

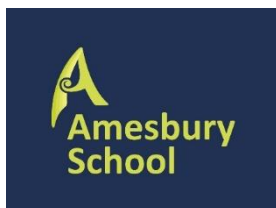


Tātai ki te rangi

"Strength of character and gentleness of heart"



Northern Zones Cluster of Schools: Achievement Plan 2020 - 2022



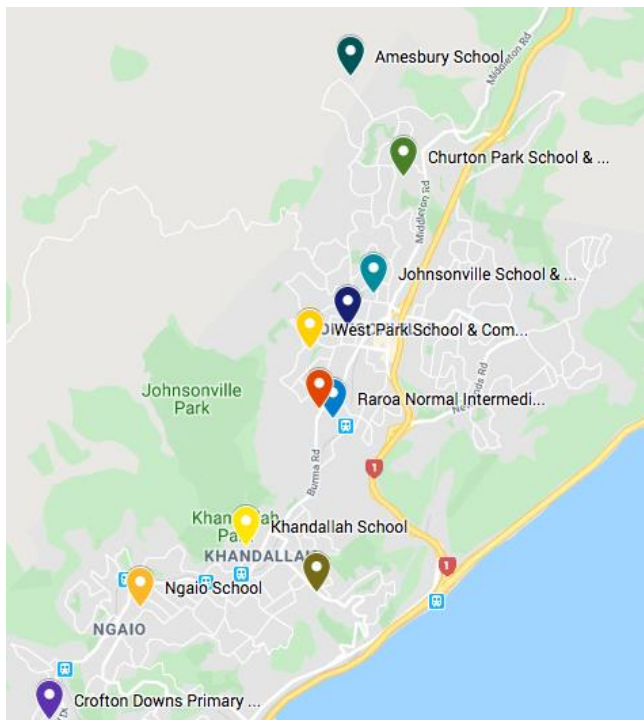
Part 1: Who are we?

Our Schools

The Northern Suburbs' cluster of schools consists of:

- Churton Park School
- Johnsonville School
- St Brigid's School
- West Park School
- Raroa Intermediate
- Onslow High School
- Crofton Downs Primary School
- Ngaio School
- Khandallah School
- Cashmere Avenue
- Amesbury School

Our schools form a cohesive geographical community stretching up the northern corridor of suburbs from Crofton Downs School through Ngaio, Khandallah, Johnsonville and Churton Park to Amesbury School. At present Johnsonville School and Khandallah School are not formally part of the Community of Learning. They have recently expressed interest and are waiting for endorsement as member of this community.



- Amesbury School (1)
- Cashmere Avenue School & ... (1)
- Churton Park School & Com... (1)
- Crofton Downs Primary Scho... (1)
- Johnsonville School & Com... (1)
- Khandallah School (1)
- Ngaio School (1)
- Onslow College (1)
- Raroa Normal Intermediate ... (1)
- St Brigid's School (1)
- West Park School & Commu... (1)

The cluster consists of:

- 1 secondary school
- 1 intermediate school
- 1 full primary school (also an integrated Catholic School)
- 8 contributing primary schools

We welcome the involvement of Early Childhood Centres in our Kāhui Ako. As such, the cluster has made contact with Early Childhood Centres and will work with the Ministry of Education to connect with these centres in meaningful ways that may possibly lead to involvement in our Kāhui Ako.

Table 1: Onslow College Feeder Schools

School	2011	2012	2013	2014	2015	2016	2017	2018	2019
Raroa Normal Intermediate	63%	57%	62%	55%	61%	60%	62%	60%	57%
Otari School	70%	58%	23%	52%	48%	19%	42%	44%	33%
Northland School	8%	10%	21%	23%	21%	21%	17%	12%	20%
Thorndon School	8%	4%	9%	8%	0%	10%	3%	5%	8%
Wadestown School	7%	5%	6%	0%	7%	4%	15%	7%	5%

History

The cluster has been active for many years and the schools have worked together closely at times to improve educational outcomes and opportunities for students in the northern corridor. The cluster has been involved in the following:

Pre- 2010

- A very strong Extending High Standards Across Schools (EHSAS) Project
- Writing with Murray Gadd – Lead Teachers of writing in each school
- RTLB Cluster
- Sporting Activities
- Music Festival

Post - 2010

- ICTPD Cluster (not fully or formally funded)
- Induction for Beginning Teachers
- Gifted and Talented Group
- Senco Network

Post 2013

Having done significant work together as a cluster, the changing policy environment, which limited the high decile schools' access to funding and support, and changes in cluster personnel, meant that the purpose for the cluster became a little unclear. For several years now, we have been exploring what we want to do together. To help us, we invited a facilitator to work with us to explore this. Though the meeting did not particularly help to clarify what we wanted to do together, it did confirm that we saw value in continuing to work together as a cluster.

During this exploratory phase, we did the following together:

- Getting to know each other's schools – spent a morning at each school, with each school sharing some areas of good practice. It took over a year to get around each school.
- Exploring the data – what are our cluster's needs?
- Identified rising ESOL needs, student anxiety, mental health and wellbeing issues as issues of note
- Principal Inquiry – How well are we stretching students?
- ICT Group meetings
- Identified middle leadership development and coaching as areas for focus
 - I. Social event to mark the beginning of cluster work with Middle Leaders
 - II. Middle Leaders' day with Dr Allie Bull
 - III. Transition to School group

Post 2015:

Community of Learning or Cluster?

Whether to continue to work together as a cluster or become a Community of Learning has been a significant topic of discussion at cluster meetings over the past several years. Cautiously, in 2016, the cluster decided there would be value in exploring the advantages and disadvantages of becoming a Community of Learning. However, the cluster felt it was put under a great deal of pressure to expedite the process of transitioning from a cluster to a Community of Learning and it pulled back and decided to remain as it was. We felt that as high decile schools we were in a unique position financially to work together to create a structure/framework/professional environment/professional learning group that could be creative, flexible and proactive in catering to student and staff needs. Also, the very narrow focus on National Standards' achievement challenges was off putting. This would not necessarily allow the cluster to do what it wanted to do together. Nor would it necessarily be the most valuable thing a reasonably high performing cluster could do together. The inflexibility of the management and resourcing models were of further concern.

At this point, the cluster felt the Community of Learning structure put the cart before the horse. We felt a much better approach for our cluster would be to determine the challenges the cluster wants/needs to address and then determine the approaches, strategies and resourcing that will best enable the cluster to address that challenge in our particular contexts most effectively and efficiently. If we then felt the needs of the cluster could be met by becoming a Kāhui Ako, then so be it.

Cluster activities

Having resolved the "CoL or Cluster" dilemma, the cluster began focusing its attention on a range of activities:

- Coaching Leadership work with Dr Jan Robertson (6 sessions over two years with between 55 and 65 middle leaders and principals attending these sessions)
- From the above: Cross School Coaching – group coaching and individual coaching
- Wellbeing project
- Writing Moderation Group
- Play-based Learning and Transition to School group
- ICT Group

- ALLIS group (Asian language learning in schools)
- Ongoing exploration of what we wanted to do together as a cluster
- Cluster-wide staff meeting day with teachers sharing their knowledge and passions

Commitment to work together

The journey our cluster has been on led us to the following agreements:

- We are committed to working together as a cluster of schools.
- We believe it is important to focus on the following question: “What can we do together as a cluster of schools that we cannot do apart to benefit our students and our communities?”
- First and foremost, we need to determine a vision for learning for our cluster of schools with agreed upon “desired outcomes” for our students.
- This will need to acknowledge the diverse needs of students in our schools and be relevant to a high functioning, high decile cluster. We want to work in authentic and meaningful ways together.
- We want an approach that will give us the flexibility to determine what is urgent and what will meet the needs of our particular group of schools and that will give us the flexibility to determine the “how” of our approach.
- We acknowledge that we will need rigorous and robust facilitation to stretch our thinking and to reach agreement about specific and precise goals and plans going forward.

As a result, we engaged a facilitator to assist us through a process of developing a vision, goals and challenges for our cluster as well as to help us determine what we will do together for 2019. As well as meeting with the cluster principals for a two-day retreat, the facilitator also met with the a group of middle leaders from the cluster schools to identify areas of need which led to the clusters areas of focus.

2019

This year, the cluster has set up four professional learning groups focused on:

Diversity:

- Cultural diversity across and within schools
- Learning needs (Diverse Learners)
- Community diversity
- Managing the home/school needs of diversity
- Migrant, refugee students and their needs

Wellbeing:

- Staff
- Students
- Students who transition between schools?
- Migrant, refugee students and their needs (trauma)
- Building Resilience (trauma and anxiety)

Transition:

- Between schools, between levels
- Early childhood through to college pathway

Student Agency and Innovation

- The role of technology

- Growth mindsets
- Future pathways
- Authentic learning and assessment/reporting

Teachers from most of the cluster schools have opted into one of these professional learning groups (PLGs). They have linked with others within the PLG to explore, through a teaching-as-inquiry approach, particular aspects of the theme via termly meetings. Some inquiry groups have also met outside of the term meeting.

So, where are we now?

The PLGs have achieved varying degrees of success. Data has been gathered early term 4 from teachers to assist us with improving the PLD model going forward. However, what remains is our commitment to working together and getting better at it. Another facilitated retreat took place in November where cluster principals and other school leaders developed a plan for how we will work together for 2020.

It was at this point, that we once again decided to consider the advantages/disadvantages/benefits and disbenefits of becoming a Kāhui Ako. As we considered this, we realised that we were already well on the way to being a Kāhui Ako and that finalising the process would provide us with additional resourcing and support to be more effective. The particular pathway our working together has taken, now points to the value to the cluster of the particular types of resourcing available through the Kāhui Ako pathway. Having the opportunity to develop the expertise within the cluster in the areas of focus outlined above, through the across school roles, would be of immense benefit to the cluster, for example. Ensuring that there is support to implement the strategies and pedagogical approaches within the cluster schools for the areas of focus will be served well by the within school roles. Hence, this achievement plan for the cluster as Kāhui Ako.

Cluster School Characteristics

High socio-economic

The Northern Suburbs are all high socio-economic. As a result, all the schools in the cluster are decile 9 - 10 with most decile 10. In general, the schools are high performing and communities are supportive of their local schools.

There is a strong commitment among the cluster communities to education – education often happens beyond the school day with many of our students (our Asian students, in particular) receiving tutoring in after school education programmes. Our parents are very concerned to give their children wide ranging experiences. As a result, many students are very busy after school or at the weekends involved in sports, music or other clubs and recreational activities. Our parents have high expectations of their children and sometimes exert pressure on their children to succeed academically. As a result some students are increasingly demonstrating a lack of resilience and considerable anxiety.

Iwi

The cluster has 7.7% Māori students. Schools in the cluster have whanau who affiliate with up to 23 different iwi. Many of the schools hold whanau hui regularly to enable Māori whanau to impact on decision-making that affects whanau and their tamariki and to assist schools to become more bicultural in their approaches. Several schools have strong affiliations with particular marae and

local iwi and are building connections with kaumatua. However, most schools in the cluster do not feel they have sufficiently close ties with mana whenua and are working on those connections. All schools see those connections as integral to building a stronger, more cohesive cluster and essential to improving outcomes for Māori students. As a result, a number of schools have strategic and annual goals to build these connections over the next few years. Hence, “Connected Communities” and “Culturally sustaining practices” are important strategies to achieve the achievement challenges.

Ethnicity	NZ European/ Pakeha	NZ Māori	Pacific	Asian	MELAA	Other	Total	Intern- ational
Amesbury	113	10	8	130	14	X	288	9
Cashmere Avenue	248	38	X	58	14	X	359	0
Churton Park	183	27	12	150	X	X	379	0
Crofton Downs	151	16	X	36	X	X	214	0
Johnsonville	176	37	25	115	15	X	371	0
Khandallah	293	17	X	70	10	X	398	0
Ngaio	410	18	X	25	10	X	470	0
Onslow	848	106	30	236	34	X	1319	59
Raroa	464	50	20	142	22	X	704	0
St Brigids	113	21	17	152	19	X	322	0
West Park	164	63	21	154	32	X	438	0
Grand total	3158	400	149	1275	183	33	5198	68
Total proportion	60.8%	7.7%	2.9%	24.5%	3.5%	0.6%	100%	

Increasingly ethnically diverse communities

Table 2: Student demographics

NOTE: Student numbers from the October 2019 release of NZ School directory

Table 3: Breakdown of Asian ethnicities

School	Chinese	Indian	Other
Johnsonville	9%	11%	5%
Cashmere Avenue	8%	3%	3.3%
Khandallah	5.9%	5.2%	4.4%
Raroa Normal	7%	5%	6%
West Park	13.3%	7.7%	9.5%
Ngaio	2%	.2%	0%
Churton Park	18%	12%	12%
St Brigids	4.6%	3.7%	37%
Crofton Downs	2.3%	1.4%	10.3%
Amesbury	20%	15%	13%
Onslow	7.0%	2.8%	7.09%

The Northern Suburb Schools are becoming increasingly more culturally diverse. This is particularly so in the Churton Park, Johnsonville area where the percentages of New Zealand Pakeha students enrolling is reducing and the numbers of Asian students enrolling increasing significantly. However,

there is also considerable diversity between the schools in the cluster with the percentage of New Zealand Pakeha attending the schools ranging from 30% at Amesbury School (having dropped from 60% when the school opened in 2012), to 72% at Crofton Downs School and 83% at Ngaio. The percentages of Māori students is similar across the cluster schools, ranging from 3% at Amesbury School to 12% at West Park School. The numbers of Pacific students is small, ranging up to 6% at St Brigid's. Asian ethnicities are the biggest group other than New Zealand Pakeha with Indian and Chinese being the two biggest ethnic groups. St Brigid's School has a significant component of Filipinos (27%).

This changing demographic across the Northern Suburbs has brought with it new challenges. One is to find ways to develop effective learning partnerships with all of our ethnically diverse families so that students feel a sense of belonging and of being valued while continuing to acknowledge and celebrate our bicultural heritage as New Zealanders. A second is meeting the learning needs of a significantly growing number of English Language Learners – close to 60% of students in one of the schools and growing.

Table 4: ESOL Funded Students

School	Percentage
Amesbury School	21%
Churton Park School	25%
Crofton Downs School	7%
Johnsonville School	26.1%
Cashmere Avenue School	4%
Khandallah School	7.5%
Ngaio School	1%
Onslow College	2%
Raroa Normal Intermediate	5%
St Brigid's School	20%
West Park School	8%

Table 5: The percentage of students who speak at least one other language at home

School	Number	Percentage
Amesbury School	170	57%
Churton Park School	74	19%
Crofton Downs School	23	11%
Johnsonville School	100	27%
Cashmere Avenue School	38	11%
Khandallah School	110	27%
Ngaio School	16	3%
Onslow College		18.7%
Raroa Normal Intermediate	94	13%
St Brigid's School	169	52%
West Park School	136	31%

Increasing numbers of students with diverse learning and other needs

Cluster schools have identified increasing numbers of students with identified and non-identified, specific and non-specific learning and special needs. They have also identified a growing diversity of

needs, particularly with students on the autism spectrum or with non-diagnosed, autistic-like characteristics. These increasing needs are significantly impacting expectations of teachers both in terms of the diversity of needs they are expected to personalise learning for, and in terms of the concentration of such needs within learning areas. Dealing with an increasing diversity and concentration of needs has also stretched teachers' knowledge and capability and there is little support available for such students in high decile schools even though it is an area of growing need.

Growing communities, growing schools

The Northern Corridor suburbs are growing and this geographical area has been recognised as a hot spot by the Ministry where there is pressure on schools to meet the growing demand for student spaces. Amesbury School is particularly under pressure with the Stebbings Valley housing development and will receive at least an additional 200 student spaces. However, most schools are experiencing pressure on their facilities and a number have had or will have additional spaces provided. Churton Park School is currently having significant rebuilding done and Crofton Downs School is in a building programme receiving four additional teaching spaces.

A changing guard - a number of new principals

There have been, and continue to be, a number of changes in personnel at the principal level, with some stalwarts of the cluster moving on and new principals coming in. This does not appear to have impacted the momentum of the cluster and the cluster has been able to provide support for the new principals.

Future-focused pedagogies

There is noticeable interest in future focused pedagogies (often known as modern learning practice) among the schools in the cluster. A number of the schools have recently had new learning spaces built as modern learning environments and they are embracing the practices that the design is intended to enable. Hence, there is a strong desire among the cluster schools to develop effective teacher and student collaboration and team teaching, students' agency and voice in teaching and learning, increasing personalisation of learning, effective and meaningful use of ICTs and increasing use of real world authentic learning contexts.

Achievement

Reported National Standards data for the cluster for 2015, showed that 91% of learners were achieving at or above in Reading. Achievement in Writing and Mathematics was slightly lower at 85% and 84% respectively. The performance of girls was above that of boys in reading and writing and similar in mathematics. Achievement is above the Public Achievement Information and similar to or above the Ministry of Education goal of 85%. However the greatest variability across the schools is in Māori and Pacific achievement. There are a few schools within the cluster where their achievement closely matches that of Pākēha students, but there is variability for a number.

NCEA results of 2018 show that 80.7% gained a Level 1 qualification and 83.5% of students gained a Level 2 qualification. 73.6% gained a Level 3 qualification and 64.2% gained university entrance. However, qualifications gained by the small group of Māori students was lower than their non-Māori peers at Levels 1 and 2, especially for Māori males. Further, student retention at the secondary school was higher than the national results. However, retention of Maori and Pacific students still reflects a drop in Maori achievement.

In its report to the Cluster provided in 2016, the Education Review Office suggested that working as a Kāhui Ako could provide an opportunity to collectively meet the challenge of ensuring equity and excellence for these groups of students.

Generally good attendance

- The proportion of students who attended regularly from the Northern Suburbs Kāhui ako has been consistently above the Wellington region and National averages from 2011 to 2018.
- From 2011 to 2015, there was a negative trend where the proportion of students who attended regularly was gradually declining.
- From 2015 to 2018 there has been a staggered increase in the proportion of students who attended school regularly.

Table 6: Proportion of students attending school regularly for individual schools in the cluster

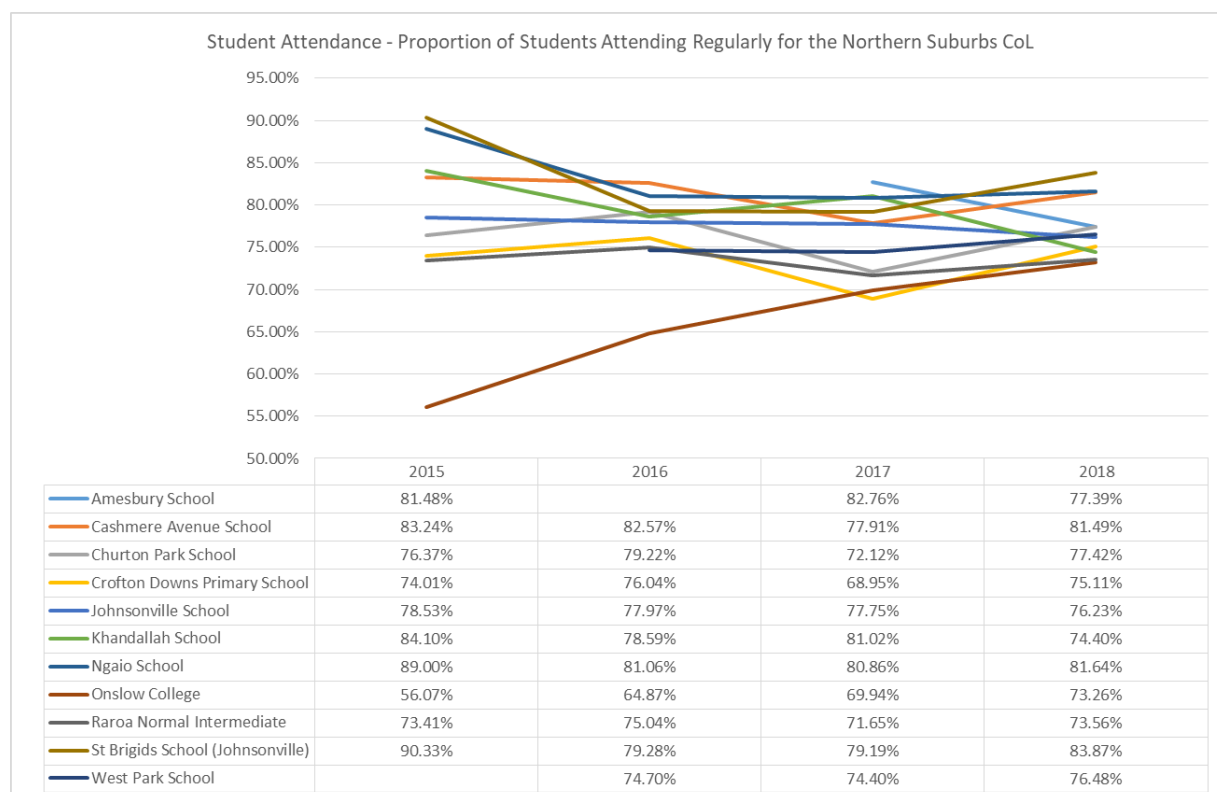
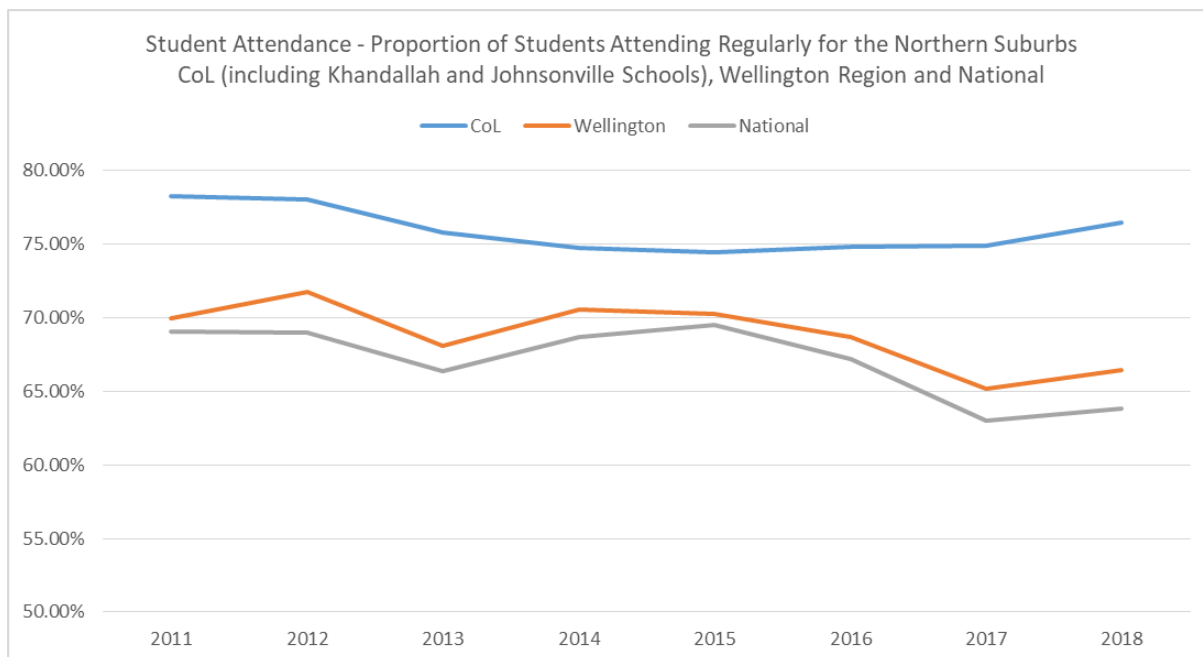


Table 7: Student attendance in the cluster compared with Wellington and National



- Attendance at the individual school level shows that all schools apart from Onslow College have consistently been above 70% from 2015 to 2018.
- Onslow College showed an improvement in their attendance with an evident increase in the proportion of students attending regularly from 2015 to 2018.

Generally effective schools

In terms of the regular review cycles, each school in the cluster has received positive ERO reviews with all considered to be well placed to continue its performance in achieving valued outcomes for its students. Some schools are on 4 – 5 year review cycle.

Education Review Office identified common strengths among the cluster schools. These include:

- Collaborative and inclusive practices promoting student belonging and supporting their wellbeing
- Useful processes and systems for the collection, analysis and use of achievement data
- Curriculum experiences fostering student engagement
- Appropriate provisions for students requiring additional support
- Purposeful school leadership of organisational processes and practices
- Support for teachers that promoted their professional growth and development
- Generally effective systems to support positive stewardship

Stand-down and suspension data below looks at the 2018 rates per 1,000 SDS data.

- The stand-down and suspension rates per 1,000 students for the Northern Suburb Kahui Ako are lower than the Wellington Region and National averages.
- There were no suspensions made in 2018 within the Kahui Ako

- Raroa Normal School and Onslow College are the only schools that had stand-downs in the CoL.
- Onslow College had the highest number stand-down rate in 2018 in the Kahui Ako.

Table 8: Stand-downs and suspensions across the schools – 2018 data

School	Stand-downs	Suspensions
Amesbury School	0	0
Cashmere Avenue School	0	0
Churton Park School	0	0
Crofton Downs School	0	0
Johnsonville School	4.9	0
Khandallah School	0	0
Ngaio School	0	0
Onslow College	11.77	0
Raroa Normal Intermediate	2.36	0
St Brigid's School	0	0
West Park School	0	0
Kahui Ako total	5.5	0
Wellington total	18.6	2.3
National total	25.5	4.0

Areas for improvement identified by the Education Review Office 2015 – 2019

An analysis of each school's latest ERO report suggests the following areas for improvement:

- Ensuring curriculum that:
 - a. Reflects the school and community context, including students' identity, cultures and languages
 - b. Has meaningful inclusion of te ao Maori across the curriculum
- Continuing to take deliberate, cohesive action to promote acceleration and reduce disparities for groups of learners, especially for Māori (Māori boys, in particular) and Pacific students, particularly in writing.
- Strengthening responsiveness to, and learning partnerships with, Māori and Pacific families and students
- Strengthening the ability of schools to identify, track and monitor the rate of progress for individuals and cohorts over time
- Strengthening processes, knowledge and practice for teachers and leaders to undertake effective inquiry and internal evaluation, to determine impacts of initiatives and inform decisions for ongoing improvements.

Part 2: Our Shared Vision

Better together

As a cluster, we have continually asked ourselves the question: what is it that we can do better together than we can do on our own? The purpose of becoming a Kāhui Ako is so that we can be better together for our students, our communities, our teachers, for the wider education community and the wider community, in general. The world should become a better place because we are working together, otherwise there would be no point. We believe that working together as a Kāhui Ako will open up worlds of opportunities; in particular, it will enable expertise to be shared, learnings to be shared so we don't all have to make the same mistakes, and for courage to be lent as we go on this potentially challenging journey together.

Core Purpose

Northern Suburbs Schools:

Equipping students for the future; ensuring equitable outcomes for all

Our vision is that through teachers who are well equipped, innovative, creative and activated, we will offer equitable, inclusive learning programmes to students that meet their needs, interests and desires and that equip them for their future. Our learners will feel a strong sense of connection, community and belonging. They will feel individually and culturally valued and understood by those around them. Through a focus on improving and sustaining students' wellbeing, students will develop the resilience they require to challenge themselves, take risks in their learning and to continually grow and develop. Students will stand more confidently in the world and will feel empowered to take action to make the world a better place for themselves, the world itself and others.

Our Goals

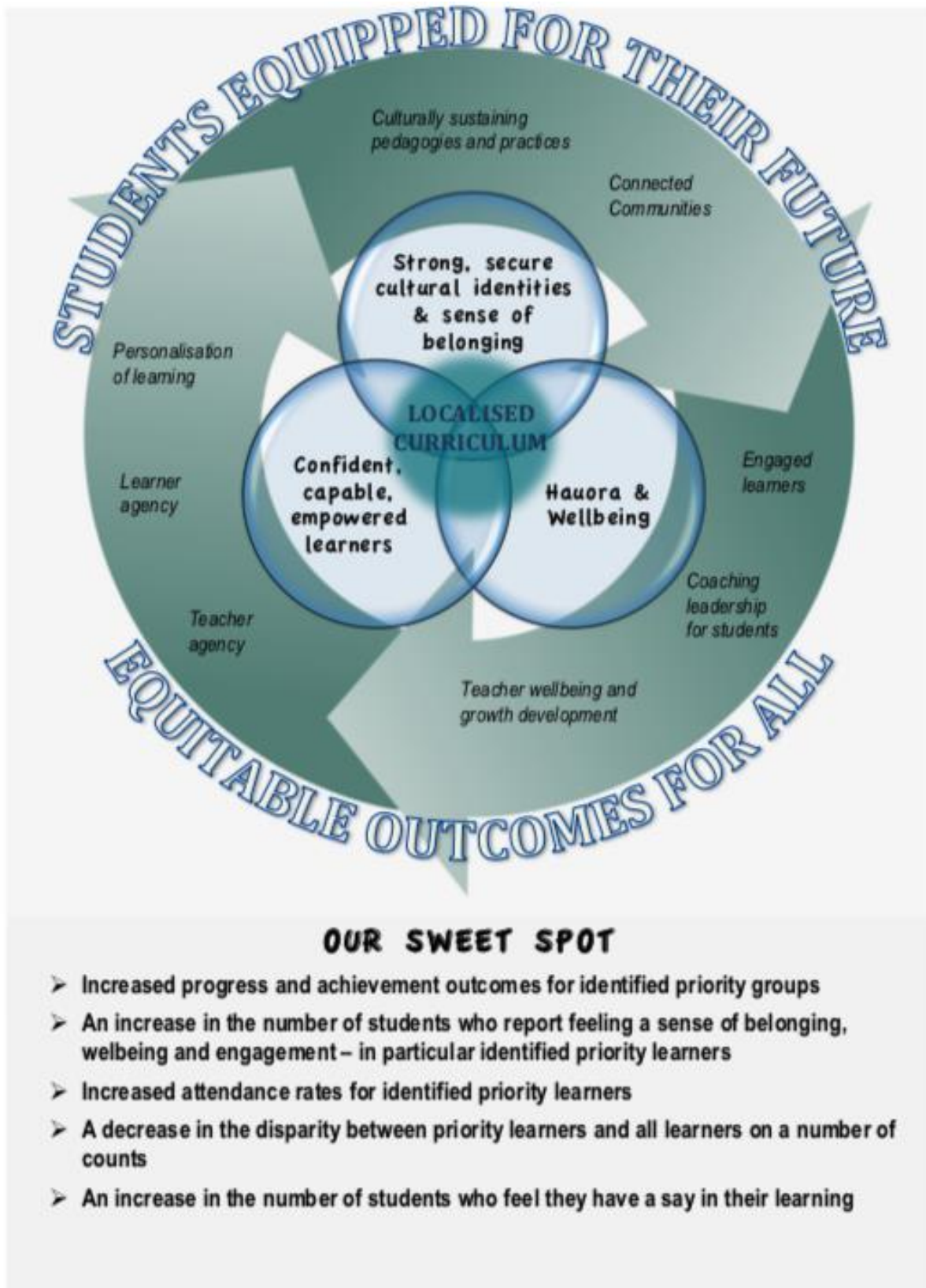
- Enabling all people in the cluster community to learn and flourish
- Activating professional creativity and autonomy
- Equipping teachers to meet our overarching core purpose
- Having a broader educational and pedagogical influence

Our Principles of Collaboration – how we will work together

- Raise viewpoints and challenge skilfully and respectfully
- Valuing diverse voices and people
- Be committed to the shared purpose
- Be open-minded and flexible: Hold a learner mindset

- Value risk-taking and innovation that is aligned with our purpose
- Taking a strength based approach
- Always assume good intent

Summary Kāhui Ako Achievement Challenges and Strategies



Part 3: Our Achievement Challenges

- i. Strong, secure cultural identities and sense of belonging
- ii. Hau ora and wellbeing
- iii. Confident, capable empowered learners
- iv. Equitable outcomes for all

The focus of the kāhui Ako is on all our ākonga, but our vision for “equitable outcomes for all”, leads us to give particular attention to Māori (Māori boys, in particular) and Pacific students, and new New Zealanders who are likely to bring other learning challenges in the form of language acquisition and cultural needs (English Language Learners). These needs will have to be identified in more detail and addressed more fully as one of the first actions of the Kāhui Ako. We will take a strengths-based approach and we will use appreciative inquiry rather than a problem-focused approach. Two further groups we will give particular attention to are students with high anxiety and those with special needs. The achievement challenges we have identified will have embedded strategies and drivers to address the needs of these groups of students. An indication of the effectiveness of the strategies we adopt will be evidenced in the students’ engagement with learning and their sense of wellbeing and belonging at school, as well as in their levels of progress and achievement.

Data analysis used to identify achievement challenges

A wide range of data was investigated to identify achievement challenges:

- Analysis of the latest two Education Review Office Reports for each school
- Analysis of ethnic makeup of each school
- National Standards data
- Analysis of NCEA results
- Retention beyond the legal age of leaving school
- Focus group discussions/workshops with teachers, middle and senior leaders
- Principals’ retreat workshopping cluster needs
- Student Engagement and Wellbeing Surveys administered by some schools
- Student attendance
- Annual Charter Goals for each school
- Schools’ Parent Consultation data
- English Language Learners

Analysis of the information provided in the section “Who are we?” very clearly points to the achievement challenges identified. The schools’ student achievement data shows Māori and Pacific students generally achieving below non-Māori and non-Pacific students. Māori boys are significantly less likely to remain at school beyond 16 years of age and their attendance is likely to be less than other students at a secondary school level.

The increasing diversity of our schools and the growing numbers of students who are enrolling with English Language Learning needs is a challenge our schools will need support and development to address effectively and sensitively. This is particularly so given that the increasing diversity of our students and communities is not reflected in our teachers. Though schools are more aware of recruiting for diversity, the majority of teachers in our schools are female and European/“white”. Hence, school teachers and leaders will need to increase their understanding of the schools’ communities and of the pedagogies and practices that will sustain the diverse cultures. Further to this, there are issues and challenges in fitting into New Zealand society that are emerging for particular ethnic groups that are impacting student wellbeing and, as such, will need to be

addressed, but will need to be addressed sensitively and carefully. Schools will require assistance with this.

Anecdotal data suggests that students with high anxiety and/or high parental anxiety may have higher levels of non-attendance than other students which in turn contributes to increased anxiety especially when progress and achievement is impacted and/or these students already struggle to find their place socially. This will need to be further explored as an early action of the Kāhui Ako.

Student Engagement and Wellbeing data currently available has shown that though students are generally engaged (as ERO also identified) in their teaching and learning programmes and find the programmes interesting, students are less likely to agree that, “Teachers ask us for our ideas to make the school better” or “I have a say in what we are learning”. It seems that students are wanting more than increased voice and choice; but they are wanting to be involved in negotiating or co-constructing the curriculum. Hence, we have included an achievement challenge related to empowered students. We recognise that truly enabling students to negotiate or co-construct the curriculum will require significant change in the traditional mental models held by teachers and in the ways they think about teaching and learning and students. This will require significant support to be provided to teachers in the form of professional learning, but also in terms of what “agency and insidership” actually looks like when implemented in practice.

Further, what is also noticeable from this data is that while students feel safe and are generally positive that they are known as learners and that their learning needs are being met; some students, particularly those from diverse ethnic backgrounds, are not as certain that they are known and valued as people, for example, that their family and cultural backgrounds are known and valued. As a result, the cluster will need to focus on developing the pedagogical approaches and practices that ensure all students experience a sense of belonging and engagement, particularly as culturally/family-located human beings.

The goal of capable, empowered learners is not only inextricably linked with all the achievement challenges, but links strongly with the schools’ focus on modern learning practice and future focused pedagogies. Not only will greater learner agency and “insidership” (students as insiders in their learning) reduce anxiety, but it will assist the development of confident students who believe that they can act in and on the world, and who do take action. This will contribute to engagement and wellbeing. It will assist students to feel a sense of belonging because they have a voice.

The following analysis of the Annual Charter goals of each school supports the choice of these achievement challenges. This shows that every Kāhui Ako school has goals in its 2019 Annual Charter related to the achievement challenges. Hence, the work of the Kāhui Ako will be a continuation of what each school is already doing.

Table 9: Alignment of each school’s strategic goals with the achievement challenges

Alignment of each school's strategic goals with the focus of the Kāhui Ako

Achievement Challenges	Strong, secure cultural identities and sense of belonging	Hau ora and wellbeing	Confident, capable empowered learners	Equitable outcomes for all
Amesbury School	Promote understanding, appreciation and respect for ourselves, all cultures, all people and all environments; and actively recognize and value the bicultural and multicultural nature of New Zealand society. Actively support the resurgence and revitalization of Te Reo me ona Tikanga. Embrace the diverse cultures and ethnicities in the Churton Park community.	Develop and maintain an environment that is open, warm, welcoming and inviting and that encourages a sense of belonging and wellbeing.	Develop systems, programmes and processes to ensure that students are consulted about matters that affect them and that all students are acknowledged as insiders in their learning, appropriately, significantly, and authentically given choices and involved in decision making	Ensure early identification of, and effective support for, children who are at risk of not continually fulfilling their potential.
Churton Park School	We are all in this together, and what we do has a wider impact. We actively contribute through participating and listening sincerely to a diverse range of ideas and perspectives so that our decision making is more thoughtful, respectful and inclusive. We want to be citizens that make a difference and influence for good in the wider world.	The development of a growth mindset will enable learners to stretch themselves, explore possibilities and opportunities with an openness to improve and build their strengths. They will be committed to achieving their personal best and will feel fulfilment by actively deepening their understanding.	Akonga (learners) become confident, self motivated individuals. Engagement in learning is supported by programmes that recognise the needs of individuals, responsive to their learning needs and their wellbeing – encouraging others to do the same. Learners who relate to others through their willingness to participate and listen thoughtfully to a diverse range of ideas and perspectives are more able to collaborate to accomplish a superior outcome.	Akonga will be future focused and open to possibilities and opportunities, willing to use the best of what we know and do while engaging with new thinking and technologies.
Crofton Downs School	Our Staff work with whānau to embrace the inclusion, protection, integrity, justice and fairness of all cultures <ul style="list-style-type: none"> embrace diversity in our learning, teaching and school community, accepting differences with a generosity of spirit. 	Our Staff are able to prioritise the Learner Agency approach in their teaching and the support programmes. Wellbeing of staff will continue to be a focus for us. <ul style="list-style-type: none"> Investigate ways of empowering staff to focus on their own wellbeing, and implement support as appropriate Investigate ways of empowering staff to focus on their own wellbeing, and implement support as appropriate 	Our students have appropriate voice, choice and independence in their own learning. This is the foundation of our Learner Agency approach to education, utilised throughout the school. <ul style="list-style-type: none"> Student feedback is sought and acted upon 	<ul style="list-style-type: none"> strategies to support the transition of students from the Junior Pod to year 3 To provide robust evidence of the effectiveness of the teaching and learning approach at Crofton Downs School
Johnsonville School	Our everyday school culture is inclusive. Engagement of, and input from the school community is encouraged.		Our school community maintains a learning environment where children are challenged, engaged and achieving in all areas of the Johnsonville School Curriculum.	Our school community maintains a learning environment where children are challenged, engaged and achieving in all areas of the Johnsonville School Curriculum.

Cashmere Avenue School	Relationships Through <i>mahi tahi</i> we will achieve <i>whanaungatanga</i> by valuing diversity, empathy and collaboration.	Internal Self Proud, motivated learners who explore self and take risks	Powerful Learning Opportunities Creative learners who use learning processes to be inquiring, critical learners.	Internal Self School learning environments enable learners to exercise agency when making choices to learn how they learn.
Khandallah School	Partnerships We will work collaboratively with whānau and professionals to develop and support the whole child.	Partnerships We will work collaboratively with whānau and professionals to develop and support the whole child.	Progress and Achievement All Khandallah School learners will progress to their highest potential in all aspects of the curriculum, demonstrating increasing ownership for their learning.	Equity We will design and adapt learning programmes to meet the needs of all Khandallah School learners so that they can achieve educational success.
Ngaio School	Create inspiring and meaningful pathways for learning: <ul style="list-style-type: none"> Provide rich learning experiences and personalised pathways to engage students' and ensure their wellbeing and learning needs are catered for. Create a positive learning culture by embedding our school values, including through peer mediation, a house system and positive behaviour management systems. Empower staff to succeed: <ul style="list-style-type: none"> Build a cohesive, positive and happy teaching team by developing an agreement of 'how we do things around here'. Support each staff member to develop a personalised professional learning plan that supports them to contribute to the achievement of our strategy, our students' learning and their ongoing professional growth. Weave partnerships with our amazing community: <ul style="list-style-type: none"> Empower families/whanau to be engaged in their child's learning journey by creating opportunities for engagement, communication and involvement. 			
Onslow College	We are focusing on how we can be culturally sustaining through a bicultural approach to all aspects of the school. We have a strategic goal which states: To respect the unique status of Maori as Tangata Whenua un the Tiriti o Waitangi. We have participated in a cultural stocktake, gathered student and whanau voice and fed this back to staff so we can begin implementing changes.	Ako groups have been implemented to build whanaungatanga and so that each student has a significant adult at school who supports their wellbeing. This is being developed throughout the school.	Time table and curriculum structure which promotes equity and supports students accessing pathways that maximise learning opportunities. We continue to develop our extended learning opportunities and have changed class structures in Year 9.	Trial of a whanaungatanga room next year to support individuals learning and the focus on cultural sustainability. The development of an authentic local curriculum will start.
Raroa Normal Intermediate	Implement initiatives for assessment, in alignment with student and teacher wellbeing (and enabling equity and excellence.) <ul style="list-style-type: none"> Assessment practices will align with the vision and philosophy of our school curriculum and wellbeing plan Teachers have a high level of understanding of how children learn and transfer that into practice Students use higher order thinking skills throughout their learning. Students will be highly engaged with their 	Continue to implement practices that foster community wellbeing with a commitment to the students and their whanau. <ul style="list-style-type: none"> Teams will develop a teacher inquiry around student wellbeing based on the needs of the current cohort. Share the roadmap of our wellbeing development and consolidate including the completed staff wellbeing model and book 	<ul style="list-style-type: none"> Teachers have a high level of understanding of how children learn and transfer that into practice Students use higher order thinking skills throughout their learning. Students will be highly engaged with their learning and have higher agency. Students will develop the skills for their lives today and their future. Behaviour principles will be integrated across the curriculum 	Partnership Working within the Northern Zone cluster "Core Purpose of the cluster: Equipping all students for the Future" Themes for teachers to collaborate on across the cluster Diversity Wellbeing Transition Student agency and innovation <ul style="list-style-type: none"> Schools within the cluster will start to work within a strongly collaborative culture; learning from each other for the benefit of ALL students

	<p><i>learning and have higher agency.</i></p> <ul style="list-style-type: none"> • <i>Students will develop the skills for their lives today and their future</i> 			<ul style="list-style-type: none"> • <i>There will be some cohesion and strong benefit for the students transitioning through the cluster.</i>
St Brigid's School	<p>Celebrating and using the strengths and experiences of our range of cultural groups. Ensuring all children and their parents are valued for who they are and what they bring. Recognising the bi cultural nature of Aotearoa and providing opportunities for all students to participate in Tikanga and Te Reo</p>	<p>Ensure that the wellbeing of staff and students continues to be actively promoted and monitored</p>	<p>Programmes of learning that engage and motivate students are in place. Student voice/agency is an integral part of all teaching and learning</p>	<p>A dedicated SENCO to ensure there is cohesion and appropriate resources and support for students with additional learning, health and behavioural needs. Immediate and effective response to students with are experiencing difficulty</p>
West Park School	<p>To develop and maintain programmes and an ethos that reflects our schools and New Zealand's cultural diversity and, in particular, the unique position of Maori as the tangata whenua.</p>	<p>To implement inclusive structures and programmes that support student and staff wellbeing and resilience.</p>	<p>To provide enriching and broad classroom programs through an integrated school curriculum to increase student engagement</p>	<p>To improve the achievement levels of priority learners through implementing targeted accelerated learning programs</p>

From this brief high level analysis of a range of data, the Achievement Challenges have emerged with great clarity. Below, we will now provide more information about the why and how of each achievement challenge. The “what” will be contained in our Plan for Success and will be developed in detail as part of the early work of the Kāhui Ako in response to the specific findings of the baseline data that is collected. However, in general, the plan is to continue with professional learning groups (as implemented in 2019) in a similar but revised format which are each focused on one of the achievement challenges. Collaborative inquiry and teaching-as-inquiry will be used to explore each achievement challenge and create change in schools.

Targets have been set for the end of 2021 for each achievement challenge. These specific indicators/targets have taken into account the reality that, in spite of our best efforts, getting everything sufficiently in place to make significant progress will take time. For example, a strong focus for the first year will necessarily be professional learning to support the within and across school leaders to collaborate effectively, develop the capacity to work with teachers in ways that lead to change, as well as growing their expertise and ability to advocate for their areas of focus. It is expected that though the themed inquiry groups will continue (in some agreed format) over 2020 as they have this year, the real value provided by the resourcing of the Kāhui Ako is unlikely to be seen until the end of 2021.

The main instrument used to evaluate the progress indicators will be a bespoke “Student Wellbeing and Engagement Survey” which will be made up of a range of survey statements that students respond to with “nearly always”, “often”, “sometimes”, “hardly ever or never”, that will have been chosen to align with each particular achievement challenge. The statements in the survey will cluster around the following areas of focus and will differ for students of different ages:

- Belonging, including cultural identities
- Engagement
- Sense of wellbeing and safety
- Student insiderness, agency and empowerment
- Personalisation of learning

One of the first actions of the Kāhui Ako, will be to administer the Student Wellbeing and Engagement Survey across the cluster and to analyse the data to form baseline data for the Kāhui Ako.

Challenge 1: Strong, secure cultural identities and sense of belonging

Why: Judge Becroft, Children’s Commissioner, spoke at a “Talking Matters Summit” in Auckland. In a statement that held back no punches, he said, “Today’s New Zealand is a land of inequality, disadvantage and marginalisation – this is not the New Zealand I want to be a part of.”

The “achievement gap” is a result of this “inequality, disadvantage and marginalisation”, particularly for our priority learners; and, in spite of a focus on shifting the 20% tail of underachievement in New Zealand schooling over years, we have made little progress towards reducing it. In 2017, the K-12 Horizon Report identified the Achievement Gap as a wicked challenge – one that is hard to even define, let alone solve. The term Achievement Gap refers to an observed disparity in academic performance among student groups, especially as defined by socioeconomic status, race, ethnicity, or gender. The report suggested that “within the classrooms, learners can be exposed to behaviours such as biases and negative stereotyping that influence their achievement and prevent them from realising their potential.” The report also points to structural and systemic conditions such as socio-economic status that impact academic achievement. However, the report’s bland, impersonal tones cover up, gloss over and fail to confront the propensity for human beings, institutions and societies to discriminate against and marginalise those who are different from themselves and to maintain unequal allocation of power and resources when they benefit – whether they know that is what they are doing or not.

Ensuring equity for all is a focus for this Kāhui Ako and the increasing equity-mindedness of its teachers is a goal. This refers to the perspectives or modes of thinking exhibited by educators who call attention to the patterns of inequity in student outcomes, explore the conditions that lead to those outcomes, and take actions to change them – a goal of our current Diversity Inquiry Group. Equity-minded educators are willing to take both personal and institutional responsibility for the success of their students, and, as a result, critically reassess their own practices and the beliefs they hold that underpin those practices. They understand that they will never be able to truly meet the needs of every student without looking within themselves to the deeply held beliefs and barriers that we each bring to our roles as educators and leaders that might inhibit equity? They ask: What are the attitudes, deeply seated beliefs that I hold that perpetuate inequity and inequality? What are the practices I carry out that enact these attitudes and beliefs and unwittingly marginalise students that I teach? They challenge the deficit thinking in which educators blame others for outcomes, rather than looking at themselves first. Equity-mindedness requires educators to be race conscious and aware of the social and historical contexts of exclusionary practices in New Zealand and globally. They want all students to feel a strong sense of belonging in our schools and to feel that their diverse cultural and other identities are accepted, appreciated, and even more than that, sustained.

There has always been a need for teachers to be culturally competent and our practices culturally sustaining. However, this need is growing with the increasing diversity of our schools and of our communities. The New Zealand Census 2018 data recently released show that superdiversity is deepening in New Zealand. People from different cultural, linguistic and religious backgrounds raise issues and challenges that need to be met to ensure that we maximise the benefit of our communities’ increasing diversity. Some of the key demographic changes include:

- Biggest increase in ethnic group is the Asian population, which is growing faster than the Māori rate of increase
- 27.4 per cent of people not born in New Zealand which is up from 25.2 per cent from Census 2013; this is much higher in most communities in the Northern Suburbs
- 4.5 per cent were born in England, 2.9 per cent were born in the People’s Republic of China and 2.5 per cent in India
- The most common languages spoken were English (95.4 per cent), Te Reo Māori (4 per cent), Samoan (2.2 per cent), Northern Chinese (2 per cent) and Hindi (1.5 per cent).

By 2038, Statistics New Zealand has projected that 51 per cent of New Zealanders will identify as Asian, Māori or Pasifika; and 65 per cent as New Zealand European. The fact that this equates to more than 100% is due to mixed race children identifying with more than one ethnicity. However, these demographic trends are more pronounced for the schools in the Northern Suburbs and in some Northern suburbs (Churton Park and Johnsonville, for example) in particular,

Data gathered to date suggests that these culturally, ethnically and religiously diverse groups do not always feel a strong sense of belonging in our schools; nor do they feel that their cultures are embraced and sustained.

How: To ensure Strong, Secure Cultural Identities and Sense of Belonging the Kāhui Ako will work towards the development of *culturally sustaining pedagogies and practices* across the schools.

- An Across School “specialist” teacher will be appointed to lead the work for this achievement challenge and a support leadership team including Within School Teachers will be designated
- An appropriate framework (Tataiako, Hautū, Te Kotahitanga observation tool etc.) will be used, or a bespoke framework developed, to assess the current state of teacher practice in relation to culturally sustaining pedagogies
- Baseline data will be collected from students. A range of survey questions related to belonging, appreciation and inclusion will be included in the Student Engagement and Wellbeing Survey.
- Focus groups of students will be held to gain greater understanding of the experiences of a range of ethnic groups in our schools.
- Teachers from across the schools will opt into a Cultural Diversity Collaborative Inquiry Professional Learning Group (Cultural Diversity CIPLG).
- These teachers will develop their understanding of effective culturally sustaining pedagogies and practices through access to literature, experts and other forms of professional learning; and then explore these in their own practice through multiple iterations of a teaching-as-inquiry approach
- Through collaborative inquiry, the Cultural Diversity CIPLG will make sense of the experiences of individual teachers to increase the collective knowledge, skills, understanding and efficacy of the group and to create new knowledge about effective culturally sustaining practices and pedagogies
- Within and Across School Leaders will, as appropriate, carry out classroom observations and provide feedback to individual teachers but also, as a result of these observations, assist them to set ongoing goals for improvement
- Support will be provided to schools to make connections and strengthen relationships with local iwi and marae
- Connected communities: strategies for connecting with culturally diverse communities will be explored, implemented and evaluated for effectiveness. Ways for schools to collaborate in this undertaking will be explored
- The learnings of the Cultural Diversity CIPLG will be shared with others in the Kāhui Ako and more broadly
- Students will be surveyed again to evaluate progress towards our achievement challenge targets
- A bespoke Connected Communities Survey for parents will be developed and will provide information about how connected parents feel with the school and what might assist. This will be disaggregated by ethnicity to assist the development of strategies to improve the connectedness for particular ethnic groups.

Progress indicators for Strong, Secure Cultural Identities and Sense of Belonging

During 2020:

- An Across School “specialist” teacher will be appointed to lead the Cultural Diversity Collaborative Inquiry Professional Learning Group (CPLG) and a leadership team including Within School Teacher roles designated
- The leadership team will engage in “Leading Change” professional development
- An appropriate tool will be selected to collect base line data for cultural identities and a sense of belonging.
- Baseline data will be collected of all students across the Kāhui Ako. Data will be disaggregated for identified ethnic groups to determine levels of positivity for the various ethnic groups.
- Attendance and retention baseline data will be collected. Data will be disaggregated to identify groups at risk and plans, goals and targets set for 2022.
- An observation tool will be selected/developed to show increasingly effective use of culturally sustaining pedagogies and practices for teachers (in the Cultural Diversity CIPLG)
- Teachers will opt into the Cultural Diversity CIPLG
- By the end of 2020, teachers in the Cultural Diversity PLG, will have developed their knowledge of Culturally Sustaining Pedagogies and Practices (CSP&P) and set improvement goals and inquiry plans for 2021.
- Strategies for connecting with culturally diverse communities within the Kāhui Ako will have been developed
- Links will be made with local Iwi and marae

During 2021:

- By the end of 2021, teachers in the Diversity PLG will have carried out several iterations of teaching-as-inquiry related to cultural diversity and culturally sustaining practices
- A range of ways of connecting with the Kāhui Ako’s culturally diverse communities will have been implemented and their effectiveness evaluated
- Strong links will have been made with local Iwi and marae
- Teachers in the Cultural Diversity CIPLG, will have significantly developed their knowledge of effective pedagogies and practices in relation to culturally sustaining practices

End of 2021

- By the end of 2021, teachers will have shared their learnings with other teachers in the KA.

Mid 2022

- A range of data will be used to evaluate progress towards the achievement challenge including for identified ethnic groups
- Analysis of key narratives of a focus group of teachers in the Cultural Diversity CIPLG will show the development of greater self-awareness, other-ness awareness and self-efficacy in relation to inclusiveness of diverse cultures in their classrooms/schools
- Parents will report feeling more connected with their child(ren)’s school across the range of indicators in the Connected Communities Survey.
- Data will be collected to evaluate the impact on teacher wellbeing and hauora

Target for this achievement challenge

By mid 2022:

- Analyses of the Student Wellbeing and Engagement Survey will show an overall 5% increase in positivity for the “Belonging and Engagement” cluster of statements.
- Analyses of the Connected Communities Survey of parents will show 5% increased feelings of connectedness across the survey questions.

Key indicators for Strong, Secure Cultural Identities and Sense of Belonging

- All students but, most particularly the identified priority learners and students of diverse cultural and ethnic backgrounds will report (via the Wellbeing and Engagement Survey and Student Focus Groups) feeling more positive across a range of indicators related to their sense of belonging and engagement in learning programmes. Data will be disaggregated for identified ethnic groups to determine levels of positivity for the various ethnic groups.
- Attendance and retention data will reflect increased engagement in school, particularly for identified ethnic groups (if this measure is found to be appropriate)
- Use of an observation tool will show increasingly effective use of culturally sustaining pedagogies and practices for teachers
- Analysis of key narratives of a focus group of the collaborative inquiry group teachers will show greater self-awareness, other-ness awareness and self-efficacy in relation to inclusiveness of diverse cultures in their classrooms.
- Parents will report feeling more connected with their child(ren)’s school across the range of indicators in the Connected Communities Survey.

Challenge 2: Wellbeing and Hau ora

Why: Well-being is fundamental to all activities in our schools, 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, have equitable learning opportunities and have their culture, language and identity recognised and valued. Recent research on wellbeing indicates that positive wellbeing can protect against mental health challenges that face many young people and can predict classroom engagement and academic achievement. “Wellbeing is vital for student success” (ERO Wellbeing for Success: A Resource for Schools, March 2016).

Student wellbeing is strongly linked to learning. According to ERO (2016), 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”. A leading Australian researcher, Dr Donna Cross, describes wellbeing as “the oil of learning” and important research demonstrates that wellbeing is not fixed and can be increased (Quinlan, ‘NZ Principal’ September, 2017).

This is a particularly timely achievement challenge as young people and their families face an increasingly complex and uncertain world; and although schools cannot solve many of the issues and challenges resulting from this, schools can be safe places for children and adolescents as they grow and develop. Pastoral care must form a significant aspect of the work done to ensure the wellbeing and hauora of students. The roles of counsellors, learning services, RTLBs and the many other agencies with whom schools work on a daily basis are extremely important.

This area of focus is particularly relevant given the increasing anxiety being experienced across all student bodies and across the parent community. Increasing talk of self-harm and suicide (or suicide ideation) by increasingly younger students is evident across schools including primary schools. Increasing numbers of new New Zealanders have experienced significant trauma in their backgrounds and/or are experiencing trauma in New Zealand as their culture clashes with expectations/requirements in New Zealand. The discipline of children can be one such cultural clash, along with frustration over educational and achievement expectations. Overall schools are experiencing behaviour challenges across the student body that are increasingly complex and they are having to deal with increasing numbers of parents who are overwrought and struggling.

This, and the increasing complexity of teaching and learning, impacted by the expectation that schools will meet the needs of every student, has negatively impacted staff wellbeing. In particular the “backend” work of teaching and learning has increased as teachers respond to the expectation that learning will be designed and personalised to meet the needs, interests and desires of each and every student. As with the oxygen masks on an airplane, the wellbeing of teachers must be addressed so that the wellbeing of students can be addressed. Hence, this challenge must incorporate teacher workload and wellbeing, including the ongoing growth and development of teachers (as leaders) and the development of smart ways to resource and assist with the additional complexity of teachers’ work.

How: The Kāhui Ako is committed to ensuring that all students have a strong sense of wellbeing; a sense of belonging; knowing that teachers care about them, underpinned by teachers' strong belief that all students are "knowing and knowledgeable" and can learn and learn well. As a result, the Kāhui Ako will carry out a range of strategies to ensure increasing wellbeing and hauora

- An Across School "specialist" teacher will be appointed to lead the work for this achievement challenge
- Baseline data will be collected through the Student Engagement and Wellbeing Surveys
- Focus groups with students will be held to gain greater understanding of issues being experienced and areas for focus
- Data will be disaggregated and analysed to determine groups of students for particular focus
- Transition points (ECE to primary; primary to intermediate; intermediate to college) will be a significant focus for this group as they explore, through a separate survey and focus groups, students' current experiences and what might assist.
- Teachers from across the schools will opt into a Wellbeing and Hauora Collaborative Inquiry Professional Learning Group supported by the Across School "specialist" Teacher and a team of Within School teachers
- These teachers will explore the data and develop their understanding of effective pedagogies and practices related to wellbeing and Hauora through access to literature, experts and other forms of professional learning; and then explore these in their own practice through a teaching-as-inquiry approach
- Through collaborative inquiry, the Wellbeing and Hauora PLG will make sense of the experiences of individual teachers to increase the collective knowledge, skills, understanding and efficacy of the whole group and develop new knowledge
- As and when appropriate, Within School Teachers and the Across School Teacher will support by carrying out classroom observations and providing feedback to individual teachers/teams of teachers, and, as a result of these observations, assist teachers to set ongoing goals for improvement through the teaching-as-inquiry approach
- The learnings of the Wellbeing and Hauora PLG will be shared with others in the Kāhui Ako and more broadly
- The Student Engagement and Wellbeing Survey will be used at certain points to evaluate progress towards this achievement challenge and for reporting to Boards of Trustees and the Ministry.

How: Teacher wellbeing is also a significant focus of this achievement challenge:

- Available NZ data sets related to teacher wellbeing and hauora, along with Kāhui Ako teacher focus groups will be used to develop strategies for improving teacher wellbeing and hauora as an aspect of the work of the Wellbeing and Hauora Collaborative Professional Learning Group.
- A Coaching Leadership approach with a view to developing all teachers as leaders will be central to the way of working with teachers across all CIPLGs. This will ensure an approach to change management that is experienced as robust but also gentle and caring and will lead to the growth and development of teachers. See information about coaching leadership later in this document.
- A simple survey tool will be developed to evaluate the impact of strategies on teacher wellbeing and hauora at significant points in the project.
- A coaching leadership development framework and self-review tool will be used to evaluate and report on leadership growth and development

Progress indicators for Wellbeing and Hauora

During 2020

- An Across School “specialist” Teacher will be appointed to lead the Wellbeing and Hauora Collaborative Inquiry Professional Learning Group (CPLG) and a leadership team including Within School Teacher roles designated
- The leadership team will engage in “Leading Change” professional development
- Baseline data (including focus groups) related to Wellbeing and Hauora will be collected from all students across the Kāhui Ako. Data will be disaggregated for identified priority learners and other “disaffected” groups and areas for focus. This will include attendance and retention data
- Teachers will opt into the Wellbeing and Hauora CIPLG
- Teachers will begin to explore latest best practice and thinking about wellbeing and hauora
- Using the data, plans and specific goals and targets will be set for and by the Wellbeing and Hauora CIPLG for 2021

During 2021

- Teachers in the Wellbeing and Hauora CIPLG will have carried out several iterations of teaching-as-inquiry
- Teachers in the Wellbeing and Hauora CIPLG, will have significantly developed their knowledge of effective pedagogies and practices to increase the wellbeing and hauora of students and certain groups of students, in particular

End of 2021

- Teachers will have shared their learnings with other teachers in the Kāhui Ako and beyond

Mid 2022

- A range of data will be used to evaluate progress towards the achievement challenge including for identified priority learners

- Data will be collected to evaluate the impact on teacher wellbeing and hauora
- Analysis of key narratives of a focus group of the collaborative inquiry group teachers will show the development of greater self-awareness, other-ness awareness and self-efficacy in relation to the wellbeing and hauora of students in their classrooms/schools.

Target for this achievement challenge

By mid 2022: analyses of the Student Wellbeing and Engagement Survey will show an overall 5% increase in positivity for the “Wellbeing and Engagement” cluster of statements, including for identified priority learners

Key indicators for Wellbeing and Hau ora

- All students and, most particularly, the identified priority learners will report feeling more positive across a range of indicators related to wellbeing and hauora
- Students will report increasingly positive transition experiences at each transition point
- Attendance and retention data will reflect increased engagement in school, particularly for the cluster’s identified priority learners
- Achievement in literacy and numeracy will show an increase over time
- Teachers will report feeling more positive across a range indicators related to their engagement, wellbeing and hauora
- There will be increased collective efficacy across the cluster in relation to effective pedagogies and practices for wellbeing and hauora

Achievement Challenge 3: Confident, capable, empowered learners

Why: In the foreword of *Supporting Future-Oriented Learning and Teaching – A New Zealand Perspective*, the Minister of Education said, “I want to ensure that New Zealand has a world-leading education system that equips all our young people with the knowledge, skills and values to be successful in a world that is increasingly complex, fluid and uncertain” (Bolstad & Gilbert, 2012, p. iii). In order to be confident, capable and empowered learners, students will need to be equipped with the knowledge, skills, values and dispositions that are needed for the times in which our students live (and will live).

“Twenty first century learning” or “future-focused pedagogies” is a response to the changing economic, technological, scientific and social landscape of the 21st century and the challenges and opportunities it presents in/to education. 21st century learning is not a fixed prescription or known formula but rather it “can be considered as an emerging cluster of new ideas, beliefs, knowledge, theories and practices – some of which may be visible in some schools and classrooms, some which exist only in isolated pockets and others which are barely visible yet” (Bolstad & Gilbert, 2012, p. 1). While there is considerable agreement among educators on just what the main ideas of future focused pedagogies are, what is less clear is just what these look like in effective practice, what they look like when operationalised across a whole school system, and, finally, how we grow and develop teachers’ capabilities and capacities to implement these effectively and consistently in our learning environments; particularly, given that these future-focused ideas challenge deep-seated beliefs about what is considered legitimate knowledge, who should define it, what is good teaching and learning practice and traditional views about who should hold and wield power. Given the challenges and the fact that each school in the cluster is interested in ensuring its curriculum meets the future-focused needs of its 21st century students, it made sense for the schools to work together collaboratively on this through the Kāhui Ako. Hence, the inclusion of an achievement challenge focused on ensuring the use of 21st century pedagogies to deliver the curriculum.

How: To ensure Confident, Capable, Empowered Learners, this achievement challenge will focus on the development of future-focused pedagogies to assist our students to be equipped for their future. In particular, this achievement challenge will particularly focus on “student agency and insiderness” and “personalisation of learning” as two future-focused pedagogies that will assist students to develop as capable, confident empowered learners.

Future-focused:

- *Personalisation of learning:* This is the idea of the education system being built around the learner (ALL learners) rather than learners being required to fit a system which will inevitably marginalise some students and ensure their failure in the system (Robinson, 2009). See below for further information.
- *Student agency and insiderness:* Integral to the personalising of learning, but different from it, is the dimension of students being involved in making decisions about their own learning and becoming agents of their learning and insiders in their learning. See below for further information

Process:

- An Across School “specialist” Teacher role will be appointed to lead the work for this achievement challenge and a support leadership team including Within School Teachers will be designated
- Baseline data will be collected from students as part of the Student Engagement and Wellbeing Survey using questions that will elicit their views around their agency and insiderness as learners and how personalised they feel their learning programmes are and how much say they have in their learning
- Focus groups with students will be held as needed to gain greater understanding of the emerging data.
- Data will be collected from teachers to develop a baseline picture of the pedagogies and practices currently impacting student agency and personalisation of learning
- Data will be disaggregated and analysed for identified priority learners to see what their experiences are in relation to this achievement challenge
- Teachers from across the schools will opt into a Future-Focused Collaborative Inquiry Professional Learning Group
- These teachers will explore the data and develop their understanding of effective pedagogies and practices through access to literature, experts and other forms of professional learning; and then explore these in their own practice through multiple iterations of teaching-as-inquiry
- Teachers will engage in multiple iterations of teaching-as-inquiry
- Through collaborative inquiry, the Future-Focused CIPLG will make sense of the experiences of individual teachers to increase the collective knowledge, skills, understanding and efficacy of the whole group and to develop new knowledge
- As and when appropriate, Within School Teachers and the Across School Teacher will provide support by carrying out classroom observations/walkthroughs and providing feedback to individual teachers/teams of teachers, and, as a result of these observations, assist teachers to set ongoing goals for improvement through the teaching-as-inquiry approach
- The learnings of the Future-focused PLG will be shared with others in the Kāhui Ako and more broadly
- The Student Engagement and Wellbeing Survey will be used at certain points to evaluate progress towards this achievement challenge and for reporting

Definitions and descriptions

Personalisation of learning: The idea of the education system being built around the learner rather than the learner being required to fit the system is a principle that has emerged in response to the changing landscape of the 21st century (Bolstad & Gilbert, 2012). This is often known as “personalisation of learning” and signals a move away from the ‘one-size-fits-all’ model of the Industrial Age education system. It rests on the idea that what is required is flexible organisation that enables differentiated provision for diverse students with diverse needs to support every person to develop their full potential (Leadbeater, 2004). However, personalised learning is not just a matter of tailoring curriculum and assessment to “fit” the individual, “but is a question of developing social practices that enable people to become all that they are capable of becoming” (Pollard & James, 2004, p. 6). It has been suggested that there are two aspects to personalisation of learning - “personalisation for the learner” in which teachers tailor the learning to the needs of the student and, “personalisation by the learner”, in which the learner develops the skills and capacities to design and construct their own learning (Hargreaves, 2005). A further dimension of personalisation which sits between these two ideas is teachers and students co-constructing the learning pathway of the student or “bespoke” curricula together (Bolstad & Gilbert, 2012). In this dimension, the construction of learning is modelled for students and made explicit thereby assisting students towards personalising their own learning.

Hargreaves (2004, 2005), one of the key architects of the big idea of personalisation, referred to “personalising” learning, rather than “personalised” learning in order to emphasise its dynamic nature - it is an ongoing, emerging process not a programme or product. It needs to be responsive to each individual as well as to the contextual characteristics within which the learning happens. It seems unlikely that there is a personalisation blue print that can be developed and trotted out in all schools and for all students; rather, that it will look like whatever it needs to look like in order to enable each student to continually reach their full potential.

A recent report from an independent think-tank focused on Australian public policy suggested that targeting learning to meet each student’s needs has long been talked about but is not being done effectively except in very small pockets. The report says, “Teachers and schools can lift all students’ performances if they are equipped to collect and use evidence of individual student achievement and progress. Working together, teachers should assess what each student knows now, target their teaching to what they are ready to learn next, and track each student’s progress over time. Teachers should then analyse their own impact, keep what works and change what does not.”

The challenge they say is to embed targeted teaching and learning in every classroom (we call it personalisation of learning by the teacher); however, if all we do is personalisation of learning by the teacher then students will gain qualifications but they will not necessarily learn to act with independence and autonomy within the community of learners.

Student agency and insiderness

Also integral to the personalising of learning, is the dimension of students being involved in making decisions about their own learning and becoming agents of their learning. This thinking is based on several premises. Firstly, students will be more motivated to learn when they are “inside” their learning and involved in making decisions about that learning (Hargreaves, 2005). Secondly, recognising that all students are unique, diverse human beings leads to the understanding that it is not possible for any one of us to fully know another person’s needs, wants and desires; therefore, each student’s voice becomes central to the provision of personalised learning programmes. Finally, in the context of the 21st century, students need to increasingly understand learning, understand themselves as learners and be genuinely involved in shaping their own learning in order to be the ongoing, creative, critical, innovative, continuous learner required for their future (Wylie, 2012). Student voice, choice and agency as learners are central to personalisation and 21st century learning.

Agency is a term that is difficult to fully comprehend immediately. Understanding of it comes as we engage with it over time. However, in simple terms it is the idea that students can make plans that are meaningful to them AND carry them out. This means that students have the sense of being empowered to act in positive and meaningful ways in and on the world and make a difference. Student agency includes ensuring that students have the skills, knowledge and attributes to carry out their plans – that they are capable people. But it also means that students are accorded the freedom to have a go, to take the risk and, perhaps, fail at times. It means that students, though children, are seen as having something valuable and meaningful to contribute to the world, but also to their learning. We co-construct learning with them and enable them to develop their own learning pathways because it is their learning (they are “insiders in their learning”) and, as such, they have something valuable to contribute. They know things about themselves that we don’t know. Student agency and insiderness contributes to the development of each student as unique, individual human beings.

Progress indicators for Confident, Capable, Empowered Learners

During 2020

- An Across School “specialist” teacher will be appointed to lead the Future-Focused Collaborative Inquiry Professional Learning Group (CPLG) and a leadership team including Within School Teacher roles designated
- The leadership team will engage in “Leading Change” professional development as well as professional learning related specifically to future-focused pedagogies
- Baseline data (including focus groups) related to student agency and insiderness and personalisation of learning will be collected from all students across the KA. Data will be disaggregated for identified priority learners
- Teachers will opt into this CIPLG
- Teachers will begin to explore latest best practice and thinking about student agency and insiderness and personalisation of learning
- Using the data, plans and specific goals and targets will be set for and by the Future-Focused CIPLG for 2021

During 2021

- Teachers in the Future-focused CIPLG will carry out several iterations of teaching-as-inquiry
- Where appropriate, observations and walkthroughs will assist change to teachers’ practice
- Teachers in the Future-focused CIPLG, will have significantly developed their knowledge of effective pedagogies and practices in relation to student agency and insiderness and personalisation of learning
- A Capable, Confident, Empowered Learners Matrix of key indicators at different levels will be developed and used with students for self-review

End of 2021

- Teachers will have shared their learnings with other teachers in the Kāhui Ako and beyond

Mid 2022

- A range of data (survey questions and focus groups) will be used to evaluate progress towards the achievement challenge including for identified priority learners
- Data will be collected to evaluate the changing picture of the pedagogies and practices being used by teachers in relation to student agency and personalisation of learning
- Analysis of key narratives of a focus group of the teachers in this CIPLG will show whether teachers have greater self-awareness, other-ness awareness and self-efficacy in relation to student agency and personalisation of learning

Target for this achievement challenge

By mid 2022, analyses of the Student Wellbeing and Engagement Survey will show an overall 5% increase in positivity for the “Student Insiderness, Agency and Empowerment and Personalisation of Learning” clusters of statements across all students

Key Indicators for confident, capable, empowered learners

- Students will report (via the Wellbeing and Engagement Survey and Student Focus Groups) feeling more positive across a range of indicators related to Personalisation of Learning and Student Insiderness, Agency, Empowerment and confidence
- Personalisation of learning for, with and by the learner will be more in evidence
- Students will have greater self-knowledge of themselves in relation to being confident, capable, empowered learners, and of strategies that they can use to increase their feelings of capability, confidence and empowerment
- Students will know themselves as learners and be more engaged in shaping their own learning
- Observations of, and discussions with, teachers will show increasing understanding of the ideas of personalisation of learning and student agency and insiderness, as well as increased implementation of these ideas in their teaching and learning programmes.
- Achievement in literacy and numeracy will show an increase over time
- There will be increased collective efficacy across the cluster in relation to effective pedagogies and practices for this achievement challenge

Challenge 4: Equitable Outcomes for All

Why: Much of what was written for the previous challenges is relevant here. For many years, there has been a tail of underachievement in New Zealand, particularly for disadvantaged and marginalised groups of students – Māori and Māori boys, in particular, and Pacific students. This is particularly so, given the types of measures that have been used to evaluate the success of students in our schooling system. More recently, we have become aware of the increasing needs of English Language Learners, who are more likely to be “below” in the core curriculum areas of reading, writing and maths, than other students. These students are also more likely to travel overseas for extended periods of time to touch base with whanau or to take part in important cultural festivals or traditions. We acknowledge the huge importance for English Language Learners to maintain and nurture their ties with home; however, it also can impact their progress and achievement as compared with other students. It is necessary for schools to find ways to work with these students that are culturally and ethnically sustaining while also ensuring their success at school.

In general, in our schools there are groups of students who are marginalised by the school system and the way schools work, and as a cluster of schools we are committed to finding ways of working that assist these students to feel that they belong and are included in our schools and also experience success. This may mean significantly changing the way our schools work to ensure their inclusion. As well being an achievement challenge on its own, this challenge is also the overall goal of the Kāhui Ako – “Ensuring equitable outcomes for all”.

This achievement challenge describes the overall outcome that we are expecting to see as a result of being “Better Together” as a Kāhui Ako. We expect that successfully achieving outcomes for each of the first three achievement challenges will lead to more equitable outcomes for all students, but most particularly for our Kāhui Ako’s identified priority learners which include:

- I. Māori students – and Māori boys, in particular
- II. Pacific students
- III. English Language Learners
- IV. Students with high anxiety
- V. Students with diverse learning, behavioural and other needs

How: To ensure Equitable Outcomes for All students, the Kāhui Ako will work towards ensuring there is resourcing, inclusion, belonging and successful outcomes, as well as strong **advocacy** for our identified priority learners across all the Kāhui Ako schools.

- An Across School “specialist” teacher will be appointed to lead the work for this achievement challenge and a support leadership team including Within School Teachers will be designated
- Teachers with a particular interest will opt into the Supporting Students with Diverse Learning Needs CIPLG. This will be particularly useful for those who carry out the SENCO role in schools
- Through various data collections, a “picture” (baseline) of the identified priority learners, their experiences and their needs, across the Kāhui Ako will be gained and mapped out including inclusion, belonging and academic achievement in core curriculum areas
- Goals, priorities and plans will be developed
- Resourcing and expertise to support the priorities will be accessed
- The needs of students with diverse learning needs will be advocated for within Kāhui Ako schools, across the Kāhui Ako, with the Ministry and at a governmental level
- The teachers in this CIPLG will develop their understanding of effective pedagogies and practices to support inclusion and belonging for priority learners through access to literature, experts and other forms of professional learning; and then explore these in their own practice through multiple iterations of a teaching-as-inquiry approach
- Through collaborative inquiry, the Supporting Students with Diverse Learning Needs CIPLG will make sense of the experiences of individual teachers and students to increase the collective knowledge, skills, understanding and efficacy of the group and to develop new knowledge
- This CIPLG will use group coaching, collaborative problem-solving and the collective efficacy of the group to support the work of teachers in their schools with students with diverse learning needs.
- Within and Across School Leaders will, as appropriate, carry out classroom observations and provide feedback to individual teachers/teaching teams but also, as a result of these observations, set ongoing goals for improvement
- The learnings of the Supporting Students with Diverse Learning Needs CIPLG will be shared with others in the Kāhui Ako and more broadly
- A range of survey questions related to belonging and inclusion from the Engagement and Wellbeing Survey will be disaggregated for the identified priority groups to evaluate progress towards the achievement challenge. Student achievement data will also be used to evaluate outcomes
- Focus groups will add to our understanding of what assists and detracts from inclusion, belonging and success at school for our identified priority learners
- The Connected Communities Survey will be disaggregated for the parents of identified priority learners to see the impact of the strategies on the experiences of parents
- Attendance and retention data will be used to add to the picture of the impact of the Kāhui Ako strategies for these priority learners.

Progress Indicators for Equitable Outcomes for All

During 2020

- An Across School “specialist” teacher will be appointed to lead the Supporting Students with Diverse Learning Needs Collaborative Inquiry Professional Learning Group and a leadership team including Within School Teacher roles designated
- The leadership team will engage in professional development for “Leading Change” and advocacy, group coaching and collective problem-solving as well as professional learning related specifically to effective pedagogies and practices for supporting our priority learners
- Baseline data (survey questions, focus groups, special needs information from schools, achievement data etc.) for our identified priority learners will be used to build a detailed picture of students with diverse needs
- Teachers will opt into this CIPLG and explore the detailed data picture
- Teachers will begin to explore latest best practice and thinking about students with diverse learning needs
- Using the data, plans and specific goals and targets will be set for and by the CIPLG for 2021
- Resourcing and expertise will be accessed

During 2021

- Teachers in the Supporting Students with Diverse Learning Needs CIPLG will carry out several iterations of teaching-as-inquiry to explore effective practice
- Where appropriate, observations and walkthroughs will assist change to teachers’ practice
- Teachers in the Supporting Students with Diverse Learning Needs CIPLG, will have significantly developed their knowledge of effective pedagogies and practices in relation to meeting the needs of these students
- Strong advocacy for the needs of diverse learners will be evident

End of 2021

- Teachers will have shared their learnings with other teachers in the Kāhui Ako and beyond

Mid 2022

- A range of data (survey questions, focus groups, special needs information, student achievement data etc.) will be used to evaluate progress towards the achievement challenge of Equitable Outcomes for our identified priority learners
- Data will be collected to evaluate the changing picture of the pedagogies and practices being used by teachers in relation to these students
- Analysis of key narratives of a focus group of the teachers in this CIPLG will show whether teachers have developed greater self-efficacy, self-awareness and other-ness awareness in relation to this achievement challenge.

Target for the Equitable Outcomes for All Achievement Challenge

By mid 2022:

- Analyses of the Student Wellbeing and Engagement Survey, disaggregated by the identified priority groups, will show an overall 10% average increase in positivity for these groups across all statements.
- Student achievement and progress data in numeracy and literacy will show the disparity between the priority learners and all students reduced by 10%.
- Analyses of the Connected Communities Survey, disaggregated for our priority groups, will show an increase in feelings of connectedness of these parents of 10%.

Note: if the work of the Kāhui Ako does not show greater progress for the identified priority groups, than “all students”, then progress will not have been made for these students and the work of the Kāhui Ako will need to be reviewed.

Key indicators for Equitable Outcomes for All

- Disaggregated achievement data in literacy and numeracy will show a decrease in the achievement differentials between all learners and the Kāhui Ako’s identified priority learners over time
- Disaggregated Wellbeing and Engagement survey data will show similarities in the Wellbeing and Engagement data between all learners and the Kāhui Ako’s identified priority learners especially for inclusion and belonging
- Disaggregated attendance and retention data will show a decrease in the differential between all learners and the Kāhui Ako’s identified priority learners over time
- Parents of the identified priority groups of learners will report a greater feeling of being connected with their child’s school and of having an increased understanding of the learning needs of their child and of what they can do to support their child’s learning. They will feel there is increased advocacy for their child’s needs.

Part 3: Levers/drivers for change and theories of improvement

Achievement Challenges	Strategies/pedagogical approaches						Outcomes Data
Strong, secure cultural identities and sense of belonging	Culturally sustaining pedagogies and practices	Connected communities	Learner agency and insidersness	Personalisation of learning	Strong, consistent transition pathways	Continuous growth and development – all teachers as leaders , all students as leaders – a coaching leadership approach	*Student Engagement and Wellbeing Survey – all students
Hau ora and wellbeing							*Priority students’ voice via above survey and focus groups (to expand on survey findings)
Confident, capable empowered learners							*Parent voice – Connected Communities Survey/focus groups
Equitable outcomes for all							*Student achievement data *Attendance and Retention data for priority students *Observations/walkthroughs *Coaching leadership development framework and self-review tool
<div style="border: 1px solid black; border-radius: 15px; padding: 5px; display: inline-block;"> Implemented within the local curriculum </div>							
Tools/approaches and drivers for change <ul style="list-style-type: none"> *Collaborative Inquiry at every level *Coaching Leadership for teachers and students *Evidence-based and responsive review, evaluation and change cycles *Innovation – working at the nexus of theory and practice and developing new knowledge *An integral approach *All data used formatively – to inform the ongoing actions of the Kāhui Ako, but also the actions of schools and teachers within learning spaces - as well as summatively *Our Kāhui Ako Organisation and Structure 							

Coaching leadership approach

“Coaching leadership” is an experientially-based approach to leadership development which focuses on the holistic personal growth and development of the practitioner through an integrated programme of learning, practicing and reflecting on the skills and ideas of coaching and leadership in professional contexts while also being supported by coaching (Robertson and Murrphy, 2006). It will be used initially to develop these practitioners-as-leaders in the within and across school roles. It will then be used by those leaders as they work with teachers to carry out the improvement and development plans that emerge from the various data analyses. Working with teachers using a coaching leadership approach, we believe, will lead to a culture of teachers-as-leaders over time and

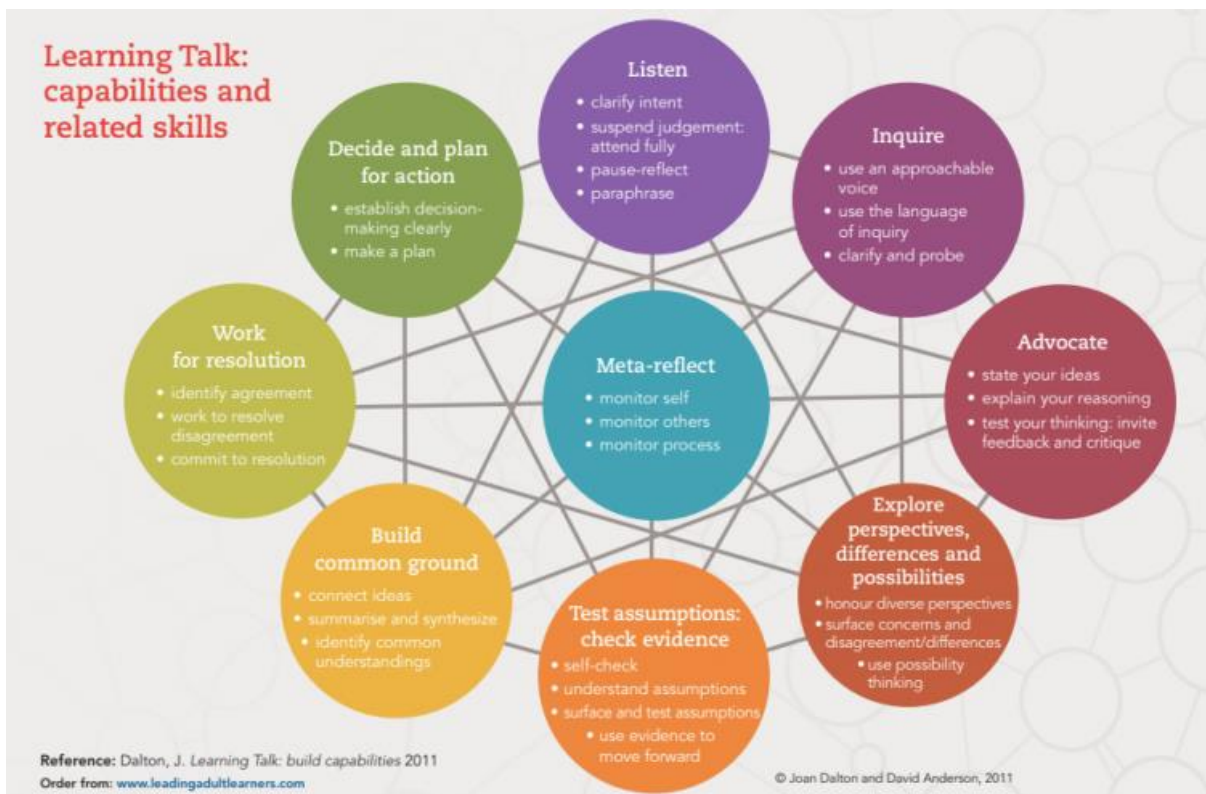
will, in itself, lead to the personal and professional development of teachers in a way that is supportive and holistic.

When we discover in this world no earth or rock to stand on or walk upon but only shifting sea and sky and wind, the mature response is not to lament the loss of fixity but to learn to sail.” *James Boyd White*

We believe “coaching leadership” supports a *mature* response to the turbulent times in which we find ourselves and will support increased teacher wellbeing and hauora. Further, ensuring that all teachers have “voice” throughout the change process will be essential to the success of the Kāhui Ako. This is a central tenet of the coaching leadership approach.

Collaborative inquiry approach

A collaborative inquiry approach such as the one below (which necessarily aligns with and is supported by a coaching leadership approach) will be used to ensure the ongoing relevance and success of the work of the Kāhui Ako. **Collaborative inquiry** involves teachers, or members of a professional learning group (PLG), working together to systematically examine focused aspects of their educational practices by exploring student responses to instruction and other data, leading to new understandings and changes in mental models, school cultures and classroom practices. In this approach, teachers work together to define problems, co-plan, co-monitor and interpret outcomes, and then consider together “what’s next.” ([Schnellart & Butler, 2014](#)).



Collaborative inquiry and the coaching leadership approaches will be “Northern Suburbs Kāhui Ako fractals” – whichever way you splice and dice the work of the Kāhui Ako, collaborative inquiry and coaching leadership, will always be apparent. They will be “the way things are done around here”

and will drive and guide the change processes of the Kāhui Ako. The work of within and across school teacher-leaders will be underpinned by collaborative inquiry (and coaching leadership),

Evidence based practice

Evidence-based practice is an inextricable part of collaborative inquiry. However, it is worth extracting it from the process and identifying it separately as an important driver of change for the Kāhui Ako. At every level and at every point, a wide range of data will be used to determine the emerging needs of the schools and their students. This will happen on a big and little scale – across the whole cluster for all students, within individual schools and within classrooms and for individual students and groups of students. The types of evidence will be varied – quantitative as well as qualitative, continuous and discrete - to allow for triangulation and for the full range of stories and possible interpretations to emerge and ensure better decision-making. The voices of staff, students and parents will be central to this evidence-based practice - collected and analysed in a variety of different ways.

Evidence will be collected to determine what the issues and needs are, how effective the strategies and actions taken have been and what might be needed next. Finally, research evidence will be continuously sourced to assist us to make informed decisions about which strategies, actions and practices might be effective in the particular contexts. Rather than being merely experimental, the work of the Kāhui Ako will be informed by robust research findings and theories that have developed as a result.

Innovation – looking for new ways of doing things

In its work at the nexus of theory and practice, the Kāhui Ako will also seek to work in innovative ways and extend current research findings by developing the new practices (or current practices used in new ways) that are appropriate for these times in which we live and do our work. Sharing these findings with the wider education sector will also be a focus of the Kāhui Ako.

An integral approach

An integral approach acknowledges the connectedness of the achievement challenges and seeks to maximise the impact of each strategy or action taken by the Kāhui Ako across all the achievement challenges. This is a “smart” approach which focuses on productivity and looks for strategies and approaches which will have wide ranging positive impacts for less direct investment.

Kāhui Ako Organisation and Structure

***Steering (stewardship) Group:** We currently have a steering group which includes 3 principals and 1 deputy principal who work on behalf of the principals’ cluster. This steering group, guided by the principals, currently work on the details of the collaborative inquiry professional learning (currently known as action research groups) and then reports back to the principals’ group. It makes sense for this group to continue to work in a similar way, though less involved in developing the detail and more involved in providing governance and oversight on behalf of the principals’ group, and support, guidance and inspiration to the Principal Kāhui Ako Lead(s), who will also form part of the group. This group (perhaps comprising 2 principals, 2 senior leaders and 2 Board Chairs) will meet on a termly basis, and, with the Principal Kāhui Ako Lead(s), will oversee the collaborative inquiry groups.

***Collaborative Inquiry Professional Learning Groups:** These inquiry groups and the areas of focus are already established as a result of consultation, data and discussion over several years, but may change over time as the Kāhui Ako are led by the emerging evidence and research and respond to

the changing nature of our communities. Teachers from across the Kāhui Ako schools will opt into a Collaborative Inquiry Professional Learning Group to work together to identify common challenges related to the area of focus, analyze relevant data, and test out instructional approaches. The idea behind this is that such a systematic approach will improve outcomes for students across the achievement challenges.

***Leadership:** Each collaborative inquiry group will be led by an Across School Teacher supported by Within School Teachers and other school staff as appropriate. These Collaborative Inquiry Professional Learning Groups will develop new ideas, thinking and practices in relation to their area of focus and make this information available for the rest of the cluster in a range of ways – on the website in the form of resources, articles, videos etc., and at the annual Kāhui Ako-wide Staff Meeting, for example – a week of workshops and sessions at which teachers present their findings to interested others.

For each achievement challenge, there will also be a collaborative inquiry professional learning group for leaders. This will enable middle and senior leaders the opportunity to work collaboratively with other leaders to explore how leaders can work with teachers and communities to develop their capacity in relation to a particular achievement challenge. As well as achievement challenge inquiry-specific leadership learning, more generic leadership learning (such as coaching leadership) will be provided to support all leaders, whatever achievement challenge they are inquiring into.

***Kāhui Ako Lead(s):** This person/these people will have the role of co-ordinating the collaborative and professional activities across the Kāhui Ako. They will play a lead role in planning, co-ordinating, facilitating and leading the work of the Kāhui Ako as a whole and the Kāhui Ako teacher roles. They will support principals and teachers to raise achievement and meet shared goals. A particularly important role will be to work with the Across and Within School Leaders to grow and develop their capacity to lead change and develop expertise in their areas of focus as outlined in the achievement challenges and employment agreements. The Kāhui Ako Lead(s) will manage and coordinate resourcing and prioritisation of activities and maintain relationships with key stakeholders. They will regularly report to the various groups and stakeholders as well as seek feedback and guidance from them.

***Principals' Group:** This group will continue to provide guidance, ideas and support for the work of the Kāhui Ako through the steering group and directly to the Principal Lead(s) at meetings. Each principal will have an important role in advocating for and progressing the work of the Kāhui Ako within their schools. This group already aims to meet twice a term, and, reviewing the progress of the Kāhui Ako, receiving reports and providing guidance for further work will continue to be prominent in these meetings. Another important role of the principals' group will be to engage in its own collaborative inquiries related to the achievement challenges - considering these from a school-wide system perspective. It will ask and seek answers to the question: what systems, processes and structures across a whole school system will support each achievement challenge? What from a school-wide perspective is hindering progress towards these challenges and what might assist? It will then strategically trial changed systems, processes and structures to assist progress towards meeting the achievement challenges.

***Across School Leaders:** These roles will first and foremost be “advocacy” roles. The five (or more) across school leaders allocated to our Kāhui Ako will be appointed on the basis of their ability to provide change leadership and advocacy for one of the Kāhui Ako's focus areas:

- i. Strong, secure cultural identities and sense of belonging

- ii. Hau ora and wellbeing
- iii. Confident, capable empowered learners – including student agency and voice and personalisation of learning
- iv. Equitable outcomes for all – with a particular focus on our identified priority learners
- v. Learning Support

The focus of any further Across School Teacher roles will be allocated according to need. A couple of possible areas of focus are transition pathways and connected communities.

However, as a first priority, these roles will provide advocacy for the big picture vision of the Kāhui Ako – Equitable Outcomes for All. Their first and biggest priority will be to advocate for all the work of the Kāhui Ako across all achievement challenges. However, each Across School Leader will also lead, provide advocacy for, expertise, and instructional leadership to, a particular collaborative inquiry professional learning group, including providing support across the schools (particularly to the teachers in the CIPLG, but not exclusively to), expertise and change leadership to that group with the goal of improving school and teacher practice. They will work closely with the Within School Leaders from all schools on collaborative inquiries.

***Within School Leaders:** This significant group of nearly 30 teachers will, first and foremost, have the role of providing advocacy for, and the progression of, the work of the Kāhui Ako within their own schools. Secondly they will work collaboratively with the Across School Leaders and the Principal Kāhui Ako Lead(s) to meet the shared achievement challenges and the vision of equity for all. Thirdly, they will assist the Across School Leaders to provide leadership and expertise to a particular collaborative inquiry group. Finally, it will be their role, along with their principal, to advocate for the needs of their particular school.

***Mahi Tahi Rangatira Rōpū (Kāhui Ako Leadership Collaborative Inquiry Group):** Led by the Principal Kāhui Ako Lead(s), the Principal Kāhui Ako Lead(s) and Across and Within School Leaders with the support and guidance of the Steering group, will together form a collaborative inquiry group which will continually inquire into the work of the Kāhui Ako by exploring its own practices, the efficacy of the roles and the change leadership of the Kāhui Ako, to better and continually understand the (changing) needs of the Kāhui Ako, to seek feedback, assess its effectiveness and to develop new thinking and theories about the change leadership of a cluster of schools and to improve its practice. The ongoing outcomes of this inquiry will directly influence the ongoing planning for the Kāhui Ako and be reported on regularly to the principals' group and Boards of Trustees. In line with the cluster's goal of impacting the wider education community, this group will be expected to share its findings with the wider education community in a variety of ways.

***Boards of Trustees:** Each Kāhui Ako Board of Trustees will ensure significant support for the goals and vision of the Kāhui Ako by including goals related to each Achievement Challenge in their Strategic and Annual Charter and will further resource these goals, where necessary, through the Annual Budget. Each Board of Trustees will be regularly briefed on progress towards the goals and vision of the Kāhui Ako and will receive reports which they can include in their reporting against the charter goals. They will engage in review of the impact of the work of the Kāhui Ako in relation to their own school.

***Inquiry time:** This will be used to support the work of the Collaborative Inquiry Groups to enable teachers to have focused time to identify and respond to challenges in practice and support each other and work together on the Kāhui Ako goals/challenges.

Part 4: Action Plan and Timeline *(to develop the Kāhui Ako's detailed Plan for Success)*

Please note: this timeline is indicative only and represents an "ideal" timeline at this point in time. However, we are aware that there will be revisions or tweaks (or perhaps significant changes) to this timetable as reality unfolds. We are also aware that all the positions might not be filled initially and the goal is to at least begin with some of the roles filled, so that there will be a core Mahi Tahi Rōpū to begin the work in late term 1/term 2, 2020.

Term 4, 2019

1. October – Principals to review and approve draft Achievement Challenges for submission to their BOTs
2. November - Seek feedback and approval for the Achievement Challenge documentation from all Boards of Trustees
3. November: Principals' Retreat to further flesh out the plan for the cluster (Kāhui Ako) for 2020
4. November – submit BOT approved Achievement Challenge documentation to the Ministry of Education
5. November: Job description for Kāhui Ako Lead(s)
 - i. Seek expressions of interest from principals and Deputy Principals
 - ii. Develop job description and criteria for appointment
 - iii. Develop appointment process
6. Development of Annual Charter Goals by each Board of Trustees to align with the work of the Kāhui Ako

Term 1, 2020

1. Choose Kāhui Ako Lead(s)
2. Kāhui Ako Lead(s) to choose Across School Roles
 - Develop job descriptions for each of the Across School Lead roles
 - Seek applications
 - Interview and appoint
3. Schools to appoint their allocated number of Within School Leads
4. "Getting to know each other" events for Kāhui Ako teachers
5. Kāhui Ako-wide Teacher-Led Staff Meetings

Term 2, 2020

1. Mahi Tahi Rōpū – getting to know one another. Collation of professional development needs for the Rōpū. Development of Rōpū Learning Map
2. Professional development work with Across/Within School Leaders:
 - Coaching Leadership
 - Change management and working with others to assist change
 - Using evidence and working with data
 - Increasing expertise - exploring the literature, research, experiences of others etc. in particular area of focus
 - Working together in a collaborative inquiry approach
3. Development of the various Survey Tools

4. Collection of baseline data:
 - a. Student Engagement and Wellbeing Survey
 - i. Sample of students year 1 – 2/3
 - ii. All students via online form years 4 - 13
 - b. Student attendance and retention data
 - c. Collect student achievement data for identified priority groups
 - d. Connected Communities Parent Survey
5. Teacher-only day: Kāhui Ako-wide professional learning day focused on working collaboratively and inquiring into our practice.
6. Set up leadership teams for each Collaborative Inquiry Professional Learning Group

Term 3, 2020

1. Continue with the professional develop work with Across and Within School Leaders with a focus on preparing them to work across school
2. Analyses of baseline data at an identified priority group level, school level (by within school teachers to provide useful data to be used formatively for each school's own development purposes) and at a cluster level. Create **Baseline Data Report**
3. Review all documentation to date and using the findings of the baseline data, create a detailed **Plan for Success for 2020 – 2021**
4. Present **Baseline Data Report** and **Plan for Success 2020 - 2021** to principals and Boards of Trustees. Members of the Mahi Tahi Rōpū to give a verbal report and answer questions at a combined Board of Trustees meeting
5. Share Kāhui Ako Baseline Data with teachers and have a market place “selling” of Collaborative Inquiry Professional Learning Groups for teachers. Over the next few weeks, teachers will opt into collaborative inquiry groups

Term 4, 2020 *(will have a more detailed outline in the Plan for Success)*

1. Collaborative Inquiry Professional Learning Groups will meet for the first time
2. Across School Leaders and Within School Leaders begin working within schools by supporting those teachers who are in their collaborative inquiry group(s) as they carry out their teacher inquiries related to a particular achievement challenge
3. Ongoing professional development of Across and Within School Leaders (the number of hours allocated to this will reduce because of the focus now on instructional leadership /support within schools
4. Focus Groups are carried out to gain greater understanding of the quantitative data analysis

Part 5: Monitoring and Evaluation

Informal monitoring and evaluation through reflexivity

First and foremost, monitoring and evaluating the impacts of the Kāhui ako will be done through a reflexive approach in which we continually reflect on what we are doing and make changes in response to what we are noticing. This will enable us to continually move forward but also to “fail forward fast” if the evidence shows this is what needs to happen.

This continuous reflection will be a natural aspect of the way the Kāhui Ako works together. We will develop a culture of continuous reflection and change. For example, the Mahi Tahi Ropu will continually seek feedback from among its members and from the teachers it is working with as well as from principals and Boards of Trustees. It is expected that much of the talk that takes place between Kāhui Ako leaders will be questioning and reflective – asking robust questions of themselves about the outcomes and impacts of the work they are doing. The Kāhui Ako leadership will want to know how its work is being experienced by all stakeholders so that it can continually improve its approach. They will need to know what is working and what is being experienced as problematic so that they can make appropriate changes.

Formal monitoring and evaluation

However, there is also the need to step well away from the day-to-day to more objectively evaluate processes and outcomes. Hence, there will also be a programme of formal monitoring, evaluation and reporting to ensure that at set times, a formal consideration of the impact and work of the Kāhui Ako is done and reported on. Hence, accountability will be ensured.

This programme of monitoring, evaluating and reporting will include:

- **Termly collaborative inquiry/reflections** by the Mahi Tahi Rangatira Rōpū (Kāhui Ako leads and across school and within school teachers) on the work undertaken and what has been learned that term. The record of these reflections will be passed onto the Steering (stewardship) Group and the Principals’ Group. The Board Chairs on the Steering (stewardship) Group will pass on what is relevant to the Board Chairs of the Kāhui Ako
- **Annual consultation:** Feedback will be sought from Boards, principals and teachers about the work of the Kāhui Ako. This will be done in time to feed into the annual planning for the following year. It will also form a part of the Kāhui Ako annual report
- **Kāhui Ako Annual report** – annually, the Kāhui Ako Lead(s) will co-ordinate a Kāhui Ako annual report which will include progress towards achievement challenges, outcomes, impacts, what has been learned, feedback and the plan for the next year as well as finances, staffing etc. A draft will be presented to the Steering (stewardship) Group for comment and the final Kāhui Ako Annual Report (and summary versions) will be made available to all stakeholders.
- **Reporting on Progress towards Achievement Challenges** - every two years, data will be collected as outlined above to evaluate the progress made towards each achievement challenge. This evaluation will be included as part of that year’s Kāhui Ako Annual Report and will be used to report to the Ministry on progress. Following this collection of data, Achievement Challenges will be reviewed for ongoing relevance.