

**FEDERATION OF RUDOLF STEINER WALDORF SCHOOLS
AOTEAROA NEW ZEALAND**



COMMUNITY OF LEARNING

**PROPOSAL AND
ACHIEVEMENT CHALLENGES 2017-2019**

MICHAEL PARK SCHOOL (AUCKLAND)

TAIKURA RUDOLF STEINER SCHOOL (HASTINGS)

TE RA WALDORF SCHOOL (KAPITI COAST)

RAPHAEL HOUSE (WELLINGTON)

CHRISTCHURCH STEINER SCHOOL

Our highest endeavour must be to develop individuals who are able out of their own initiative to impart purpose and direction to their lives

(Rudolf Steiner)

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RUDOLF STEINER WALDORF SCHOOLS AOTEAROA NEW ZEALAND COMMUNITY OF LEARNING

Our Vision

Our vision is to enable our tamariki to progress towards becoming free, responsible and caring individuals, able to impart purpose and direction in their own lives and, as citizens, contribute in manifold as well as unique ways to our society.

Our Community

The Federation of Rudolf Steiner Waldorf Schools New Zealand (FRSWNZ) Community of Learning is made up of five schools including Michael Park School (Auckland), Taikura School (Hastings), Te Ra School (Kapiti Coast), Raphael House (Wellington) and Christchurch Steiner School (Christchurch). Te Ra School (Years 1-8) is a feeder school for Raphael House High School. The other four schools are Area schools offering both Primary and High School education with the majority of students in the Primary School continuing to High School. All five schools are State-integrated with a Rudolf-Steiner/Waldorf Special Character.

Most students in our schools have participated in an early childhood education associated with the Steiner/Waldorf approach and it is our intention to extend our collaboration to include ECE at some point in the future. The level of achievement in our secondary schools is generally above national targets. Two High Schools (Michael Park School and Christchurch Steiner School) offer NCEA levels 2 and 3 while Taikura and Raphael House offer Steiner School Certificate (an NZQA approved qualification) at levels 2 and 3.

Common strengths of our schools are:

- A broad and holistic curriculum offered throughout the school based on the pedagogy of Rudolf Steiner recognising the body (tinana), soul (hinengaro) and spirit (wairua) of our tamariki.
- A strong community engagement with the Special Character education and perspectives on child development
- A history of across-school collaboration with regard to curriculum development, student progress and achievement (annual National Assessment Report on student achievement in reading and mathematics in Classes 4-7).
- Development of Learning Steps in reading, writing and mathematics as a Ministry of Education recognised framework to report student progress towards meeting the National Standards for Reading, Writing and Mathematics at the end of Class 7 (Year 8)
- Ongoing provision of targeted PLD to support teachers to deliver programmes in accordance with the Special Character while aligning with evidence-based inquiry into effective teaching practice

Demographics

Our student population, as at August 2016 includes 1497 students across five schools, 992 in Classes 1-7 (Years 2-8) and 505 in Classes 8-12 (Years 9-13). In the primary years, 45% of students are male while 55% are female. Overall, 196 students (13%) identify as Māori.

A History of Collaboration

The Federation of Rudolf Steiner Schools in New Zealand (FRSWNZ) has existed for many years as a collaborative group encompassing all member schools and ECE centres in New Zealand. This group has liaised with the Ministry of Education around questions relating to curriculum and Special Character and, most recently, ways of enabling the Steiner/Waldorf Schools in New Zealand to report against National Standards under the requirements of NAG2.

The Federation has also set up regular teacher development, curriculum and assessment meetings and workshops at a national level and implemented a longitudinal study of student achievement in Classes 4-7 (Years 5-8) which has been in place since 2009. Pedagogical conferences are held every 2 years and there are regular annual cluster meetings to support primary and high school teachers to share practice and undertake self-review.

Consultation

Consultation has been an important part of the process of forming this Community of Learning. This has included consultation with Boards of Trustees and associated Principals and Colleges of Teachers of the individual schools and the Federation of Rudolf Steiner Waldorf Schools Aotearoa, New Zealand (FRSWNZ) Governance Board. School Boards and the FRSWNZ Board are kept up to date with regular progress updates from the steering group responsible for setting up this Community of Learning.

Achievement Challenges

Patterns and trends in student achievement across schools have been identified to inform decisions about the student achievement targets for this community of learning. In particular, we have focused on data from our National Assessment Project of literacy and mathematics (2011-2015) and NAG2a data and data from Steiner School Certificate and NCEA reported to the Ministry of Education and NZQA.

Our Achievement Challenges

Writing in Primary School*								
Evidence used to set target	<p>According to the Federation of Rudolf Steiner Waldorf Schools New Zealand (FRSWNZ) National Assessment Project Report (2015) and NAG2aC data from the end of 2015:</p> <ul style="list-style-type: none"> 67% of Class 4-7 (Years 5-8) students in the schools in this community of learning are writing at or above the expected level of achievement for their year level, 14% lower than the average for reading in these year levels. 65% of Māori in Classes 4-7 (Years 5-8) in the schools in this community of learning are writing at or above the expected level of achievement compared to 67% for all students 55% of boys in Classes 4-7 (Years 5-8) in the schools in this community of learning are writing at or above the expected level of achievement compared to 78% of girls 							
Target 1	<p>Our challenge is to raise the standard of writing in Classes 4-7 (Years 5-8) so that, by the end of 2019, at least 85% of students are writing at or above the expected standard measured by analysis and moderation of their writing results against the FRSWNZ Learning Steps and National Standards.</p>							
Target Proportion of Students At or Above the Expected Standard in Writing								
	Baseline Data 2015		2017		2018		2019	
	Number	%	Number	%	Number	%	Number	%
All Students	382	67%	415	73%	449	79%	484	85%
Māori Students	44	65%	48	71%	53	78%	58	85%
Boys	149	55%	177	65%	204	75%	231	85%

Mathematics in Primary School*								
Evidence used to set target	<p>We know from the annual Federation of Rudolf Steiner Waldorf Schools New Zealand (FRSWNZ) National Assessment Project Report (2015) that there is an overarching concern regarding the development of multiplicative and proportional thinking following the formal introduction of fractional numbers. According to NAG2aC data from the end of 2015:</p> <ul style="list-style-type: none"> 74% of Class 3-7 (Years 4-8) students in the schools in this community of learning are working at or above the expected level of achievement for their year level in Mathematics, 7% lower than the average for reading 67% of Māori in Classes 3-7 (Years 4-8) in the schools in this community of learning are working at or above the expected level of achievement in Mathematics, compared to 74% for all students 							
Target 2	<p>Our challenge, by the end of 2019, is to raise the standard of mathematics in Classes 3-7 (Years 4-8) so that at least 85% of these students, including Māori students, are achieving at or above the expected standard.</p>							
Target Proportion of Students At or Above the Expected Standard in Mathematics								
	Baseline Data 2015		2017		2018		2019	
	Number	%	Number	%	Number	%	Number	%
All Students	522	74%	547	78%	572	81%	597	85%
Māori Students	58	67%	63	73%	68	79%	73	85%



*Note that actual figures presented will differ from that reported in NAG2a data due to the arrangement with the Ministry of Education for reporting two judgements for Class 5 (Year 6).

FRSWNZ COL Achievement Challenges

High School Literacy and Mathematics

Context	<p>Level 2 results for NCEA and Steiner School Certificate (SSC) across the four participating high schools are at or above the Ministry of Education’s current targets for student achievement in Class 11 (Year 12). However, participation in literacy and mathematics standards (NCEA) and learning outcomes (SSC) to this level is determined by the degree to which students develop the requisite foundational knowledge and skills in mathematics and reading and writing across the curriculum through Classes 8 and 9 (Years 9 and 10). At present there is no consistent data across the participating schools on student achievement in Classes 8 and 9.</p>																																																																																																																																																																																														
Evidence used to set target	<p>Students entering High School:</p> <ul style="list-style-type: none"> 67% of Class 7 (year 8) students entering high school were working at or above the Year 8 National Standard in writing according to NAG2aC data reported to the Ministry of Education. 78% of Class 7 (Year 8) students entering high school were working at or above the Year 8 National Standard in Mathematics according to NAG2aC data reported to the Ministry of Education. <p>Students in High School:</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th colspan="2"></th> <th colspan="2">C10 Lvl 1 Literacy**</th> <th colspan="2">C10 Lvl 1 Numeracy**</th> <th colspan="2">C11 UE Literacy**</th> <th colspan="2">C11 UE Numeracy**</th> </tr> <tr> <th colspan="2"></th> <th>Number</th> <th>%</th> <th>Number</th> <th>%</th> <th>Number</th> <th>%</th> <th>Number</th> <th>%</th> </tr> </thead> <tbody> <tr> <td>All Schools</td> <td>Total</td> <td>93/97</td> <td>96%</td> <td>79/97</td> <td>81%</td> <td>88/101</td> <td>87%</td> <td>91/101</td> <td>90%</td> </tr> <tr> <td>Christchurch</td> <td>Total</td> <td>22/25</td> <td>88%</td> <td>18/25</td> <td>72%</td> <td>15/23</td> <td>65%</td> <td>21/23</td> <td>91%</td> </tr> <tr> <td></td> <td>Male</td> <td>9/9</td> <td>100%</td> <td>8/9</td> <td>89%</td> <td>5/6</td> <td>83%</td> <td>6/6</td> <td>100%</td> </tr> <tr> <td></td> <td>Female</td> <td>13/16</td> <td>81%</td> <td>10/16</td> <td>63%</td> <td>10/17</td> <td>59%</td> <td>15/17</td> <td>88%</td> </tr> <tr> <td></td> <td>Maori</td> <td>X</td> <td>X</td> <td>X</td> <td>X</td> <td>X</td> <td>X</td> <td>X</td> <td>X</td> </tr> <tr> <td>Michael Park</td> <td>Total</td> <td>23/23</td> <td>100%</td> <td>23/23</td> <td>100%</td> <td>30/32</td> <td>94%</td> <td>32/32</td> <td>100%</td> </tr> <tr> <td></td> <td>Male</td> <td>10/10</td> <td>100%</td> <td>10/10</td> <td>100%</td> <td>19/21</td> <td>90%</td> <td>21/21</td> <td>100%</td> </tr> <tr> <td></td> <td>Female</td> <td>13/13</td> <td>100%</td> <td>13/13</td> <td>100%</td> <td>11/11</td> <td>100%</td> <td>11/11</td> <td>100%</td> </tr> <tr> <td></td> <td>Maori</td> <td>X</td> <td>X</td> <td>X</td> <td>X</td> <td>X</td> <td>X</td> <td>X</td> <td>X</td> </tr> <tr> <td>Raphael House</td> <td>Total</td> <td>26/27</td> <td>96%</td> <td>17/27</td> <td>63%</td> <td>25/25</td> <td>100%</td> <td>22/25</td> <td>88%</td> </tr> <tr> <td></td> <td>Male</td> <td>12/12</td> <td>100%</td> <td>10/12</td> <td>83%</td> <td>6/6</td> <td>100%</td> <td>6/6</td> <td>100%</td> </tr> <tr> <td></td> <td>Female</td> <td>14/15</td> <td>93%</td> <td>7/15</td> <td>47%</td> <td>19/19</td> <td>100%</td> <td>16/19</td> <td>84%</td> </tr> <tr> <td></td> <td>Maori</td> <td>X</td> <td>X</td> <td>X</td> <td>X</td> <td>X</td> <td>X</td> <td>X</td> <td>X</td> </tr> <tr> <td>Taikura</td> <td>Total</td> <td>22/22</td> <td>100%</td> <td>21/22</td> <td>95%</td> <td>18/21</td> <td>86%</td> <td>16/21</td> <td>76%</td> </tr> <tr> <td></td> <td>Male</td> <td>8/8</td> <td>100%</td> <td>8/8</td> <td>100%</td> <td>12/14</td> <td>86%</td> <td>9/14</td> <td>64%</td> </tr> <tr> <td></td> <td>Female</td> <td>14/14</td> <td>100%</td> <td>13/14</td> <td>93%</td> <td>6/7</td> <td>86%</td> <td>6/7</td> <td>86%</td> </tr> <tr> <td></td> <td>Maori</td> <td>X</td> <td>X</td> <td>X</td> <td>X</td> <td>X</td> <td>X</td> <td>X</td> <td>X</td> </tr> </tbody> </table> <p>Note: X = Data Redacted ** Equivalent to Steiner School Certificate or NCEA requirements for level 1 and UE.</p>			C10 Lvl 1 Literacy**		C10 Lvl 1 Numeracy**		C11 UE Literacy**		C11 UE Numeracy**				Number	%	Number	%	Number	%	Number	%	All Schools	Total	93/97	96%	79/97	81%	88/101	87%	91/101	90%	Christchurch	Total	22/25	88%	18/25	72%	15/23	65%	21/23	91%		Male	9/9	100%	8/9	89%	5/6	83%	6/6	100%		Female	13/16	81%	10/16	63%	10/17	59%	15/17	88%		Maori	X	X	X	X	X	X	X	X	Michael Park	Total	23/23	100%	23/23	100%	30/32	94%	32/32	100%		Male	10/10	100%	10/10	100%	19/21	90%	21/21	100%		Female	13/13	100%	13/13	100%	11/11	100%	11/11	100%		Maori	X	X	X	X	X	X	X	X	Raphael House	Total	26/27	96%	17/27	63%	25/25	100%	22/25	88%		Male	12/12	100%	10/12	83%	6/6	100%	6/6	100%		Female	14/15	93%	7/15	47%	19/19	100%	16/19	84%		Maori	X	X	X	X	X	X	X	X	Taikura	Total	22/22	100%	21/22	95%	18/21	86%	16/21	76%		Male	8/8	100%	8/8	100%	12/14	86%	9/14	64%		Female	14/14	100%	13/14	93%	6/7	86%	6/7	86%		Maori	X	X	X	X	X	X	X	X
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Target 3	<p>Through a sustained focus on strengthening foundational knowledge in formal writing and mathematics in Classes 8 and 9 (Years 9 and 10), a value-added analysis will show that the proportion of students achieving at or above the expected curriculum level in literacy and numeracy will increase from the time they enter High School so that:</p> <ul style="list-style-type: none"> By the end of Class 9 (Year 10) the proportion of students achieving at or above the expected curriculum level in literacy and numeracy will increase to at least 85% The proportion of students in all schools achieving UE literacy and numeracy by the end of their Class 11 (Year 12) year will increase to 92% 																																																																																																																																																																																														

FRSWNZ COL Achievement Challenges

Proportion of Students At or Above expected level in Literacy and Numeracy																
	2016 At entry to High School				2017				2018				2019			
	All		Maori		All		Maori		All		Maori		All		Maori	
Class 9 Literacy	No consistent data available at present													85%		85%
UE Literacy	88	87%	10	83%	90	89%	10	83%	91	90%	11	92%	93	92%	11	92%
Class 9 Numeracy	No consistent data available at present													85%		85%
UE Numeracy	91	90%	10	83%	91	90%	10	83%	92	91%	11	92%	93	92%	11	92%

FRSWNZ COL Achievement Challenges

Our Targeted Students*

For 2017 the proportion of students to be targeted for improvement in writing and mathematics in each primary school is set out in the table below, based on 2015 results. This data will be further updated following end of year judgements from the end of 2016 and a value added analysis provided to track the progress and achievement of the cohort of students relating to the writing and mathematics targets.

Number and percentage of Primary School students targeted for improvement in writing and mathematics

School Name	Student Category	Target (# Students below or well below)	Total Number of Students	Target (% below or well below)	Target (# Students below or well below)	Total Number of Students	Target (% below or well below)
		WRITING (CLASSES 4-7)*			MATHEMATICS (CLASSES 3-7)*		
Michael Park	Total	29	112	26%	23	140	16%
	Male	18	50	36%	11	66	17%
	Female	11	62	18%	12	74	16%
	Māori	3	13	23%	5	18	28%
Taikura	Total	56	145	39%	47	175	27%
	Male	41	77	53%	25	95	26%
	Female	15	68	22%	22	80	28%
	Māori	10	24	42%	8	27	30%
Raphael House	Total	48	113	42%	42	138	30%
	Male	32	50	64%	19	59	32%
	Female	16	63	25%	23	79	29%
	Māori	2	7	29%	3	9	33%
Te Ra	Total	25	86	29%	27	106	25%
	Male	16	44	36%	8	51	16%
	Female	9	42	21%	19	55	35%
	Māori	6	13	46%	9	17	53%
Christchurch	Total	29	113	26%	41	143	29%
	Male	16	51	31%	17	69	25%
	Female	13	62	21%	24	74	32%
	Māori	3	11	27%	3	15	20%
Total	All Students	187	569	33%	180	702	26%

*Note that actual figures presented will differ from that reported in NAG2a data due to the arrangement with the Ministry of Education for reporting two judgements for Class 5 (Year 6).

The Spiral of Inquiry

The Spiral of Inquiry (Timperley, Kaser and Halbert, 2014) will guide our community's work and knowledge building to promote valued student outcomes as described in our achievement challenges:



This approach differs from Timperley's previous inquiry and knowledge building cycle (2008) in that it involves students, their families and communities in more meaningful ways. This requires a step-change in our thinking and goal setting focused on developing student agency as students are engaged to identify and address issues within their learning environments. Fundamental to success is the creation of a culture of genuine inquiry and curiosity among teachers and across schools with regard to what is going on for students in their learning and then to move forward from there (Timperley et al, 2014).

Dimension 1 – Scanning

This stage in the cycle involves an inquiry and evidence seeking approach. We adopt a wide angle lens, putting aside our preconceptions and focusing on what is actually going on for learners from their perspectives and from those of their families and teachers. We can achieve this through consultation with parents and whānau, from the use of the *Me and My School* student engagement tool (NZCER) and from correlating this information with student achievement data and reports on student learning capacities over time.

Key questions

- How well are students developing with regard to the key learning capacities, what are their next steps in this aspect of learning and how do we know?
- How positively do students describe their time spent at school?
- Do students understand themselves as learners? To what degree are they meta-cognitively aware?
- How well can students articulate their next learning steps?

FRSWNZ COL Achievement Challenges

- e) To what degree do students receive specific feed-forward that provides them with clear directions for improvement? In what areas of formative assessment do we need to improve?
- f) To what degree are students with additional learning needs supported to experience progress and success in learning at school?
- g) To what degree are our learning programmes and pedagogical approach culturally responsive so that Māori learners and those from other cultures see themselves meaningfully reflected in the curriculum? How do we know this?

Dimension 2 – Focusing

In this second stage of the inquiry cycle we consider what the scanning process has illuminated and where best to focus our attention in order to enhance the learning experiences and outcomes for students. This often requires collection of further data to confirm our understanding of the situation and provide greater clarity with regard to the required actions.

Key questions

- a) What are the areas of strength and areas of greatest need? How do we know this?
- b) What actions are likely to make the biggest impact on learning engagement, progress and achievement?
- c) What can we most effectively focus on over the next 6 months given available resources?
- d) How would we know our actions are making a difference? How would we evaluate their effectiveness?

Dimension 3 – Developing a Hunch

In this stage of the Spiral we consciously surface individual hunches about what has led to the present situation for our students and their teachers. As we engage in this process we build collective understanding of these hunches and provide an opportunity for robust discussion to challenge one another and our assumptions and beliefs. This requires a collegial and collaborative culture of inquiry through which teachers can share, without fear of judgement, observations and self-reflections about their practice and its impact on learning progress and achievement over time.

Key questions

- a) How can we share our observations and thinking in a way that is mutually supportive?
- b) Where is the resonance / common threads?
- c) How can we create a culture of authentic inquiry, free of defensiveness?
- d) What are our deeply held beliefs and assumptions and how best to we surface these and understand their role in the cycle of planning, teaching and assessment?
- e) How do we best involve learners and their families in testing our hunches?

Dimension 4 – New Learning

FRSWNZ COL Achievement Challenges

Changes in teachers' beliefs and knowledge through professional learning and development must result in changes to teaching practice; in this stage of the Spiral, we focus on when and how teachers and leaders will acquire new knowledge and develop the necessary skills to positively impact student engagement, learning, progress and achievement. Some of this work will involve adapting the knowledge and tools that we come across from best practice to ensure it is relevant and applicable to our particular learning environments. However, further work and monitoring is then required by school and curriculum leaders to ensure that this learning is successfully embedded into teacher practice. This is not a linear process and requires ongoing discourse within our schools and leadership teams, careful prioritisation and effective delegation to accommodate the ever increasing complexity of the teaching and learning environment and the requirement to be continually responsive to the learning needs of students within our particular school context.

Key questions

- a) What does current evidence informed research and thinking say?
- b) In what ways does our Special Character and particular school context relate to the evidence from research?
- c) Where are the strengths within our Community of Learning in this area that can be shared?
- d) Are there readily available tools and concepts that can be adapted for our local context?
- e) How best do we bring new ideas to our teachers and students?

Dimension 5 – Taking Action

At this stage in the Spiral, we are focused on putting the new ideas that we have learned into action. However, this phase is about more than just implementing new strategies. It is about ensuring that the steps we are taking are well informed and that there are appropriate mechanisms of delegation and monitoring to gauge how well the implementation process is going and the degree of impact on teaching and learning. This requires frequent opportunities for observation, reflection, collective thinking and dialogue and leaders need to work consciously to foster a culture which is conducive to sharing without fear of judgement or failure.

Key questions

- a) How will we know if implementation of any new learning and agreed strategies is going well? Who will do what?
- b) How will we facilitate opportunities for staff to reflect and share and engage in collective thinking and problem solving?

Dimension 6 – Checking

At the end of the cycle, we need to understand the degree to which we have made a difference to the learning environment for our students. This involves going back to our hunches and the evidence from our initial scanning and focusing discussions to see what gains we have made in our specific areas of focus. The types of changes we are likely to be implementing to make a difference to learning progress and achievement are complex and often our best efforts can have mixed results. It is only through careful checking that we can determine if we have made enough of a difference. It is also important to identify the areas where things have worked well and the areas

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where things have been less successful and explore the reasons why. We may also wish to consider what we have learned during the various stages of the Spiral. Fundamentally, it is important to celebrate what we have learned, acknowledge the gains we are making and question why some approaches are working better than others while staying open to new possibilities. It is through this sort of evaluation and evidence-informed reflection that we can get clarity about what comes next.

Key questions

- a) How will we know if we have made enough of a difference? Where will we look?
- b) Where have our actions worked best and how do we know?
- c) Where have our actions been less successful and what is the reason for this?
- d) What are our next steps?

Our Approach

Our approach to our achievement challenges involves the following four key elements:

- Collaborative inquiry using the Spiral of Inquiry (Timperley et al, 2014)
- Strengthening teacher knowledge and practice with regard to the Key Capacities (FRSWNZ, 2015) and Learning Steps (FRSWNZ, 2014) and foundations for learning in the early primary years.
- Culturally responsive pedagogies
- Student voice and engagement

Collaborative Inquiry

It will be the task of the COL management team, across school teachers (AST), within school teachers (WST) and Principals from schools within this community to develop a stronger culture of internal evaluation and innovation through the Spiral of Inquiry.

Biannual Fellowship teachers meetings and ongoing assessment and moderation clusters will be used to build familiarity with the Spiral in action and strengthen delegation, monitoring and tracking mechanisms around key areas of focus.

The COL management team and across school teachers will include practitioners and educational leaders with proven experience in special character curriculum and effective literacy and numeracy practice to assist designated teachers and working groups within each of the schools. These lead teachers and working groups will scope current practice and promote best practice with regard to planning, teaching and analysis of data relating to student progress and achievement in literacy, numeracy as well as the key capacities for learning across the curriculum.

These lead teachers will share their emerging findings and understandings with the COL management team and through their work with designated teachers within schools in order to strengthen planning and classroom practice with regard to agreed areas of focus.

Strengthening teacher knowledge and practice with regard to the Key Capacities and Learning Steps

Key Capacities

The choice of the term “capacities” rather than “competencies”, as used in the National Curriculum, is a conscious expression of special character where education is seen as a process of enabling healthy soul development. Key Capacities (sometimes referred to as the Soul Faculties) are seen as having the potential for ongoing rather than “finished” development. We speak of “opening up” or “unfolding” capacities; this implies growth, receptivity, discovery and aspiration and the possibility of always going further. By developing capacities we can strive for and gain competency in the skills necessary for living and lifelong learning (FRSWNZ Curriculum Guidelines, 2015):

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Thinking	Feeling	Willing
<ul style="list-style-type: none"> • Using language, symbols, texts • Critical, creative, self-reflective thinking 	<ul style="list-style-type: none"> • Relating to others • Aesthetic sensitivity and responsiveness • Equanimity and self-esteem 	<ul style="list-style-type: none"> • Participating and contributing • Managing self

Underpinning our work with the achievement challenges is the need to build familiarity and strengthen teacher practice with regard to use of the key capacities in planning and teaching. How do we ensure these capacities are effectively embedded within the learning programme? How do we monitor and strengthen student capacity over time? How do we make them visible within the learning programme in an age appropriate way? What is the place of the key capacities in developing student agency and independence in learning through Years 8 and 9 such that students are well prepared for senior High School? The COL management team and Fellowship principal's group will take on the Key Capacities as an area of focus for 2017-2018. Faculty meetings will be used to workshop the key capacities within schools and Principals and lead teachers will use the national teachers Fellowship conference to explore ways to correlate data on the key capacities with that on student progress and achievement.

Learning Steps

The FRSWNZ Learning Steps for reading, writing and mathematics in Classes 1-7 (Years 2-8) were first introduced in 2011 as a mechanism for monitoring and reporting student progress and achievement towards meeting the National Standard by the end of Class 7 (Year 8). Since 2011, further revisions have been made to the Learning Steps, most notably in 2014, and again in 2016 when comprehensive review of the mathematics learning steps was undertaken.

Reviewing and extending the learning steps to include Classes 8 and 9 (Years 9 and 10) will enable Steiner/Waldorf Schools in New Zealand to implement a consistent assessment and reporting framework across schools and more effectively monitor student progress and achievement in these critical years. Such an initiative will require dialogue across and within schools between High School teachers and their Primary School colleagues. The COL management team will appoint a working group of teachers from schools within the Community of Learning to spearhead this work. A draft of the Class 8 and 9 (Year 9 and 10) Learning Steps will be developed and circulated for feedback in 2017 with a view to implementation from 2018.

Culturally Responsive Pedagogies

Since the FRSWNZ teachers' conference Meeting Diversity held at Michael Park School in 2014, a number of schools in our community have engaged in initiatives to strengthen teacher knowledge and capacity with regard to culturally responsive pedagogies. Given that a major focus within our achievement challenges is on accelerating achievement of Māori students, it will be essential to share what we have learned about best practice and grow the capacity of teachers across the community.

The COL management team will set up regular (biannual) cluster meetings for lead kaiako and across school teachers within the community to develop understanding among teachers and

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school leaders of what works well for Māori students. These teachers will spearhead work within schools to enhance relationships with Māori students and their whānau and review and strengthen classroom practice.

Student Voice and Engagement

Although recent ERO reviews have commented on the high levels of engagement in the schools in this Community of Learning, we know that student engagement and a feeling of connection at school is important. Research tells us that students who are engaged with their learning and who feel positive about school are more likely to be successful. On the other hand low levels of engagement have been associated with lower achievement levels (NZCER). Researchers often describe three aspects of student engagement. The first is behaviour, and the students' actual participation in school and learning. This includes positive conduct, persistence, and involvement in school life. The second aspect is students' emotional responses to teachers, peers, learning, and school. The third is cognitive: the psychological investment students have in their own learning. This includes their willingness to take on learning challenges and self-regulate their learning. All three aspects are associated with the Key Capacities for life-long learning.

At present we have no consistent data on student engagement across schools in this community of learning. We also have little in the way of comparable data between primary school and high school within schools. The schools in this Community of Learning will use the NZCER Me and My School wellbeing survey to explore these three aspects of engagement to better understand patterns and trends in student engagement, particularly across the critical transition to High School. The COL management team will liaise with the National Assessment Project Coordinator to determine timeframes, appoint a designated teacher from each school to coordinate the administration of surveys and include this data and supporting analysis in its annual achievement report to the Federation (FRSWNZ) Board.

Implementation, Monitoring and Evaluation

Groundwork

- **Getting staff on board:** An information sheet is being prepared to inform staff across the participating schools about this proposal and to invite questions and stimulate interest in the across school and in school teacher positions.
- **National meetings to build shared understanding:** The September 2016 schools Fellowship meeting in Wellington and October 2016 principals cluster meeting will be used to stimulate collective thinking around the achievement challenges and the Spiral of Inquiry. Principals will also be exploring ways of further developing the Federation National Assessment Project to incorporate the Community of Learning achievement challenges. During these hui, and others planned for early 2017, Principals and educational leaders from Steiner/Waldorf schools across the country will be working to clarify understanding of how the Community of Learning will interface with other work within the Schools Fellowship.
- **Appointments:** Recruitment for lead principal is presently underway. Once this proposal is approved and the memorandum of agreement signed by the participating schools we will reconvene the appointments panel to recruit the across school teachers. Our goal is to complete the recruitment process by the end of the 2016 school year in order to enable schools to finalise staffing and timetables for 2017.

Start-up

- A draft of class 8 and 9 Learning steps will be developed during 2017, circulated for reflection, with a view to implementation in 2018
- A Community of Learning calendar will be developed to ensure that across school clusters and events are well attended, productive and coordinated efficiently
- Participating schools in the Community of Learning will ensure that the COL Achievement Challenges are reflected in their annual plan student achievement targets
- Across school leaders will meet regularly as per the agreed calendar and report to the lead Principal. Regular (at least monthly) meetings will be held during the start-up phase for collaborative planning and to review progress.
- Across school leaders will also visit participating schools to support in school leaders to develop a coherent action plan to meet the targets of the achievement challenges. Target students will be identified within each year level.
- Best practice workshops and across school clusters will be agreed and scheduled into the annual calendar with a focus on effective practices for accelerating progress in literacy and mathematics and supporting teachers to strengthen practice with regard to key capacities and culturally responsive pedagogies.

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Monitoring

- Monitoring will focus on both the effectiveness of implementation and emerging evidence. With regard to implementation, feedback will be sought from teachers in schools. Are we progressing to timeline? Have agreed tasks been carried out? What support is needed with problem solving and accounting for local criteria and individual school cultures? Emerging evidence relating to shifts in pedagogy and practices for accelerating the progress of target groups of students will be examined and shared at cluster meetings

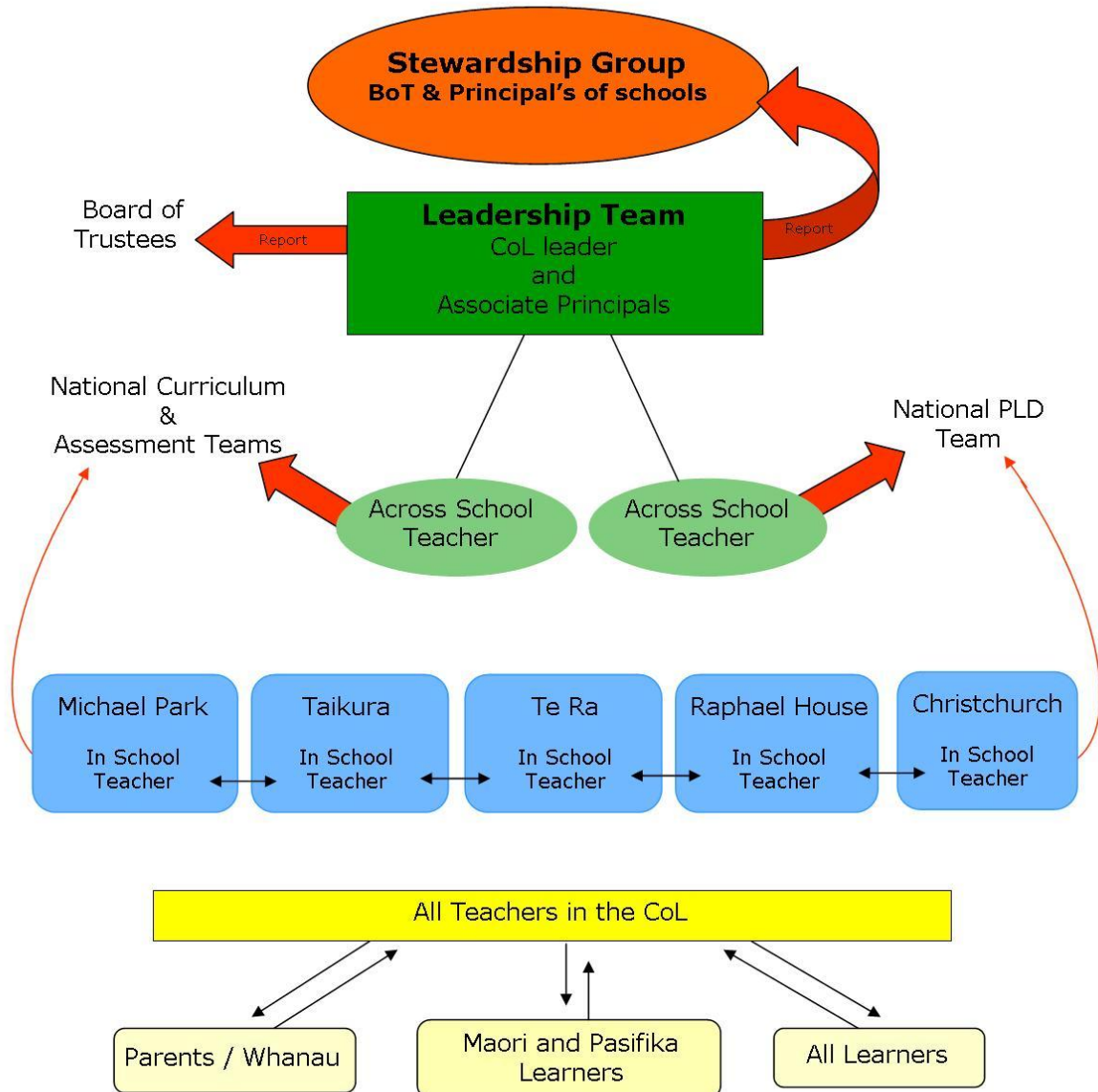
Evaluation

- The COL Lead Principal will work with the across school teachers (AST) and within school teachers (WST) and promote effective internal and across school evaluation.
- Mid-year and end-of-year data on student achievement and progress against agreed action plans will be analysed and reviewed to determine the degree to which the actions of the COL management team and in-school teachers are shifting practice and positively impacting student achievement.
- Student, parent and teacher voice will also be sought as part of evaluation

Reporting

- The COL Lead Principal will coordinate the preparation of reports for Boards of Trustees and the COL Stewardship Group. A full written analysis will be provided biannually and include:
 - Analysis of the progress of students towards targets, tracking progress over time (value added)
 - Analysis of variance with regard to the agreed action plan
 - Commentary on the effectiveness of strategies for lifting student achievement with reference to emerging evidence of changes in pedagogy and school practices
 - Discussion of any emerging issues with regard to agreed strategies
 - Recommendations with regard to future actions

Steiner / Waldorf Community of Learning Structure



References:

- Federation of Rudolf Steiner Waldorf Schools New Zealand (FRSWNZ) (2015). *National Curriculum Guidelines*.
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- Timperley, H. (2008). *Using evidence in the classroom for professional learning*. Paper presented to the Ontario Education Research Symposium. University of Auckland.
- Timperley, H. (2011). *Using student assessment for professional learning: focusing on students' outcomes to identify teachers' needs*. State of Victoria (Department of Education and Early Childhood Development).
- Timperley, H. & Kaser, L. & Halbert, J. (2014). *A framework for transforming learning in schools: Innovation and the spiral of inquiry*. Centre for Strategic Education.