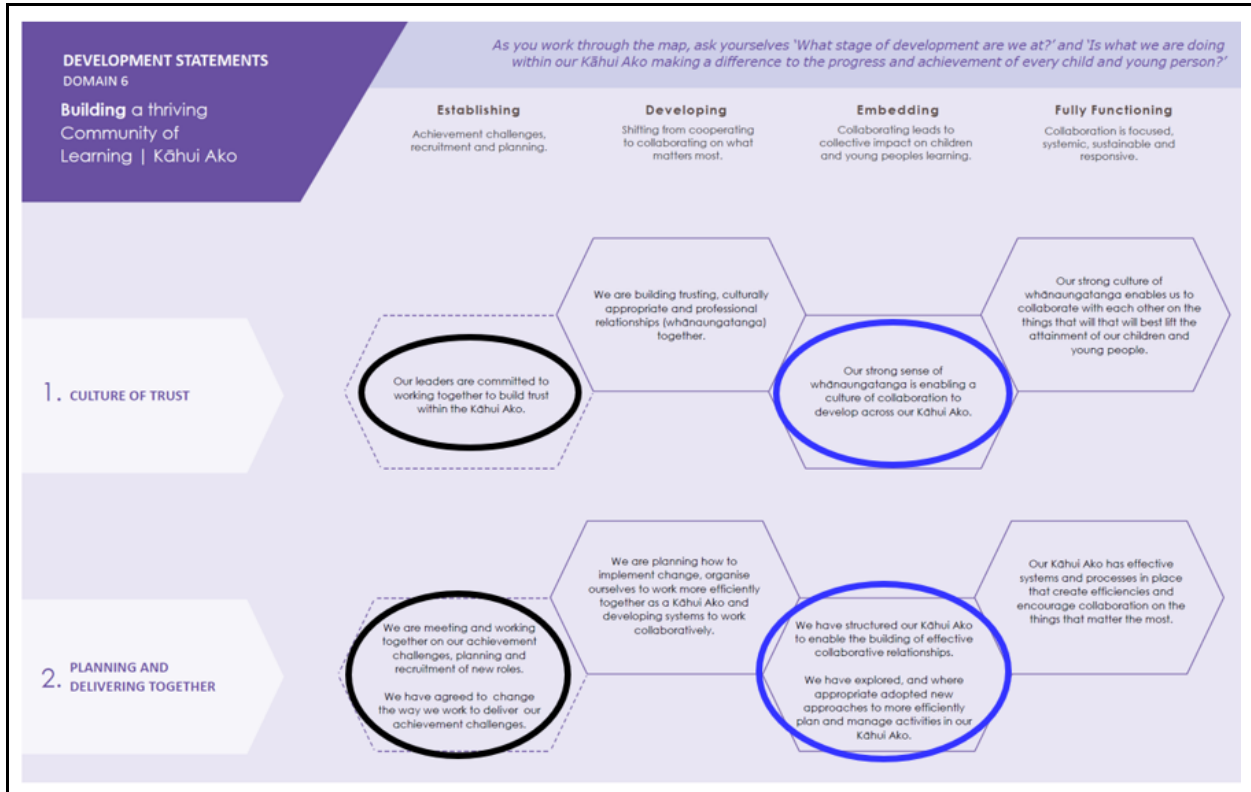
- Regular communication on Kāhui Ako activities to own school communities e.g. newsletters.
- BoT Communication, regular reports to joint BoTs.
- Regular meetings and communications with our Kāhui Ako support network.

Next steps:

- Establish our Kāhui Ako brand with our parents, & whānau.
- Further Kāhui Ako relationships with local Iwi.
- Create stronger community engagement and local relationships, e.g. cultural celebrations.



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2019 Development Statements review (key: Black circles 2018 / Blue circles 2019)

Domain 6:

Culture of trust: *Embedding: Significant progress*

Planning and delivering together: *Embedding: Some progress*

What progress has been made?

- Strong systems and processes to support the Kāhui Ako to work together effectively.
- Strong communication systems for all levels, e.g. Principals; ASLs; WSLs.
- Collective trust to share data to support all our learners across the Kāhui Ako.

How do we know?

- Clear systems have enabled effective meetings and communication to take place.
- Collaborative sharing of data.
- Sharing of best practices across the Kāhui Ako to strengthen student learning and teacher practice.

Where to next?

- To continue to share best practice at all levels.
- Collaboratively develop ideas for future innovation.
- To continue to have a strong future focus through planning to support effective implementation.



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Analysis of Variance: Achievement Challenges 1 – 3 2017 - 2019

Achievement Challenge 1: Writing:		
What progress has been made?	How do we know	Where to next?
<p>End of 2018 Data - 87.63 % Mid year 2019 87%</p> <p>Māori: End of 2018: Māori students At and Above 87.63%, a shift of 0.93%</p> <p>Teachers demonstrating improved content and skill knowledge. Improved teacher and leadership practice through professional learning to strengthen the leadership positions within the Kāhui Ako whilst engaging with our DPs and APs.</p> <p>Improved attitudes towards Writing as a Curriculum Area has improved</p> <p>Strengthened collaborative practice across the Schools. Strengthened transitions in Writing between the College and Y7/8 teachers.</p>	<p>End of the Year: Summative and formative and Overall Teacher Judgement (OTJ) based on analysis of writing.</p> <p>Mid Year: Schools prediction based on mid year data using assessment and overall OTJ</p> <p>Teacher voice from Across School leader Survey Impact on Practice, benefits and successes August 2019 (See ACoL data)</p> <p>Learning conversations across the teachers and leaders in the Kāhui Ako.</p> <p>All teachers and Leaders engaged with their priority students around their attitudes towards writing and the ways they wanted to write. This enabled us to make connections with each student.</p>	<p>Empowering students to exercise agency to take ownership of their own learning by recognising their next steps, ways of achieving and showing progress.</p> <p>Understanding the Learning progression framework to identify next steps for students and teachers.</p> <p>Continue to strengthen writing across the Curriculum. Authentic use of technologies to support the learning.</p> <p>Continually monitoring our priority students. Schools embedding the learning from professional development into our practice and into our scope and sequence documents.</p>

Achievement Challenge 2 : Mathematics		
The progress made in Mathematics for years 1 -8 demonstrated a shift from	End of Year 2018 Summative data and OTJ. Against the NZC Expectations.	Learner agency: Empowering students to exercise agency to take ownership of their own



Glendowie Kahui Ako

<p>91.7% to 92.2%. Whilst not reaching the target, it shows ongoing progress.</p> <p>82.4% was the figure for Maori students. The shift remained the same of 34.4% for numbers achieving Above expectation. Kāhui Ako has been addressing this challenge in their own schools.</p>		<p>learning by recognising their next steps, ways of achieving and showing progress.</p> <p>Creating conditions for students to thrive in. Range of ways for children to learn including their cultural experiences.</p> <p>Authentic, real life mathematics learning experiences and problem solving will promote greater engagement.</p>
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Achievement Challenge 3 : NCEA		
<p>Strengthened collaborative practice across the Schools. Prediction based on data to date this year:</p> <p>Level 1 : Increase from 72.6% to 84.5%</p> <p>Level 2: Increase from 60.1% to 73%</p> <p>Level 3: Increase from 50.3% to 73.4%</p> <p>Number of scholarships received:</p> <p>At the end of 2016 – 21</p> <p>At the end of 2018 - 36</p> <p>Year 9 - 100% doing 3 or more inquiry projects</p> <p>Year 10 - 100% doing 1 or more inquiry projects</p> <p>Strengthened transitions in Writing between the College and Y7/8 teachers.</p>	<p>NCEA Results: Increase in Scholarships -Greater range of Scholarships across a greater number of different subject areas.</p> <p>Each Curriculum Area Unit of Work -Currently, all Y9 Units are MYP and 1 Y10 Unit. Mid-Year Year 9 Reports are using the MYP Marking schedule.</p> <p>Teacher Survey for College Staff. External facilitator from Evaluation Associates worked with the staff on feedback pedagogy & methodology. All teachers received PLD on MYP.</p> <p>All teachers identified priority students and set targets which they continually monitored and supported</p>	<p>Further embedding of MYP (Middle Years Programme) in Year 9 and 10 leading to IB authorisation in 2020. Implement I.B.</p> <p>MYP with greater emphasis on inquiry learning, learner agency and transdisciplinary nature of the Curriculum</p> <p>Reviewing the relevance of NCEA Level 1 with the community and a Year 11 Curriculum to be embedded by 2021.</p> <p>Focus around Māori and Pacific learners' progress and achievement and linked to their wellbeing.</p> <p>Focus on feedback in all Curriculum areas in order to strengthen students ownership, recognition of their current and future learning steps.</p>



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Collaboration across Kāhui Ako

A number of opportunities have been enacted throughout the past two years of the Kāhui Ako to promote and enhance collaboration between the four schools. These are varied and diverse in nature and are outlined below under the headings of learner agency, Across School Leadership, a snapshot of ASL and WST Impact, Emerging Leader contract and Analysis of Systems and processes.

Learner Agency

The development of learner agency has been a focus throughout the past two years. The College has explored feedback for students and teachers with an external facilitator. For the primary schools, learner agency has been explored within the writing PLD, using an external facilitator. All Across School Leaders (ASL) and Within School Leaders (WSL) have ensured a clarity of focus and a drive to keep this area moving forward in development. The primary ASLs and ISLs sought to evaluate teachers' progress in learner agency in term three of 2019.

A sample of student voice was collected to analyse progress in learner agency across multiple classrooms. The sample consisted of Year 1 and 2 (Y1&2), Year 3 and 4 (Y3&4), Year 5 and 6 (Y5&6), and Year 7 and 8 (Y7&8).

Following an active teaching session, learners were asked four questions:

1. What were you learning in your lesson?
2. Why were you learning it?
3. How will you know what you have learnt?
4. Have you been given examples of what the learning looks like?

Responses were recorded using the following four choices:

1. Do not know
2. Can describe (the learner could describe what they were learning)
3. Can relate to needs (the learner could relate the learning to their individual needs)
4. Can identify next steps (the learner could relate the learning to their individual next steps)

Analysis of this sampling can be seen in the table below, which showed that although there are promising signs of agentic learners particularly in the more senior levels, there is still work to be done in classrooms to ensure learner agency is promoted throughout.



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Learner agency sample: Questions asked of primary school learners

Year Group:	Questions:	Do not know	Can describe	Can relate to needs	Can identify next steps
		%	%	%	%
Y 1&2 (n=39)	Qn 1	49	5	8	3
	Qn 2	59	41	8	0
	Qn 3	49	33	5	0
	Qn 4	67	46	8	0
Y 3&4 (n=30)	Qn 1	27	60	7	7
	Qn 2	57	40	3	0
	Qn 3	33	60	7	0
	Qn 4	57	33	10	0
Y 5&6 (n=34)	Qn 1	6	65	26	3
	Qn 2	26	59	15	0
	Qn 3	29	35	32	3
	Qn 4	3	59	21	0
Y 7&8 (n=20)	Qn 1	5	60	35	0
	Qn 2	20	30	50	0
	Qn 3	15	45	40	0
	Qn 4	15	45	40	0
KEY:	Qn 1. What were you learning in your lesson? Qn 2. Why were you learning it? Qn 3. How will you know what you have learnt? Qn 4. Have you been given examples of what the learning looks like?				

The majority of learners in Y1&2 were able to describe their learning. Y3&4 scored similarly to the Y1&2 learners but demonstrated greater confidence in this area. Y5&6 learners showed strength in describing their learning and many were also able to relate the learning to their individual learning needs. Y7&8 learners again were similar to Y5&6 in being strong in describing their learning but these learners also showed strength in being able to relate the learning to their learning needs. Few learners were able to identify next steps. This offers the Kāhui Ako an opportunity to further develop in this particular area of learner agency and relates well to developing greater teacher awareness of the Learning Progression Frameworks. A further area of focus moving forward would be to raise the number of Y1&2 learners who currently do not know what they are learning.

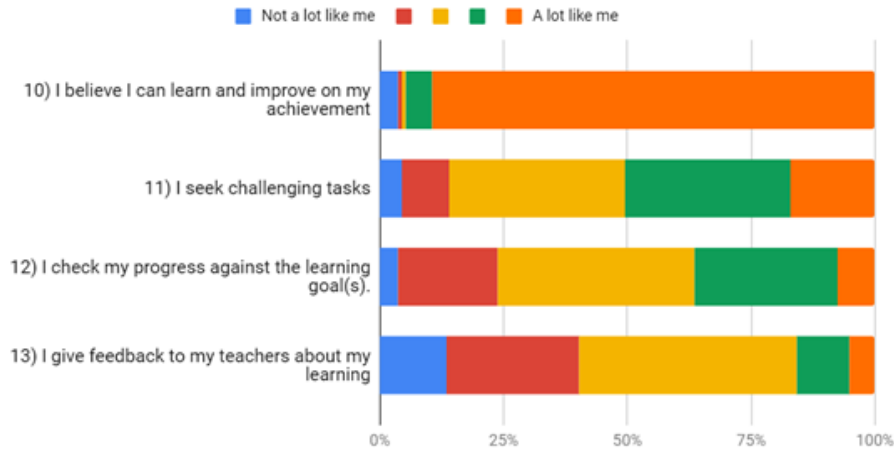
The college surveyed a sample of learners regarding mind-frames pertaining to feedback. Learners were asked to rate whether a statement was 'not a lot like me' through to 'a lot like me' using a five-point scale. The statements reflecting learner agency were: I believe I can learn and improve on my achievement, I seek challenging tasks, I check my progress against the learning goal(s), and I give feedback to my teachers about my learning.

The graph below illustrates the learner responses to these four statements.



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Learner agency sample: Questions asked of Glendowie college learners



In terms of learner agency the most important survey questions were: "I believe that I can learn and improve on my achievement" with 90% believing that this was a lot like them. These findings demonstrated that nearly all students at Glendowie College have positive mind-frames around learning and expect to learn and improve. The challenge particularly in a secondary setting, is that this improvement relies on both learner agency and teacher commitment to foster improvement. This is reinforced by the 'I seek challenging tasks' statement, where results showed students are less likely to independently seek challenge, with only 17% believing that as learners, this is a lot like them. Such findings reveal the tendency for secondary students to focus on meeting the achievement criteria and gaining credits, rather than taking risks in their learning which may then be unsuccessful.

The focusing questions this year were: "I check my progress against learning goals and "I give feedback to my teachers about my learning" and in both cases, the majority of students were centralised in the middle of the continuum with 40% and 45% ranking in themselves as only sometimes doing these things. These findings suggest that students are not always taking control or checking their learning/ understanding and that teachers needed to explicitly teach with more clarity around learning goals/ intentions and need to check learner understanding more regularly. Additionally, further work will be needed on student feedback to teachers.

Across School Leadership (ASL growth and development into their role)

At the establishment of the Kāhui Ako, the ASLs tentatively began their role. After reviewing data for this evaluation, it is clear that the four ASLs have come a long way. Their commitment to the Kāhui Ako vision and their leadership of staff has been exemplary. They have firmly established their roles and themselves as key to the growth of the Kāhui Ako. As part of this evaluation, the ASLs were asked to review what they had achieved and next steps. In order to do this, they collated information from all of their term reports to the lead principal. This extensive information can be located in a table as appendix 3. The ASLs also conducted a teacher survey and analysed these responses. Alongside their review of term reports and the survey analysis, the ASLs have presented the following snapshot as part of the evaluation process.



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Snapshot of ASL and WSL Impact

- **Connections**
 - between the schools
 - Combined boards
 - primary - secondary
- **Leadership**
 - Opportunities
 - ACOL's were incorporated into schools senior leadership teams
 - ICOL's worked with syndicates and teachers
 - PLD
 - middle leadership workshop for middle leaders and prospective middle leaders
- **Clarity**
 - Writing
 - increased clarity and consistency of writing levels across the three primary schools
 - combined and individual
 - how to use eAsTTle and moderate based on this
- **Student Outcomes and Agencies (College)**
 - focus on NCEA endorsements and scholarships
 - school-wide involvement in MYP and student agency

Next Steps?

- **Communication**
 - within and between schools and the community, i.e. bringing parents and local organisations /businesses into the korero
- **Leadership**
 - continue to foster and embed leadership among staff via opportunities and PLD, including emerging leaders
- **Student Outcomes and Agency**
 - continue to foster and embed learner agency via opportunities and PLD
 - Awareness and development of student wellbeing across schools and the Kāhui Ako

Emerging Leader contract

Throughout 2017 the Ministry of Education contracted four providers to construct/facilitate an emerging leaders pilot, aimed solely at Kāhui Ako considering new ways of developing future leaders and growing the potential of their current leaders. This was considered a new way of thinking about leadership, rather than the usual leadership pathways that had been currently offered in schools. The pilot was for two years



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and the outcome was to be the construction of a self-sustaining 'programme' for the Kāhui Ako to grow/further develop leaders throughout their schools. Glendowie Kāhui Ako joined this pilot at the very end of 2017 and participated throughout 2018. The facilitator was the Kāhui Ako expert partner and so already had a relationship with the principals, leadership team and ASLs. As part of this project, the AP/DPs formed a steering committee to lead the emerging leaders pilot alongside the facilitator. This group met regularly and collaboratively explored the focus (challenging conversations) and designed how the pilot would be presented. The steering committee was instrumental in allowing a wide range of 'emerging leaders' to participate from across all of the schools, it was they who arranged for release and organised workshop foci and venues. The design consisted of two workshops (each run twice) and three voluntary after school seminars, called 'pop-up' sessions. The principals identified who they considered to be emerging leaders within their schools and then the steering committee also added suggestions. The participants consisted of teachers who showed leadership potential, teachers who were new to leadership positions and current leaders who would celebrate further learning. Additionally it was recognised that the ASLs were in need of greater support as they developed into their roles and so the facilitator worked alongside these leaders separately to further develop the leadership skills pertaining specifically to their role as ASL.

Pre and post participant reflections were collected from the workshops. These focussed on three key components: Confidence, Skills and Knowledge. This information was collated at the end of the pilot for the purpose of reporting to the Ministry as part of the contract, but also to allow the Kāhui Ako to see growth/development of their emerging leaders. The analysed data revealed that participants felt they had greatly increased in all areas from their work in the emerging leader pilot. Further in-depth information of these results can be seen in appendix 4. The most prevalent results from this pilot with Glendowie Kāhui Ako were that the participants were highly engaged throughout, they thoroughly appreciated the experiences offered to them and could self-identify areas of growth in their leadership confidence/knowledge and skills. Additionally, the participants strongly shared that they had enjoyed the collaboration working as a Kāhui Ako, having the opportunity to work with teachers/leaders from across the schools, not just their own staff. Although only a year long programme, this was viewed as a springboard into leadership opportunity for many aspiring leaders across the Kāhui Ako.

The leadership work specific to the ASLs has allowed for greater support, analysis of various leadership frameworks and skills, and the opportunity to celebrate strategies and share problems of practice. In working closely with the ASLs the facilitator has been able to challenge thinking, offer alternative perspectives and grow the leadership skills in areas which may not have been experienced previously. Feedback from the ASL group has been very positive and appreciative of the space to focus on just their specific skill development. They believe this support has assisted in defining their roles more effectively and allowing them to complete their roles more efficiently. Throughout this year (2019) participants of the emerging leaders pilot have continued to voice requests for further leadership development opportunities and this was also reflected in the teacher survey conducted by the ASLs for this evaluation.



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Analysis of Systems and processes

Purpose: Effective systems and processes were developed to foster collaboration across all stakeholders. This has been an integral part of the successes of the Kāhui Ako.

Achievements of collaborative success across the Kāhui Ako include:

1. Sharing information using Google docs - folders and documents, including achievement data, role application process and documents, professional learning and development applications are shared between the four principals, ASLs, MoE Lead Advisor and Expert Partner.
2. Effective meeting processes including agenda and minutes with links to shared files and readings leading to enhanced collaboration and transparent communication across all four schools. This is at all levels including principals' meetings, ASL meetings and WSL meetings. A combined meeting process has also begun with principals, senior leadership and ASLs working together to collaboratively evaluate progress and develop future directions.
3. Systems developed for sharing of good practice between the schools such as 'walkthroughs' of each others' schools and sharing of practice e.g. the College teachers presenting to the Intermediate teachers about teaching practices leading to effective transitions in the curriculum areas of English, Mathematics and Social Sciences.
4. Regular Board interaction continues to foster collaboration including data and achievement sharing at scheduled combined Board meetings / social interaction at the beginning and mid year points. Regular Lead Principal reports are also shared with the Boards as part of their ongoing Board work and to maintain a collaborative Board focus.

New Achievement challenges 2020 - 2022

1. Achievement Challenge 1: Wellbeing / Hauora

Rationale	<p>Wellbeing is fundamental and central to the vision, values and principles of the New Zealand Curriculum. If our young people are to be confident, connected, actively-involved lifelong learners, they need to feel happy and secure.</p> <p>Our purpose is to improve educational outcomes for our students through the holistic lens of improving five key aspects of wellbeing - social, emotional, cultural, academic and physical. As a Kāhui Ako we are committed to collaborating together to improve akonga / learners wellbeing and achievement in order to reduce disparity.</p> <p>The student Wellbeing Survey (NZCER) gave us valuable data to focus on including results indicating similar trends and patterns across our schools. For example, areas identified in need of consideration are teachers are interested in my culture and family background, at school I am taught how to manage my feelings, students always stand up for other children if someone is mean to them were statements disagreed with by the students.</p>
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	<p>We want our ākonga to be “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 Whariki, MOE, 2017).</p>																				
<p>What does Research say?</p>	<p>Wellbeing is a multi-dimensional construct. At its simplest it is often described as ‘feeling good and functioning well’ (Huppert and So, 2009).</p> <p>“Student wellbeing is strongly linked to learning. A student’s level of 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 evidence-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-optimism and a high level of satisfaction with learning experiences”. (ERO Wellbeing for success: A Resource for Schools, March 2016)</p> <p>Recent research on well-being indicates that positive wellbeing can protect against mental health challenges that face many young people and can predict classroom engagement and academic achievement.</p>																				
<p>Goals / Targets</p>	<p><u>A school wide climate and practice</u>- Professional learning that promotes leadership and teaching pedagogy that draws on the diverse cultural backgrounds of students and promotes learner agency, through strengthened teaching and learning practices and Treaty centric approach.</p> <p><u>Teaching and learning</u>- Explicit focus on, and teaching of, social and emotional competencies with approaches fostered through classroom programmes and supported by school-wide planning and actions to support our priority learners.</p> <table border="1" data-bbox="399 1325 1463 1864"> <thead> <tr> <th>NZCER Statements to which Students ‘Agreed’ or ‘Strongly agreed’.</th> <th>Current data in 2020</th> <th>Target (2022)</th> <th>Annual shift</th> </tr> </thead> <tbody> <tr> <td>Primary: Teachers are interested in my culture and family background</td> <td>63.6%</td> <td>80%</td> <td>5.4 %</td> </tr> <tr> <td>Secondary: Teachers are interested in my culture and family background</td> <td>35.3%</td> <td>60%</td> <td>8.2%</td> </tr> <tr> <td>Primary : At school I am taught how to manage my feelings</td> <td>72.5%</td> <td>80%</td> <td>2.5%</td> </tr> <tr> <td>Secondary: At school I am taught how to manage my feelings</td> <td>50.3%</td> <td>70%</td> <td>6.5%</td> </tr> </tbody> </table>	NZCER Statements to which Students ‘Agreed’ or ‘Strongly agreed’.	Current data in 2020	Target (2022)	Annual shift	Primary: Teachers are interested in my culture and family background	63.6%	80%	5.4 %	Secondary: Teachers are interested in my culture and family background	35.3%	60%	8.2%	Primary : At school I am taught how to manage my feelings	72.5%	80%	2.5%	Secondary: At school I am taught how to manage my feelings	50.3%	70%	6.5%
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Glendowie Kahui Ako

<p>Actions - How will we address this challenge?</p>	<ul style="list-style-type: none"> ● Schools will be conducting Teacher Wellbeing survey and analysis to gather baseline data for our own purposes regarding teacher wellbeing levels. ● Wellbeing as part of our strategic plans across the Kāhui Ako reflected through a strengths based approach ● Teacher Only day 2020 workshops linking with social / emotional wellbeing. ● Wellbeing seminars for teachers and leaders ● Workshops to build teacher professional knowledge in a variety of areas to suit identified needs ● Build on Glendowie College Wellbeing existing programmes / resources to support at the primary school level ● Making connections with ECE and other community agencies to work collaboratively to strengthen our wellbeing practices
<p>Monitoring and evaluation</p>	<ul style="list-style-type: none"> ● Student Wellbeing survey revisited to monitor shifts against initial data ● Teacher wellbeing survey analysed to provide professional development direction ● Analysis of student achievement ● Shift in leadership and teacher practices

Achievement challenge targets: Quantitative and Qualitative Data Analysis on the NZCER Wellbeing Survey.

School-wide climate and practices

School-wide climate and practices		Agree		Strongly Agree		Agree and Strongly agree %
		No.	%	No.	%	
YEARS 4-8 (n=1060)	Teachers are interested in my culture and family background	494	46.6	179	16.9	63.6 %
	Students have a say in what happens at school	563	53.2	165	15.6	68.8 %
	Everyone knows the school rules about behaviour	550	51.9	231	21.8	73.7%
YEARS 9-13 (n=544)	Teachers are interested in my culture and family background	179	32.9	13	2.4	35.3%
	Everyone thinks our school values are important (respect for others)	198	36.5	14	2.6	39.1%
	Students have a say in what happens at school	191	35.0	23	4.2	39.2%



Glendowie Kahui Ako

Insights from Data Analysis What did you notice?	Positives: Behaviours like hitting and bullying are not ok in school highly scored Getting on with students from other cultures/backgrounds All schools showed high percentages for these two aspects Celebrate the good things students do Teachers get on well with students from different cultures/ background Teachers and students care about each other
Areas for consideration	Teachers are interested in my culture and family background (37%; 27.7%; 44% disagree/strongly disagree) Everyone knows school rules about behaviour Students have a say in what happens at school (x2 schools) Teachers ask ideas about how students can get on better with each other (x2 schools)
Data that captured attention:	Everyone knows what to do if someone is bullied, snitching mentality is still strong, correlated with other areas of the survey Interesting that the student have said we are not asking about their cultures but a high percentage for getting on with students from other cultures.
Areas for further investigation:	Look at clarity around the wording of culture Unpack the statement 'Students have a say in what happens at school.' What are we doing to make it explicit for students to have a choice Students learn how to manage emotions but do they act on it? Dispositions from ECE services to schools!

Teaching and learning

Teaching and learning		Agree		Strongly Agree		Agree and Strongly agree %
		No.	%	No.	%	
YEARS 4-8	At school I am taught how to manage my feelings	517	49	248	23.5	72.5%
	Teachers always behave how they would like us to behave	509	48	313	29.5	77.5%
	Teachers make learning interesting	535	50.5	299	28.2	78.7%
YEARS 9-13	Teachers make learning interesting	228	43.0	21	4.2	47.2%
	At school I am taught how to manage my feelings	223	43.3	36	7.0	50.3%
	Teachers think ALL students can do well	238	44.9	44	8.3	53.2%



Glendowie Kahui Ako

Insights from Data Analysis - What did you notice?	Positives: 3x schools: At school I am taught what behaviours are ok and not ok 3x schools: Teachers always treat each other with respect 2x schools: At school I am taught that it is ok to be different Teachers think all students can do well
Areas for consideration	Possible areas of focus: 2x schools: At school I am taught how to manage my feelings (26%; 28%;dis/strongly dis) 1x school: Teachers make learning interesting (27%) 1x school: At school I am taught how to manage my feelings (24%) 2x schools: Teachers always behave how they would like us to behave (23%, 19%) 1x school:Teachers often notice when students help each other (22.8%)
	Data that captured attention: Teachers always treat each other with respect - no students strongly disagreed (1 school) At school, I am taught to think about other feelings (show compassion, empathy), don't know how to manage their own (internalising their own issues) (1 school) Almost all children had a clear understanding of what is ok and what is not ok. (all schools)
Areas for further investigation:	Managing feelings

Community partnerships

Community partnerships		Agree		Strongly Agree		Agree and Strongly agree %
		No.	%	No.	%	
YEARS 4-8	Teachers and parents work together	580	55.4	301	28.8	84.2%
YEARS 9-13	Teachers and parents work together	255	52.1	25	5.1	57.2%

Insights from Data Analysis - What did you notice?	Positives: 3x schools: Parents and teachers respect each other (98%; 93%; 87%) 3x schools: Parents, whanau, family feel welcome at school (93%, 92%;86%) 1x schools: In the areas that we live people get on with each other (90%) 1x school: Outside of school I have parent or adult that I can go to (89%) 1x school: I always feel safe going to and from school (85%) Possible areas of focus:
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Glendowie Kahui Ako

	3x schools: Teachers and parents work together (17%; 11%; 17%) In the areas that we live people get on with each other (13%)
Data that captured attention:	No one strongly disagreed with parents, family whanau feel welcome at school Nice to see that children echo what the staff feel/ that they are welcoming Parents have said this in the community survey; nice to see the correlation
Areas for consideration	Such low rates of disagreement regarding these statements, as a consequence, only one area of focus has been identified.
Areas for further investigation:	Explicit understanding of working together

Pro-social student culture and strategies

Pro-social student culture and strategies		Agree		Strongly Agree		Agree and Strongly agree %
		No.	%	No.	%	
YEARS 4-8	Students always stand up for other students when someone is mean to them	476	45.2	188	17.9	63.1%
	Students include other children who are being left out	549	52.2	159	15.1	67.3%
	I can say how I'm feeling when I need to	503	47.9	223	21.2	69.1%
YEARS 9-13	Students always stand up for other students when someone is mean to them	191	37.9	15	3.0	40.9%
	Students include other children who are being left out	205	40.8	16	3.2	54%
	If I have a problem with another student, I feel I can ask teachers for help	192	38.9	26	5.3	44.2%

Insights from Data Analysis What did you notice?	Positives: 3x schools:89%; 81%; 79% if other children are mean to me I know how to ignore them and walk away 3x schools: 88%; 91%; 85%: Students look after other children who are new to the school 3x schools: 84%; 84%; 82% Students treat teachers with respect
Areas for consideration	Possible areas of focus: 3x school: 38%; 37%; 29%: Students always stand up for other children if someone is mean to them 2x school: 37%; 32% Students include other students who have been left out



Glendowie Kahui Ako

	3x school: 28%; 32%; 29% I can say how I'm feeling when I need to 1x school: Students treat each other with respect (23%) 1x school: If I have a problem with another child, I feel I can ask teachers for help (23%)
Data that captured attention:	Wasn't distinct clarity of celebration or area of focus - emotional response and regulation is where the students were really split Idea of 'snitching' came through in this section - learners don't feel others stand up for each other
Areas for further investigation:	Knowing what to do versus doing it Emotional wellbeing and regulation coming through I statements v students...(we)

Student culture

Student culture		Never		1 or 2 times a year		1 or 2 times a month		1 or 2 times a week		Almost every day	
		No.	%	No.	%	No.	%	No.	%	No.	%
YEARS 4-8	once or twice a month or more: students put you down or call you names	373	35.9	255	24.5	188	18.1	151	14.5	73	7
	Other students tell lies or spread rumours about you	469	45.1	268	25.8	161	15.5	83	8	58	5.6
	Are you bullied by other students?	606	58.6	208	20.1	106	10.3	68	6.6	46	4.4

Insights from Data Analysis - What did you notice?	Positives: 1x schools: 80% of students said that these behaviours happen less than once/twice a year or never; 1x school: average 70% 3x schools: 92%; 87%; 84% once/twice a year or never use of cell-phones or internet to be mean 1x schools: 87% once/twice a year or never-student threaten you in a mean way or force you to do things 87% once/twice a year or never other students take or break your stuff in a mean way 83%; 86%; 79% once/twice a year or never, other students are mean to you because you learn in a different way to them 78% once/twice a year or never other students say mean things about your culture or family
Areas for consideration	3x school: 37%; 35%; 38% once or twice a month or more: students put you down or call you names 1x 28% Students leave you out in a mean way
Data that captured attention:	Upset at the regularity of these behaviours in that it is monthly or more More than two-thirds 60% said they are never bullied by other students
Areas for further investigation:	Cohorts (gender, year groups, composite classes)



Glendowie Kahui Ako

2. Achievement Challenge 2 : Learner agency

<p>Rationale</p>	<p>We have chosen learner agency because we believe that agentic learners will have a greater ability to navigate the width and breadth of our curriculum and take advantage of all the opportunities afforded to them.</p> <p>Students have a greater sense of agency over their learning when they consider that they have more control over it. Building the capacity in our students to become more self-directed, purposeful and in control in their learning goes hand in hand with the development of key competencies.</p> <p>It is critical students are scaffolded to develop the capacity to engage strategically in their learning without waiting to be directed. Learner ownership of and responsibility for their learning are cornerstones of a 21st century learner. Agency is underpinned by self- regulation, the understanding that it is interdependent.</p>
<p>What does Research say?</p>	<p>Learner agency is embedded in the New Zealand Curriculum (NZC) key competencies described as “the capabilities that young people need for growing, working and participating in their communities.’</p> <p>“One way of thinking of learner agency is when learners have the ‘power to act’. When learners move from being passive recipients to being much more active in the learning process, and actively involved in the decisions about the learning, then they have greater agency.” (Derek Wenmoth, CORE Education 10 Trends)</p> <p>The New Zealand Curriculum key competencies are about developing the dispositions and sense of agency that empower the individual, and help them better understand and negotiate the perspectives and values of others, contributing towards more productive and inclusive workplaces and societies.</p> <p>Learner ownership of and responsibility for their learning is crucial for our ākonga as they learn to adapt and meet the technological, political and environmental challenges of the 21st Century. This builds a greater sense of connectedness and purpose which provides a protective element to wellbeing. We will focus on raising learner agency by:</p> <ul style="list-style-type: none"> ● encouraging students to take greater control over their own learning through nurturing and coaching ● seeking their input into learning activities and experiences ● developing curricula that are culturally responsive and pedagogically engaging ● shifting the balance from teacher directed towards a more self-directed learner approach ● assisting our ākonga to develop a growth mindset
<p>Goals</p>	<p><u>A school wide climate and practice-</u> Professional learning that promotes leadership and teaching pedagogy that promotes learner agency, through strengthened teaching and learning practices and curriculum redesign.</p>



Glendowie Kahui Ako

	<u>Teaching and learning</u> - Explicit focus on, and teaching of, learner strategies to exercise learner agency fostered through classroom programmes and supported by school-wide planning and actions.			
Targets	From the earlier student agency survey through engagement with a sample of students, we have identified targets in the following areas:			
Primary and Intermediate		Current % 2019	By the end of 2022	Annual shift
Can describe what they are leaning (Years 3- 8)		62.5%	80%	5.8%
Can describe why they are learning it (Years 3-8)		43%	80%	12.3%
Can describe - How will you know what you have learnt? (Years 1-2)		33%	60%	9%
Can describe - How will you know what you have learnt? (Years 5-6)		35%	60%	8.3%
Can describe - How will you know what you have learnt? (Years 7-8)		45%	60%	5%
Secondary		Current % 2019	By the end of 2022	Annual shift
Students will check their progress against learning goals (A lot like me) (Green and orange)		45%	70%	8.3%
I give feedback to my teachers about my learning		45%	70%	8.3%
We acknowledge that the above data is from a small sample to determine the strengths and needs of the learners. In the area of identifying next steps we will need to develop a robust survey to understand and inquire into our practice more deeply across our schools. We will be developing culturally responsive practices to empower our Māori and Pacific learners.				



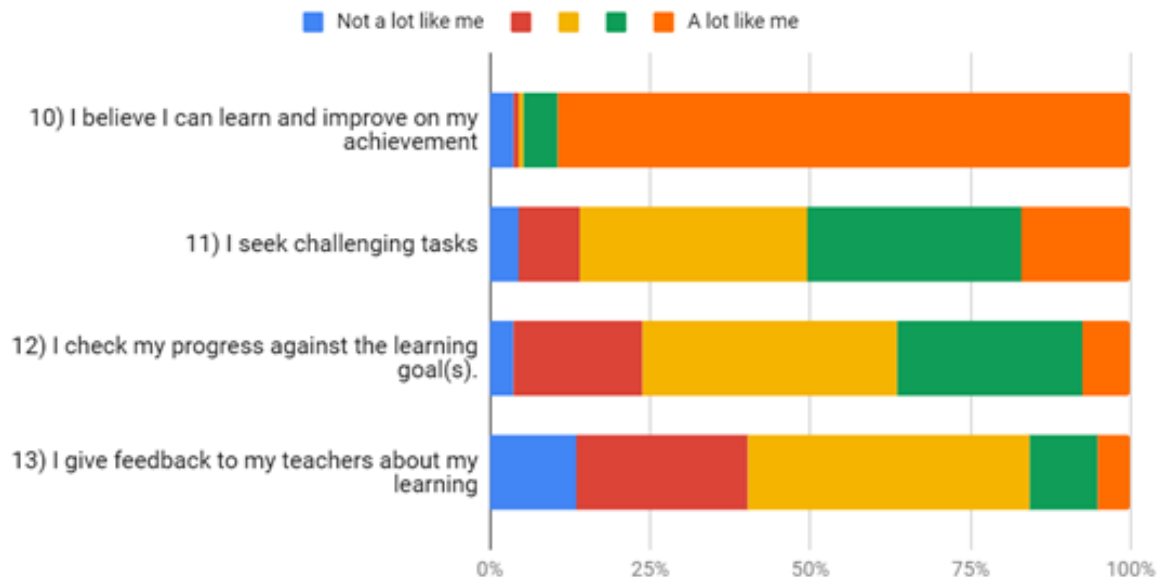
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<p>Actions - How will we address this challenge?</p>	<p>Leaders and teachers will work collaboratively with learners and whānau to strengthen students' opportunities to develop and exercise agency and their evaluation of their own exercise of agency in learning, e.g. students relating what they are learning to their needs and articulating their next steps for learning.</p> <p>Explicit focus on, and teaching of, learning strategies (such as goal setting, self-monitoring and deliberate practice) that enable them to take control of their learning, develop meta-cognitive skills, self-regulate, and develop self-efficacy and agency.</p> <p>Re-designing learning environments that support student agency.</p> <p>Develop clarity in the Classroom to help teachers create the relationships and processes that lead to effective teaching and learning</p> <p>Some of our students have signalled that they do not have a say in what happens at school. Students have a greater sense of agency over their learning when they consider that they have more control over it. Building the capacity in our students to become more self directed, purposeful and in control in their learning goes hand in hand with the development of key competencies.</p> <p>According to the OECD report April 2018, "Agency implies a sense of responsibility to participate in the world and, in so doing, to influence people, events and circumstances for the better".</p> <ol style="list-style-type: none"> 1. Do our students feel they can exercise agency with their learning? 2. Do they feel empowered to speak up, ask for help or say how they are feeling? 3. Are they able to influence the school culture through their voice and participation? 4. Are our students as ERO describes "included, involved, engaged, invited to participate and make positive contributions"? <p>In addition, we are interested in the level of learner agency and student voice our students experience and the degree their sense of agency correlates to their level of wellbeing</p>
<p>Monitoring and evaluation</p>	<p>Other measures will include qualitative accounts of growth in learner agency in the context of teachers' and leaders' inquiries to improve learning. To grow and develop learner agency, we also need to extend and deepen the scaffolding our teachers provide, such as creating a learning environment that influences and supports student agency. We will use NZCER Wellbeing Survey and student agency surveys for both primary and secondary to provide information to inform our inquiry work to develop teacher capability to scaffold learner agency, and track our progress over time, which we can use at both the Kāhui Ako and school levels.</p>



Glendowie Kahui Ako

Year Group:	Questions:	<i>Do not know</i>	<i>Can describe</i>	<i>Can relate to needs</i>	<i>Can identify next steps</i>
		%	%	%	%
Y 1&2 (n=39)	Qn 1	49	5	8	3
	Qn 2	59	41	8	0
	Qn 3	49	33	5	0
	Qn 4	67	46	8	0
Y 3&4 (n=30)	Qn 1	27	60	7	7
	Qn 2	57	40	3	0
	Qn 3	33	60	7	0
	Qn 4	57	33	10	0
Y 5&6 (n=34)	Qn 1	6	65	26	3
	Qn 2	26	59	15	0
	Qn 3	29	35	32	3
	Qn 4	3	59	21	0
Y 7&8 (n=20)	Qn 1	5	60	35	0
	Qn 2	20	30	50	0
	Qn 3	15	45	40	0
	Qn 4	15	45	40	0
KEY:	Qn 1. What were you learning in your lesson? Qn 2. Why were you learning it? Qn 3. How will you know what you have learnt? Qn 4. Have you been given examples of what the learning looks like?				





Glendowie Kahui Ako

3. NCEA- Redesigning the curriculum

Rationale	To provide greater internal flexibility in the Year 11 curriculum to better prepare students for future learning and success in levels 2 and 3 NCEA and NZ Scholarship. This will enable our students to strengthen their capabilities and competencies which were first experienced through the Year 9 and 10 MYP programme including greater development of student inquiry and student agency to make positive future focused change and contribute to society in the future.
What does Research say?	The recent NCEA review by the coalition government recognised the need for greater flexibility in NCEA, including identifying that some school communities would opt to not offer Level 1 NCEA. This also links with the recent trend towards schools designing their own local curriculum including identifying the needs of our communities and co designing rich learning opportunities This reflects evidence from overseas education jurisdictions that New Zealand has too many levels of formal, standardised qualifications.
Goals	Redesign the year 11 curriculum to better prepare our students for NCEA Levels 2 and 3 and NZ Scholarship. Increased contextual and interdisciplinary units to reflect a deeper level of inquiry and authentic learning. This will also promote a higher level of student agency and critical thinking. See Actions Table below
Targets	
<u>NCEA Level 2:</u> <u>All learners</u>	In 2019, 64.3% (164) of our students achieved NCEA Level 2 Merit or Excellence credits. We will lift this to 67 % (171), a 2.7 % shift by the end of 2022. This will mean shifting 8 additional students from Not Achieved/ Achieved to Merit or Excellence. We will achieve a 0.9 % shift annually.
<u>Māori learners:</u>	In 2019, 54.6% (6) of our Māori students achieved NCEA Level 2 Merit or Excellence credits. We aim to lift this to 67 % (7), a 12.4 % shift by the end of 2022. This will mean shifting 1 additional student from Not Achieved/ Achieved to Merit or Excellence. We will achieve a 4.1 % shift annually.
<u>Pacific learners:</u>	In 2019, 42.9% (3) of our Pacific students achieved NCEA Level 2 Merit or Excellence credits. We aim to lift this to 67 % (5), a 24.1 % shift by the end of 2022. This will mean shifting 2 additional students from Not Achieved/ Achieved to Merit or Excellence. We will achieve a 8 % shift annually.



Glendowie Kahui Ako

<p>Male learners:</p>	<p>In 2019, 54.8 % (74) of our Pacific students achieved NCEA Level 2 Merit or Excellence credits. We aim to lift this to 67 % (91), a 12.2 % shift by the end of 2022. This will mean shifting 17 additional students from Not Achieved/ Achieved to Merit or Excellence. We will achieve a 4 % shift annually.</p>
<p>Actions - How will we address this challenge?</p>	<p>Redesign the Year 11 curriculum to better prepare our students for Levels 2 and 3 NCEA and NZ Scholarship Increased contextual and interdisciplinary units to reflect a deeper level of inquiry and authentic learning. This will also promote a higher level of student agency and critical thinking</p> <p>2019: Confirm intention and communicate to the community. Previous community consultation around the whānau aspirations for Glendowie College, were that the students and school as a whole were caring, academic and innovative. Set up task group of Heads of Learning Areas and Curriculum Leaders to oversee the parameters of the redesigned Year 11 curriculum.</p> <p>2020: Design new curriculum and prepare units of work and resources. Implement professional development to support this. Current experts are exploring ways to support the school.</p> <p>Connections with other schools are being made to help develop a responsive curriculum. Opportunities to share best practice are being explored.</p> <p>Teachers are targeting and developing a rationale and vision for all Year 11 subjects; also identifying key content and assessments that can be developed in 2021. Student voice will be a key part of the development and redesign.</p> <p>These opportunities will help to develop a seamless educational pathway.</p> <p>2021: Implement new year 11 curriculum.</p>
<p>Monitoring and evaluation</p>	<p>Timeline for implementation will be tracked through Glendowie College annual goals reporting (to BOT) and also reporting back to COL Principals Group. Evaluation will be via Level 2 NCEA results in 2022 and beyond. Student, staff and community voice will be gathered to understand the impact on student learning.</p>



Glendowie Kahui Ako

NCEA Level 2 Roll based	% /no. of YEAR 13 students who have gained overall NCEA level 2 (2019)	Not Achieved %/Number of students	Achieved %/Number of students	Merit %/Number of students	Excellence %/Number of students	Total number of students
All	94.8% (240)	5.2% (13)	30.5% (78)	35.3% (90)	29.0% (74)	255
Māori	100% (11)	0.0% (0)	45.4% (5)	27.3% (3)	27.3% (3)	11
Pacific	77.8% (5)	22.2% (2)	34.9% (2)	42.9% (3)	0.0% (0)	7
Male	93.1% (126)	6.9% (9)	38.3% (52)	33.3% (45)	21.5% (29)	135
Female	96.8% (116)	3.2% (4)	21.8% (26)	37.5% (45)	37.5% (45)	120

Process targets

1. Digital Technologies and Hangarau Matihiko implementation

With the introduction of two revised technological areas within New Zealand Curriculum we have the opportunity to collaborate to ensure that all ākonga across the Kāhui Ako have better opportunities to build skills that enable them to be innovative creators of digital solutions. Our target is to share expertise across the Kāhui Ako schools, building pedagogical content knowledge and enabling staff to provide quality digital learning experiences that promote problem solving and designing and developing digital outcomes for all students.

2. Transition / Coherent pathways

Develop a coherent strategy that will create strong learning pathways by focusing on key transition points. We aim to further strengthen our transitions along the education pathway of our students from early childhood to primary school, middle years, college, further study and/or into the world of work.



Glendowie Kāhui Ako

COLLABORATIVE INQUIRY APPROACH

“Collaborative inquiry holds the potential to transform learning, leading and teaching”. - Jenni Donohoo
Collaborative inquiry involves teachers, or members of a professional learning community (PLC), working together to systematically examine focused aspects of their educational practices by exploring student responses to instruction, leading to new understandings and changes in classroom teaching. Teachers work together to define problems, co-plan, co-teach, co-monitor and interpret outcomes, and then consider together “what’s next.” (Schnellart & Butler, 2014)

According to Katz, Dack and Earl 2009 “collaborative inquiry” involves two components - collaboration (working together) and inquiry (a search for deep understanding).” Using an inquiry approach, such as the spiral of inquiry in its various forms, teachers can explore the impact they are having on student learning. Through collaborative inquiry, teachers integrate new knowledge and understanding of student learning and classroom instruction into their existing knowledge of professional practice. Building on the current effective learning relationships between the staff, Across School Leaders and leadership teams of the four schools in our Kāhui Ako, utilising collaborative inquiry principles and mindset will be the foundation for our professional learning.

Monitoring and evaluation

Our Community will monitor progress towards our Achievement Challenge targets on an annual basis. The progress and achievement of our students across the Community will be reported back to our Boards of Trustees at a combined board meeting in March & July. We will receive regular updates on implementation from the Kāhui Ako Lead so that we can monitor progress throughout the year. We anticipate that our Achievement Challenges, the targets and our key strategies will be reviewed and where necessary refreshed as needed.

We are keen to develop an evaluative framework that looks at the progress and achievement of all our students. One aspect we want to focus on is the cohort of students which remain within our Kāhui Ako for all of their schooling. This would provide us with strong longitudinal data and it may also show what in-school size effect we have across the schools in our Community.

Evaluation for continuous improvement will strengthen our thriving community.

Our Kāhui Ako will assess progress as a community regularly using the Ministry of Education’s Development maps: Guide to understanding the progress of a Community of Learning/Kāhui Ako (2017). Monitoring and evaluating the impact of any changes made is crucial to enhance educational outcomes for all students. Through robust analysis of information collected we will be able to ask and answer.



Glendowie Kāhui Ako

- What has happened as a result of our improvement actions?
- What evidence do we have of our impact?
- Do we need to adjust what we are doing?
- What are we learning here and where to next?

A wide range of methods and tools will be utilised or developed to measure the progress of the Kāhui Ako in working towards or successfully attaining set targets and engaging all learners in our community. This model will include:

- Analysis of student achievement data from the beginning and at the end of the year - with supporting commentary that evaluates results in relation to the set targets.
- Analysis of evidence of any changes in pedagogy, school practice or culture that has had an effect on the proposed outcomes of the target areas within the plan.
- A review of the roles of parents, whānau, student and teacher voice being an integral facet in the implementation of the plan.

Reporting

Reporting to the Community and Boards of Trustees of the Kāhui Ako. The Kāhui Ako leader and the leadership group will coordinate the preparation of reports for Boards of Trustees to be supplied regularly. These reports, along with the March & July Board reporting sessions, will cover and update as needed:

- Achievement challenges and priorities; Key aspects of implementation of the plan in regard to the achievement challenges.
- Strategic Plans: Each school's strategic plan will reflect the key drivers and achievement challenges of the Kāhui ako and these will be reported in its Analysis of Variance.
- Analysis of student achievement data from the beginning and the end of year with supporting commentary that evaluates results in relation to set targets;
- Analysis of evidence of any changes in pedagogy, school practice or culture that impacts the proposed outcomes of the plan.
- Impact stories through qualitative and quantitative evidence.

Ehara taku toa i te toa takitahi Engari he toa takitini

Success is not the work of one but the work of many



Glendowie Kahui Ako

APPENDICES:

1. Implementation Plan
2. Domain growth overview
3. Across School Leaders Evaluation review
4. Emerging Leader Pilot Programme report

Appendix 1: IMPLEMENTATION PLAN (2017-2019)

The following reflective information was used to help evaluate progress through the first set of achievement challenges. It will be a useful document to help us track progress through this refreshed set.

Code ↓ = completed when reviewed May 2018 and August 2019 NY= Not yet by August 2019, ½ means started and progressing

Where we are now	Where do we want to get to	What do we need to get there	Who will be responsible	Monitoring and Sharing
<p>We recognise the importance of setting up systems to support each school especially around collaboration, cohesiveness and meeting with their policies and procedures</p>	<p>A clear systems folder shared amongst Principals that can be reviewed and added to</p> <p>A system of sharing our Col information with the Community through a Glendowie Kahui AKo website</p> <p>ACOLs collaborating and sharing documents and resources from within their schools</p> <p>Google documents and files for our COL which will have files added to and shared</p>	<p>System folder set up in paper and electronic format with all our information and processes in it ↓</p> <p>Lead principal applying for funding from the MOE to support this NY</p> <p>ACOLs meeting together to share documents and with lead principal and PD facilitator ↓</p> <p>ACOLs sharing successes ↓</p> <p>ACOLs accessing professional development ↓</p> <p>Shared document continually added to and used by ICOLs and teachers. Best practice examples added ↓</p>	<p>Lead Principal</p> <p>Lead Principal and Change Management Personnel</p> <p>ACOLs Lead principal</p> <p>Vanitha and lead principal</p>	<p>Shared through google docs, shared with MOE and expert partner and updated by Lead principal as changes need to be added or amended ↓</p> <p>Monitor through the application process and through support from the MOE Educational Adviser NY</p> <p>Evident in our agendas of meetings together with links to files, readings and updates ↓</p> <p>Walk throughs arranged for ACOLs and Principals of each others schools ↓</p> <p>Monitoring through ACOLs Term review and also their learning logs ↓</p> <p>ACOLs shared google docs of resources Minutes of meetings ↓</p>



Glendowie Kahui Ako

	<p>Clear transitions around leadership personnel using our systems and processes</p>	<p>Principal COL Google shared folder set up ↓</p> <p>Appointment process and appointment panel set up consistently each time ↓</p> <p>Timetabling appointment process for allowing transition and learning new roles ↓ Systems folder and implementation completed at handover ↓</p>		<p>Shared doc with review at each meeting as to steps achieved ↓</p> <p>Ongoing links in our agendas evident ↓</p> <p>Effective high level of Trust continuing %</p> <p>Processes in place around student achievement continuing ↓</p> <p>Regular Board reports and Principal reports ↓</p> <p>Appointment processes set up including Boards and the NANP and criteria for selection 2017, 2018 and 2019 ↓</p> <p>Achieved for Lead Principal and ACOs 2017-2019 ↓</p> <p>Achieved ↓</p>
	<p>Applications for Professional Development and MOE initiatives</p>	<p>Review of 2018 P.D. and expert partner in order to ascertain needs for 2019 ↓</p> <p>Applications for P.D. for 2019 meeting time schedule. ↓</p> <p>Applications for Expert partner meeting MOE time schedules 2018 ↓</p> <p>Applications for 2018 considered by COL Principals in terms of progress and needs within our COL ↓</p>		<p>Applications shared for 2018 and 2019 ↓</p> <p>Timeline set and met for 2018 and 2019 ↓</p> <p>Discussions with MOE Education adviser re opportunities ↓</p>

		<p>Memorandum signed with Evaluation Associates for 2018 around pilot programme on Emerging Leadership ↓ Application for PD for 2019 and memorandum signed with Evaluation Associates</p>		<p>Achieved ↓</p>
	<p>Resourcing each school with ACOs and ICOLs and sharing these</p>	<p>Identifying our ICOLs in terms of our 2019 initiatives ↓</p> <p>Continuing to look at ways of sharing resources and information as well as transition points and including Learning Support Coordinator roles %</p>	<p>Principals of our COL's</p>	<p>Reviewed in Term 4 2018 and set in place for the end of 2019 ↓</p> <p>Advertising positions vacant especially with ICOL's in terms of our focus 2018 and in place for 2019 ↓</p>
	<p>Stewardship and reporting to the Board from COL Principal leader twice a year. Ongoing written reports that COL principals can share. Boards open conversations with Principal groups around successes and needs and identifying next steps e.g. monitoring and evaluation</p>	<p>Combined meetings of all Boards twice a year to discuss their roles and goals and reporting processes ↓</p>	<p>Board principals</p>	<p>6 monthly summary reports to BOT from lead principal and regular reports to each BOT ↓</p> <p>2 combined BOT meetings each year to look at our success around meeting our achievement challenges and next steps ↓</p>
	<p>Regular meetings with Lead principal of ACOs and D.P and ICOLs</p>	<p>Approximately 3-4 meetings per term with lead principal ↓</p>	<p>Lead principal</p>	<p>Timetable ↓ Minutes Outcome statements and next steps ↓</p>
	<p>Professional Development Opportunities for ACOs and ICOLs</p>	<p>Needs identified in terms of coaching and P.D. ↓</p> <p>Needs identified in terms of sharing goals and collaboration,</p>	<p>Lead Principal, ACOs, ICOLs External facilitator Alison Davis</p>	<p>Identifying needs e.g. e-AsTTle writing learning progression framework so we can moderate ↓ Opportunities for meetings with external facilitator around</p>



Glendowie Kahui Ako

		needs in terms of reading and research ↓		knowledge and skills in order for them to upskill others ↓ Identifying how they can support teachers and what skills support they need ↓ Readings and research around networks and writing and student agency %
	ACOLs and ICOLs meeting together to implement our plan to teachers and students	Systems of meetings and support set up for both roles and between roles ↓	ACOLs setting up these meetings	Reviewed and monitored through action plans , agendas, goals achieved ↓
	Job descriptions set up re Lead principal, principals, <u>ACOLs</u>	Shared with Principals and ACOLs ↓	lead principal	Reviewed and monitored on going and also at times of appointments ↓
	Building community connections through connecting with parents, teachers and students.	Parents <u>NY</u> teachers, ↓ and students ↓ will know our achievement challenges, the progress towards these challenges, the successes and goals still to achieve How we meet the challenges of resourcing, building developments, roll growth, meeting Government priorities, employing quality teachers and catering for special needs % Transition meetings between primary's schools and the college including writing ↓	Principals	Teacher meetings evident across the network ↓ Transition meetings set up ↓ Combined teachers get together in 2018 and 2019 to launch the COL including sharing and socialising ↓ Launch of pilot programme on emerging leadership ↓
	Strengthening and sharing around our theories of improvement and key strategies	Aligning these strategies from our achievement challenges to support the implementation of	Principals	Review of their annual Plans and objectives 2018, mid-year

	Strengthening and sharing around our theories of improvement and key strategies	Aligning these strategies from our achievement challenges to support the implementation of our focus goals (evidenced in our annual charters) ↓ Focus model designed sharing and implemented Shared with all teachers at combined meeting (each school focus on their annual plans) ↓	Principals	Review of their annual Plans and objectives 2018, mid-year and end of three-year 2018 and mid-year 2019 ↓
	Principals are taking responsibility and using collaborative practices around pathways and goals to meet the shared achievement plan	Essential Agreement on working together ↓ Understanding in terms of activities and time re-specific leadership responsibilities for this role ↓		Reviewing the essential agreements on working together ↓. extending this into true collaboration and sharing. What works and what needs development? <u>NY</u>



Glendowie Kāhui Ako

Appendix 2: Development maps full review August 2019

Domains	Progress so far...	Focus Goals and Progress	Actions / Next steps
DOMAIN ONE Teaching collaboratively for the best learning outcome for every child: 1. IMPROVING TEACHING PRACTICE & CAPABILITY 2. COLLABORATIVE TEACHING 3. OUR CURRICULUM	1.Improving Teaching Practice and Capability Progressed from the Establishing Stage to Embedding Significant Progress	1. To provide support for our ACOLs and ICOLs to drive our vision and shared practice especially around our PLD focus ↓ -To provide support for ACOLs and ICOLs our teachers from the ACOLs and ICOLs in their professional inquiry to improve teaching practice for our students ↓ - To build up resources to support teachers, especially from our PLD. This will include embedding new ideas into practice ↓ -To provide ongoing monitoring of the leadership roles and their effectiveness within our COL ↓ -To develop a plan on how we support teachers within and across schools to improve teacher capability and student improvement ↓ -To ensure all teachers and leaders across the Kāhui Ako know the identified students whose progress needed accelerating or who had been identified as our target students ↓	1. -Improved collaborative practices and flexibility across the COL in order to contribute to the development of the learners and teachers -Sharing with the community the good practice that has evolved for improving teacher capability and enriching our curriculum - Across the COL to encourage a culture of teachers accessing and sharing resources and seeking support where needed -Seeking feedback from whanau as part of continuous self-improvement
	2. COLLABORATIVE TEACHING Progressed from the Establishing Stage to Embedding Some Progress stage	2. -To agree how to use collaborative teaching practices ↓ -To plan how to grow and improve collaborative teaching practices ↓ -To share the findings across the COL of collaborative Teaching ↓ - to provide time and opportunities for our ACOLs and ICOLs to work with their teachers to look at opportunities for collaborative practices including within our PLD ↓ - Teachers being able to show quantitative and qualitative ways of the effectiveness of their teaching practices on the learner ↓ - Teachers understanding the achievement challenges and the focus in raising student achievement ↓	2. -Greater use of Inquiry time to work on collaborative inquiry and share their findings outside their areas -Sharing across the Kāhui Ako inquiries and activities that has and hasn't worked and then adjusting their practice to have the biggest impact on the student



Glendowie Kahui Ako

	<p>3. OUR CURRICULUM Progressed from the Establishing Stage to Developing Some Progress stage</p>	<p>3. To discuss and share what the curriculum around our achievement challenges looks like across the COL e.g. MYP, writing etc. ↓ -To report and monitor on students' progress against our achievement challenge ↓ -To develop our understandings of student learning pathways and curriculum with the college ↓ - To begin to make changes to our curriculum from our new learning, our PLD, evidence of improved learning outcomes ↓ - To encourage student and teacher voice around effective teaching and learning in terms of our identified goals ↓</p>	<p>3. To strengthen how identity language and culture are integrated into teaching practice within our curriculum -To continue to build our understanding of what powerful learning looks like for our schools and across the COL by strengthening our process skills including key competencies across our curriculum -To strengthen our knowledge of what our local curriculum looks like within schools and across schools and being able to share learning, resources and knowledge</p>
<p>DOMAIN 2 Leading for progress and achievement for every child and every teacher. 1. LEADERSHIP DEVELOPMENT 2. COLLECTIVE PURPOSE, FOCUS & RESPONSIBILITY</p>	<p>1.LEADERSHIP DEVELOPMENT Progressed from the Establishing Stage to Embedding Some Progress stage</p>	<p>1.-To identify roles and responsibilities within our COL ↓ -To Build relationships across the COL ↓ - To Provide Leadership Training and opportunities across the COL ↓ -For Leaders to work within and across schools as leaders of learning and leading change ↓ - For leaders to celebrate successes around achievement data and changed teacher practice ↓ -To build a strong culture of awhinatanga of guidance and support and developing a strong culture of expectations ↓ -To build a strong culture of Ako with teacher and student relationships ↓</p>	<p>1.To establish pathways to leadership roles that are part of our cluster and cluster opportunities -To build in self-sustaining practices around strong leadership capability across the COL inclusive of lead Principals, ACOs, ICOs, LSC's -To look at opportunities and ways of professional growth across our COL</p>
	<p>2.COLLECTIVE PURPOSE, FOCUS & RESPONSIBILITY Progressed from the Establishing Stage to Embedding Some Progress Stage</p>	<p>2.To have an established way of working together through our shared purpose ↓ -To develop strong relationships that are used to lead and support our COL ↓ - To know our achievement challenge/goals and our responsibility to implement change and review and monitor progress ↓</p>	<p>2. To update our strategic plan and vision around our new achievement challenge -To look at ways forward around resourcing and good practices to support our new achievement challenge -To look at further ways of creating a shared and trusting relationships across all aspects of our Kāhui Ako Leaders, Teachers, Boards, Whanau</p>



Glendowie Kahui Ako

<p>DOMAIN 3 Evidence guiding our practice and actions:</p> <p>1. DATA COLLECTION AND MANAGEMENT</p> <p>2. USING EVIDENCE & DATA TO MONITOR PROGRESS AND LIFT ACHIEVEMENT</p>	<p>1. DATA COLLECTION AND MANAGEMENT Progressed from the Establishing Stage to Embedding Some Progress Stage</p>	<p>1.To look at ways we can improve the quality of our data including improved moderation practices and assessment tools ↓</p> <ul style="list-style-type: none"> - To have systems in place for data collection which are able to be shared ↓ -To develop a new assessment tool e.g. Learning progression Framework in primary schools ↓ -to ensure data collection is ongoing and summative data for reporting purposes is implemented twice a year ↓ 	<p>1. Identifying ways of collecting data, and what data in terms of our new achievement challenge</p> <ul style="list-style-type: none"> -Across schools and within the COL look at ways of improving the validity of the data and the quality of the data ensuring it is meaningful and meets the purpose of our challenge
	<p>2. USING EVIDENCE & DATA TO MONITOR PROGRESS AND LIFT ACHIEVEMENT Progressed from the Establishing Stage to Embedding Some Progress Stage</p>	<p>2. To measure student attainment and progress against our achievement challenges within our own schools and across our Kāhui Ako ↓</p> <ul style="list-style-type: none"> -To use our data to look at strategies to improve teacher practice ↓ -To review and evaluate our data with a focus on keeping track of students not achieving ↓ -To support teachers skills and confidence in analysing student data and using evidence-based practices to support their hunches ↓ -To offer PLD to strengthen our data and analytical capabilities of teachers and leaders ↓ 	<p>2.To have agreed evaluation and inquiry activities that inform strategies for improving student progress and achievement within the new achievement challenge. This will be accompanied by on-going review</p> <ul style="list-style-type: none"> -To be able to identify our students with high learning needs and to show whether their progress is more or less than expected. This will also be supported by our LSC's -To use our data, evidence and evaluation to share resources and identify PLD within schools and across our cluster
<p>DOMAIN 4 Pathways developing and connecting along the whole educational journey for every child</p> <p>1. INTEGRATING THE LEARNING PATHWAY</p> <p>2. SUPPORTING TRANSITIONS</p>	<p>1. INTEGRATING THE LEARNING PATHWAY Progressed from the Establishing stages to Developing some progress stage</p>	<p>1.To develop relationships and understandings about the learner pathways of our students especially from our intermediate years to high school ↓</p> <ul style="list-style-type: none"> -To develop understandings as lead principals as to how the secondary system works especially around NCEA and scholarship and relating to the college achievement challenge ↓ -To work at addressing our achievement challenge across the learning pathway ↓ -To ensure Lead Principals are allotted time and opportunities to work together and with their ACOLs to share current and best practice especially around leadership and curriculum ↓ 	<p>1.To strengthen the identity of the learner pathway including opportunities for new learning, flexibility, and cluster support</p> <ul style="list-style-type: none"> -To support our achievement challenges through processes that are common across our pathway e.g. inquiry, student agency, teacher agency, well-being, etc
	<p>2. SUPPORTING TRANSITIONS Progressed from the Establishing stages to Developing some progress stage</p>	<p>2.To have a plan of action on how we will work together to support learners across transition points with the emphasis around curriculum sharing ↓</p> <ul style="list-style-type: none"> -To identify the key transition points of pathways in and out of our community of learning and to reflect on possible future initiatives ↓ 	<p>2.To review the practices in place to support sustained success and seamless transitions for all our students within our COL and transitions beyond the community of learning. This could include students with special needs, sharing of data, LSC's, curriculum initiatives, supporting parents etc</p>



Glendowie Kāhui Ako

<p>DOMAIN 5 Partnering with families, employers, iwi and community :</p> <p>1. PARENTS, FAMILY AND WHĀNAU</p> <p>2. IWI RELATIONSHIPS</p> <p>3. STRONG COMMUNITY ENGAGEMENT AND LOCAL RELATIONSHIPS</p>	<p>1.PARENTS, FAMILY AND WHANAU Progressed from the Establishing stages at the early level to the Establishment stage significant progress</p>	<p>1.Within our schools to share with our parents and whanau what our Kāhui Ako is focussing on for our students in terms of our achievement challenge↓</p> <ul style="list-style-type: none"> -to discuss within our Kāhui Ako what relationships exist with our schools and community↓ - to share information and data with our parents and whanau about our students learning through a range of ways ↓ -to use our Boards as a vehicle of sharing data and successes of our Kāhui Ako↓ 	<p>1.To discuss and look at ways of strengthening communication and relationships with our parents and whanau as a COL</p> <ul style="list-style-type: none"> -To provide opportunities, 2-way conversations for parents and whanau to share their aspirations for their children both within our schools and across our COL
	<p>2.IWI RELATIONSHIPS Progressed from the Establishing stages at the early level to the Establishment stage significant progress</p>	<p>2.To identify existing relationships that our schools have with their iwi partners ↓</p>	<p>2.To strengthen relationships with our local iwi around our goals and aspirations we have for our students especially around ideas and practices to lift student achievement Māori consultation processes within our schools and a planned for hui for all our Maori whānau, to gather their voice</p>
	<p>3.STRONG COMMUNITY ENGAGEMENT AND LOCAL RELATIONSHIPS Progressed from the Establishing stages at the early level to the Establishment stage significant progress</p>	<p>3.To form a memorandum of understanding with our Boards about working together, sharing information and reporting on progress and achievement and initiatives of the COL ↓</p> <ul style="list-style-type: none"> -To involve Boards in the appointment process of our lead principals and ACOL's↓ -To use the lead Principals reports to inform Boards about initiatives the Kāhui Ako are applying for or have undertaken and to allow them to share this information with their community in a way that is appropriate to each school ↓ -To meet with Boards twice a year to review progress towards our achievement challenge as well as a way of strengthening relationships within our community↓ -To meet together with all teachers of our Kāhui Ako around our purpose, ways of working together and our goals for the year ↓ 	<p>3. To strengthen relationships as a COL with key people and organisations in our community e.g. parents, Boards, ECE, tertiary institutions, career services, learning support organisations etc . Utilising new LSC roles to support ECE interaction.</p>



Glendowie Kahui Ako

DOMAIN 6 Building a thriving community of learning 1.Culture of trust 2.Planning and delivering together	1.CULTURE OF TRUST Progressed from the Establishing Stage to Embedding Significant Progress Stage	1.To establish rules, guidelines, memorandums of understanding, protocols around privacy and sharing information within the Kāhui Ako -To set up systems and processes that will support our Kāhui Ako in ways of working together ↓ -To develop systems of working together and communicating with each other for Principals, ACOs, ICOLs, and DP/AP ↓ -To develop a strong culture of whanaungatanga in terms of collaboration with each other on what will lift student achievement ↓ -To develop a collective trust across our COI that will allow us to track our students progress ↓	1.To use good and emergent practice and innovation that can spread across the community of learning to enable all children and young people to benefit from it e.g. initiatives for Maori and Pacifica, science and technology initiatives, to improve boys writing, initiatives around inquiry, assessment for learning and well-being etc
	2. PLANNING AND DELIVERING TOGETHER Progressed from the Establishing Stage to Embedding Some Progress Stage	2.To plan ways to implement change for students, teachers, leaders ↓ -To share resourcing within the Kāhui Ako to enable leadership positions to add coherence and structure to our cluster e.g. ACOI positions, ICOL's , lead principals, leadership expertise allowance, PLD etc ↓ - To look at the most appropriate PLD to support our achievement challenge that will meet the COI and individual schools needs including new approaches to learning, collaborating, leadership and planning together ↓	2.To continue to look at ways of allocating resources around the needs of the COL and in response to new opportunities and Government initiatives -To develop a clear plan of action (which can be adjusted and updated) that includes our response to our achievement challenge, ways of collaborative and individual inquiry, and our responses to our Kāhui Ako vision.



Glendowie Kāhui Ako

Appendix 3: Across School Leader Evaluation Review

Glendowie Kāhui Ako 2018 - 2019 Across School Leader Evaluation Report			
Achievement challenge	Key actions/initiatives	What worked well? How do we know?	Progress so far/Next steps
Writing	e-AsTTle moderation across schools	ICoLs lead they worked across schools, it provided evidence of how the schools were marking the same.	Cross moderation continues within schools not across
	e-AsTTle course for ICoL and ACoL	Clarity	ICoL & ACoL lead staff PD within schools.
	Learning Progressions Framework - Writing	This helped teachers to become familiar with the LPFs in writing and therefore ensure that they know where the learner is and what DATs are required to help the learner to progress. Teacher discussion around the need for clarity around curriculum progression in writing and making links with DATs.	Used as part of professional analysis conversations. Discussion points with the learner about where next in writing.
	Boys in Literacy Workshop	ICoL & ACoL working across schools	ICoL & ACoL lead staff PD within schools.
	Writing transition from full primary schools to college - meeting with English department & Social Sciences	Intermediates have taken ideas back and put into practice. Evidenced in planning and student voice & outcomes.	Establish more links with different departments.
	Professional readings - discussion points 1. Building Connecting Learning Communities 2. Student-Centered Leadership 3. Learners in the Driver's Seat	Saw follow on with ICoL meetings feeding to syndicates key learnings	Continue professional readings
	Across school PLD - Syndicate level	Sharing of ideas, more relevant discussions to year level	Does the Kāhui Ako have to be a PD model? Next step - focus on collaborative commonalities
	Collecting of mid and end of year data - making comparisons	Schools were able to see the bigger picture across the COL and make comparisons	Data helped to establish next steps within writing in the individual school and across the Kāhui ako



Glendowie Kāhui Ako

	Regular across school meetings - ACOLs/ICOLs/APs/DPs	collaboration	Continue with this process of sharing across schools.
	Writing focus lent itself to Individual school PD, Jenni Donohoo, Murray Gadd, Stu Duvel, Hauora & learning success for Maori boys, John Carr	Motivation and engagement, new ideas taken on. Student voice. Shared via emailed notes across schools.	
Student Agency	Student agency - Gathering baseline data	Same questions/ consistency across schools. Identified eg digital, student agency gaps/strengths, PLC observations based on student voice, DAT altered in response,	Just touched the surface individual schools to look into this: Commonalities included: Student agency data
Leadership	Emerging leaders programme	Growing other staff outside of formal COL leadership	Addressed in 2018 not more ministry funding for 2019 so down to individual schools to maintain and embed. Area to develop on going.
On-going evaluation	Matrix to support development of COL Development Statements Domains 1-6	Examined once Expert Partner	Discussions with principals and ACoL
Communication	ICoL & ACoL presentation to the Board	Clarity around COL Positive feedback from board they felt in the picture and made links with strat. plans	Continue presentations to inform the Board.
	School community engagement by way of newsletters and flexi buzz.	Communication to the community via school newsletters regarding the work of the Kāhui Ako.	Enhance and extend this and involvement of the community.
Raising Endorsements and Scholarships	Student agency and link to achievement inquiries by ICOL's	Sharing of ideas, more relevant discussions to faculties	Continued investigation into faculty-based initiatives and strategies
	Targeted student mentoring eg Endorsement cusp students 2018 Maori and Pasifika students 2019	Improvement in student outcomes for endorsements	Continue identified mentoring of targeted learners.



Glendowie Kahui Ako

	Scholarship programme and PL development for raising teachers' capability to teach at Scholarship level.	Improvement in student outcomes for endorsements	Investigation and embedding of trialed strategies eg more enhanced courses for scholarship teachers and students.
	Feedback Professional Learning	Leadership opportunities of ICoL's as Feedback Professional Learning Group leaders	Further development of faculty specific feedback strategies for improvement. Continued development of staff and student capability.
		Improved school wide understanding of when, how and why effective is needed. Increased use of a variety of feedback techniques and strategies	
		ICoL's strengthening collaborative teaching communities, through using Practice Analysis Conversations with PLG members to improve feedback implementation. Also, the formation of expert groups where ICoL's run tutorial workshops with interested teachers on specialist feedback strategies eg self and peer feedback models, hinge questioning, flipped/digital feedback strategies.	
Middle Years Programme Implementation	Across school PLD - Middle leaders' level	Leadership development and expertise of 8 learning area leaders in MYP curriculum and assessment delivery.	Leadership capacity has grown as they have worked as a collaborative learning group from across the school, as leaders of learning for their specialist faculty area.
	Across school PLD - Faculty level	Faculties have investigated, developed and trialed new Middle Years Programmes and assessment for all Year 9 Courses. Focusing embedding the Approaches to Learning of the MYP programmes into teaching programmes (communication, social, self-management, research and thinking skills)	All of Year 9 programmes will be trialed in 2019 and the focus for 2020 is the Year 10 programme development and implementation.



Glendowie Kahui Ako

Appendix 4: Emerging Leader Pilot Programme: End of pilot report



EMERGING LEADER PILOT PROGRAMME: GLENDOWIE KĀHUI AKO 2018

Data analysis from workshops focussing on building knowledge and skill of participants in working through challenging conversations.

Summary points:

- Participants were highly engaged in both workshops and the 'pop-up learning sessions'; they were enthusiastic about learning and being challenged
- Although quite a bit of information was covered, there is always more to do; participants were very vocal in their desire to continue with such learning and in particular, having further practice opportunities with others and through video analysis
- Participants valued the collaboration of working with other teachers from across the four schools; many commented that it had been great to get to know them, work with them and share commonalities (particularly around leadership)
- Some participants noted that they had actually reduced their survey rating due to now understanding what they didn't know before (they had thought they knew the material better than they actually did)

The following table presents an overview of the percentage of participant improvement per workshop. This was ascertained from pre to post ratings scored by participants through self-assessment. Following this table, data specific to each workshop is presented. This data shows the level of improvement and by how much (scale ratings) and offers a sample of participant reflective comments. These comments add insight to the percentage scores and adds richness of teacher voice to the data.

Overview:	Workshop 1 Participant Improvement	Workshop 2 Participant Improvement
Confidence	59%	56%
Skill	57%	56%
Knowledge	79%	56%



Glendowie Kahui Ako

Emerging Leader Workshop Pt 1 (Knowledge building) Participant Self-Assessment

CONFIDENCE	
59% (24) improvement from pre to post workshop 1 41 % (18) stayed the same	<i>Of the 59% (24) who improved:</i> 83% (20) improved by 1 scale rating; 17% (4) improved by 2 scale ratings
CONFIDENCE: SAMPLE OF POST-WORKSHOP REFLECTION COMMENTS	
Confidence comes with practice, but I'm feeling like I've got more at the front of my mind that I can use	
Have strategies for checking my understanding and having a scaffold for the conversations is really helpful	
I feel validated	
Learnt different approaches to asking questions and maintaining conversations	
More ideas to implement; clarification I'm doing the right things	
It's all nice but I'm terrified of actually trying it with colleagues	
Great to have a range of strategies and an awareness of personal worldview and how that can affect communication	
This workshop has made me think about phrases to use when speaking with people	
I feel I have increased my strategy base and range of prompts	
Very informative session. I think I am much better at them than I realised	
I feel like I can use what I have learnt to improve my practice - with taking into account other people's perspectives, ensuring they feel heard and co-construction a plan moving forward	
Great reminders of testing assumptions / handouts reminded me of the process / excellent question starters	
SKILLS	
57% (24) improvement from pre to post workshop 1; 5% (2) went down; 38% (16) stayed the same	<i>Of the 57% (24) who improved:</i> 75% (18) improved by 1 scale rating; 25% (6) improved by 2 scale ratings
SKILL: SAMPLE OF POST-WORKSHOP REFLECTION COMMENTS	
I am aware of better phrasing to hold challenging conversation - it's a matter of practice makes perfect!	
The advocacy and inquiry questions will help me to plan and think about my questions before I ask them.	
Felt good but aware that one must keep challenging my assumption	
More ideas to implement; clarification I'm doing the right things	
Felt like I have learnt some valuable skills to try out	
The prompts were really clear and gave a great structure.	
Some real-world strategies that I would be confident in using.	
I feel like I have more skills now and to become more skilled I will need to practice what I have learned today.	
Lots of new information.... need time to process and practice	
More equipped to take on my leadership role.	
Having prompts to refer to, presented in an easily accessible way, will really support me in working through these sorts of conversations.	
Slightly better understanding around gaining and maintaining clarity in the conversation.	
Valuable questioning techniques and realistic modelled situations	
I need to practice and record my conversations to ensure I am inviting critique and seek diverse perspectives and feedback	
KNOWLEDGE	
79% (33) improvement from pre to post workshop 1; 21% (9) stayed the same	<i>Of the 79% (33) who improved:</i> 67% (22) improved by 1 scale rating; 27% (9) improved by 2 scale ratings; 6% (2) improved by 3 scale ratings
KNOWLEDGE: SAMPLE OF POST-WORKSHOP REFLECTION COMMENTS	
Understand more thoroughly the theory	
Great to remember to Dump the Junk! Try to not make judgments before I have the conversations	
Interesting frameworks and resources to boost my tool kete	
Improved - got some things to try out and think about during conversations and before they start	
The theory is now clearer in my mind	
I have learned lots of ways to approach challenging conversations. The handouts are BRILLIANT. They are very helpful. The PD is great. A good balance of profession research, unpacking theory, practical work and good solid ideas and guides on how to be better leaders	
I have learnt an incredible amount this morning	
Lots of knowledge to apply to these conversations, coupled with empathy. Will need to practise	
Being more aware of assumptions	
Knowledge has increased and there has been more understanding of the process but still need to practise!	



Glendowie Kahui Ako

Emerging Leader Workshop Pt 2 (Skill building) Participant Self-Assessment

CONFIDENCE	
56% (25) improvement from pre to post workshop 2; 9% (4) went down; 36% (16) stayed the same	<i>Of the 56% (25) who improved:</i> 60% (15) improved by 1 scale rating; 40% (10) improved by 2 scale ratings
CONFIDENCE: SAMPLE OF POST-WORKSHOP REFLECTION COMMENTS	
I feel I understand the process more; Role play was helpful	
I know the importance of giving MY stance and being direct but still open to having a "together" conversation	
I felt clear about the strategies	
I have learnt that I don't address the issue directly and I am not assertive enough	
The role play gave more confidence	
I feel I can focus on one or two things to try and change and am aware of what I need to focus on first	
The practise helped, I could reaffirm what I'm already doing and pick up things I know I can improve on	
Feel refreshed around inquiry and advocacy, this will be my focus	
Confidence is definitely growing with each session, will continue to grow with practise	
I like how we were focusing on the type of questioning and how important it is for a clear focus and purpose for each meeting. It also reiterated to me that you need evidence/info so that the person you are meeting with sees the purpose and understanding.	
I can automatically remember - establish the clear purpose and share my thinking	
Learnt more but also learnt how much I don't know	
Practice and discussion helps me to feel supported and 'normal'	
SKILLS	
56% (25) improvement from pre to post workshop 2; 7% (3) went down; 38% (17) stayed the same	<i>Of the 56% (25) who improved:</i> 72% (18) improved by 1 scale rating; 24% (6) improved by 2 scale ratings; 4% (1) improved by 3 scale ratings
SKILL: SAMPLE OF POST-WORKSHOP REFLECTION COMMENTS	
Much more clarity on the process- can now remember it with reasonable confidence	
Need more opportunities to work on it with people I feel comfortable with	
Feeling better after the practice and talking to colleagues	
I still need to stop being so 'nice' and keep to the issue	
Enjoyed working in small groups taking differing roles - very effective way to practice. Was good to try different statements etc	
I think my skill level has grown, but again, will need practice to continue to grow this	
I think I need more role play practice but definitely have improved with knowing where to start	
Having someone as a note-taker helped us recognise what we were saying and doing as it is hard to be fully aware of it in the moment	
Clear purpose and justification	
Having more understanding of the process helps	
Realised the skill needs to be practised a great deal more	
Still lots to learn!	
Have some good ideas on how to get to the point more quickly and steer the conversation	
KNOWLEDGE	
56% (25) improvement from pre to post workshop 2; 4% (2) went down; 40% (18) stayed the same	<i>Of the 56% (25) who improved:</i> 72% (18) improved by 1 scale rating; 24% (6) improved by 2 scale ratings; 4% (1) improved by 3 scale ratings
KNOWLEDGE: SAMPLE OF POST-WORKSHOP REFLECTION COMMENTS	
Useful analysing the video and role-playing	
This workshop reinforced what we have been leaning and we were able to put it into practice	
Joining the dots and putting it action has helped	
Have more concrete conversation to learn from.	
Excellent structural ideas for conversations	
Same knowledge but better understood and reinforced.	
Using the respect, honesty principle when I practised worked well.	
Knowledge on how to handle the conversations in specific not in general - it's been good	
Knowledge around inquiry and advocacy has grown and will take this forward.	
My knowledge has grown the most, and the ideas behind are becoming more "stuck" in my mind	
Practicing with children, other teachers, management and parents is helpful - all have their different challenges	
More clarity and sequence of steps / also principles - honesty, openness, respect!!	
Ideas on how to structure the conversation and follow up so that there is a clear structure and the Conversation has a point	