

# Dunedin Catholic Kāhui Ako



## Our Values

We value our Catholic tradition and identity.  
Children are at the heart of what we do.  
We are inclusive with decision making.  
We are future focused with visions and decisions.  
We live with honesty, integrity and humility.  
We foster wonder and awe for learners.

## Whakataukī

*Ka manu ka kai i te miro, nōnā te ngahere. Ka manu kai kai i mātauranga, nōnā te aō.  
The bird that consumes the berry, theirs is the forest. The bird that consumes knowledge, theirs is the world.*



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EXCELLENCE.**

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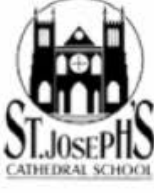




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# Our Community



Our Dunedin Catholic Schools Kāhui Ako is a faith based network of nine primary schools, two of whom are full primary schools, and Kavanagh, a Year 7-13 college. These schools are geographically spread across Dunedin, Port Chalmers and Mosgiel. Many students' transition from our Catholic Primary Schools to Kavanagh College which gives us a very natural community pathway.

				
Kavanagh College	Sacred Heart	St Joseph's Port Chalmers	St Peter Chanel	St Mary's Mosgiel
				
St Bernadette's	St Brigid's	St Joseph's Cathedral	St Mary's Kaikorai	St Francis Xavier

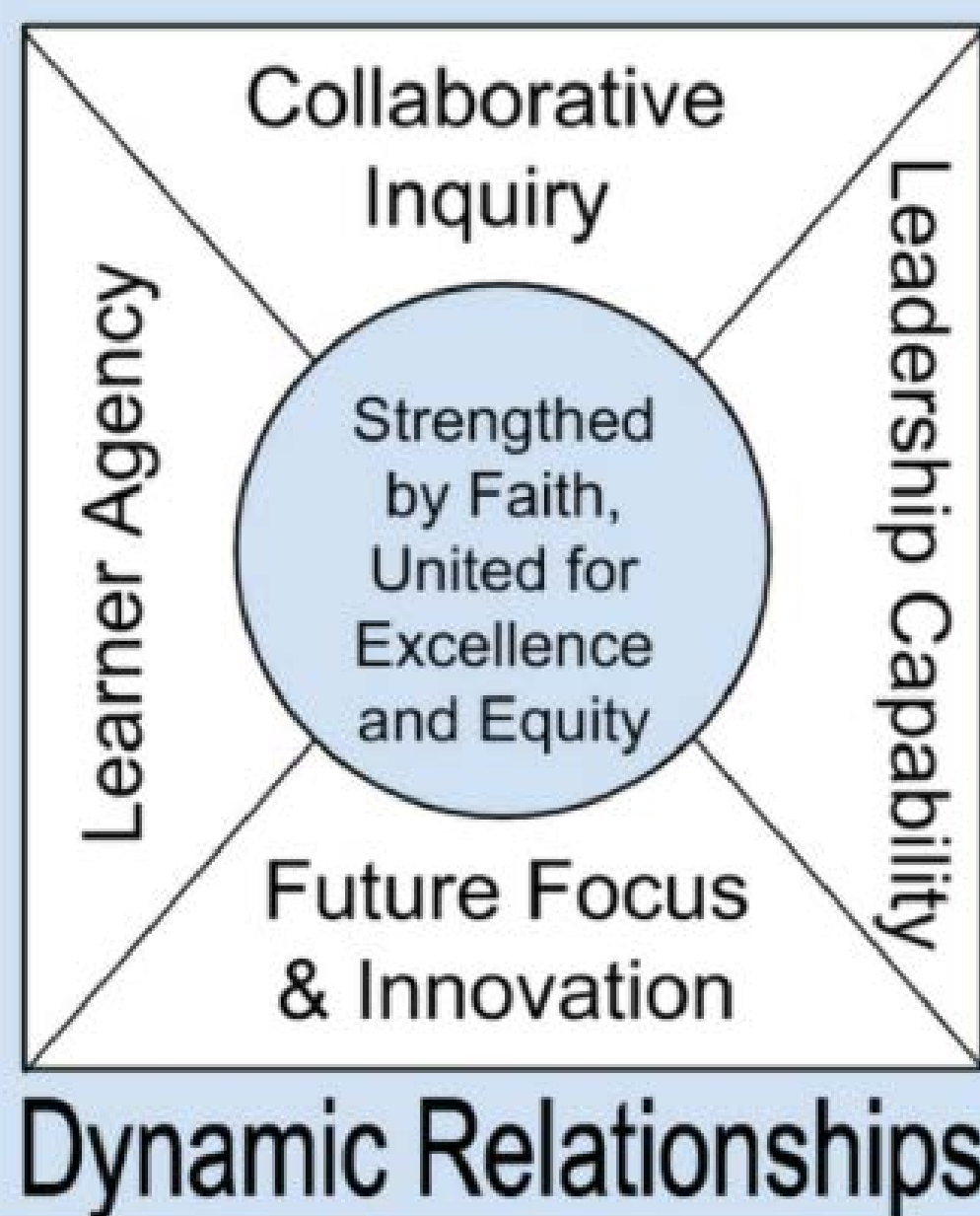
School	July 2020 Roll	Maori	Pasifika	Asian	NZ European	Other	Male	Female
Kavanagh College	679	89 (13.1%)	50 (7.4%)	43 (6.3%)	422 (62%)	75 (11%)	328 (48.3%)	351 (51.7%)
St Mary's Mosgiel	138	5 (4%)	2 (1%)	11 (8%)	115 (83%)	5 (4%)	73 (52.8)	65 (47.1)
St Peter Chanel	66	12 (18%)	5 (7%)	2 (4%)	47 (71%)	0	32 (48.5%)	34 (51.5)
St Bernadette's	172	29 (17%)	41 (24%)	23 (13%)	70 (41%)	9 (5%)	76 (44%)	96 (56%)
St Francis Xavier	116	18 (15.5%)	7 (6%)	11 (9.5)	78 (67%)	2 (2%)	65 (56%)	51 (44%)
St Brigid's	72	2 (4%)	8 (11%)	18 (25%)	40 (55%)	4 (5%)	35 (48%)	37 (52%)
St Joseph's	155	20 (12.9%)	24 (15.5%)	26 (16.7%)	75 (48.4%)	10 (6.5%)	78 (50.32%)	77 (49.68%)
St Mary's Kaikorai	39	9 (23%)	2 (0.05%)	6 (15%)	20 (51%)	2 (0.05%)	21 (54%)	18 (46%)
Sacred Heart	41	6 (15%)	4 (10%)	5 (12%)	16 (39%)	10 (24%)	17 (41%)	24 (59%)
St Joseph's Port Chalmers	14	1 (7.1%)	1 (7.1%)	3 (21.5%)	9 (64.3%)	0	7 (50%)	7 (50%)
<b>TOTAL:</b>	<b>1492</b>	<b>191 (12.8%)</b>	<b>144 (9.65%)</b>	<b>148 (9.91%)</b>	<b>892 (59.78%)</b>	<b>117 (7.84%)</b>	<b>732</b>	<b>760</b>

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# Introduction



## Culturally Responsive Pedagogy



Special Catholic Character

Developed for our 2017 achievement challenges

Our schools are united by our common faith and strong relationships already exist between many of our tumuaki, kaiako, whānau, and parish communities. The Special Catholic Character underpins all we do as educators and gives fullness to all aspects of life and learning in our schools.

### Our Vision

We are a community united and strengthened by our Catholic Faith, who values each person in our community as being born in the image and likeness of God. Jesus is at the heart of our schools and the measure of all we do as people and as educators. The principles of social justice and equity are important to us, as is ensuring pastoral care is given to those in need. Our focus is on the education of the whole child. We are a community that build strong relationships with many people. The contribution of each individual counts and ensures we are truly representative of stakeholders. Being inclusive of all cultures, respectful of tradition and accepting of differences is something we promote. Our community is nurturing and there are structures in place to ensure people feel supported. Opportunities to gather, share, consult and reflect on what is working well, is essential for the growth of our community. We are a community that recognises the importance of having competent, dedicated, faith-filled and caring teachers, who seek to be innovative in their practice. We have a shared vision, and are clear about what the aims, mission and goals for our community are. A high degree of professionalism is supported and expected. We collaborate with each other, share the load, share best practice and ensure everyone takes personal responsibility for making things happen. All those involved in our community have access to powerful, focused professional learning and development from experts, educational leaders and from within our community. We identify and address common learning needs. Realistic goals are set and students, teachers and caregivers are all aware of the learning pathways. Learning is celebrated within and beyond our community. We are a community that is child centred. We believe that all children matter and that they want to, and are capable of learning and achieving great things. We know our learners are all different and learn in different ways so we have to give them the best opportunities we can. There are many ways to achieve this, some we may know and some we are still to discover. Learning is a lifelong process!

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# Our Successes



Professional learning

Learning Support Co-ordinators

Kura Collaboration

Cultural Stories

Big Day Out

Across School Teachers

Spirals of inquiry

Within School Teachers

Expo Day

Facilitated	Developed and Shared	Strengthened	Established	Celebrated
Professional Learning	Our Cultural stories	Our Spirals of Inquiry	Learning Support Coordinators	Big Day Out
Consolidated	Increased	Shared	Grown	Celebrated
Within School leaders	Kura Collaboration	Our Kapa haka and Poly fest performances	Our Across School Teachers	Our Expo Day

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# Journey so far



## 2016/2017

- Principals from the nine Dunedin Catholic Primary Schools and one from the Catholic High School came together to discuss the possibility of forming a 'Community of schools'.
- The Lead Principal and support Principal's roles were appointed.
- A number of communities of learning were formed across Otago and Southland.
- The Dunedin Catholic Kāhui Ako was approved by the Ministry of Education in December 2017.
- We had a change of 3 primary schools Principals across the Kāhui Ako.
- The strengths of this group included strong pathways from the Primary Schools to the Secondary, and the geographical locations allowed easy access and communication for all the schools involved.
- There was also a common language, values, and beliefs shared by all school leaders, staff, ākonga, whānau, and parish communities within this group.
- A stewardship group was formed with a representative from each of the 10 schools Board of Trustees.

## 2018

- Three Across School Leaders were appointed to the Kāhui Ako. Two from the secondary school and one from one of the primary schools.
- Seven Within School Leaders were appointed to the schools who were larger in size. The three schools who did not generate a Within School Leader were looked after by the Across School Leader.
- Each school began to use 'Spirals of Inquiry' to get staff to inquire into practice and raise achievement for targeted students.
- Each teacher/team made a hunch around how to raise achievement in Writing.
- Professional development on Spirals of Inquiry was delivered to staff by Helen Timperly and Kate Birch.
- Ian Taylor also spoke to the COL about future focussed learning and pathways.
- We held the first Whole COL Teacher only day with workshops and guest speaker Marcus Akuhuru-Brown. Staff were then able to choose 3 workshops from a wide variety. These were run by experts from within our schools and also our PLD provider.
- Staff opted into sessions run by Cyclone on Sphero, Osmo and Minecraft looking towards the implementation of the Digital Technologies curriculum in 2020.
- We had a change of Lead Principal.
- We began to develop our Kāhui Ako Learning Support Register.

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# Journey so far



## 2019

- We had a change of Principal for our secondary school and two of our primary schools.
- We had a change of two out of three of our Across School Leaders.
- All schools completed a survey at the start and at the end of the year on Learner Agency and these results were collated and this was given to our targeted learners. This information was also used to identify next steps, find links and commonality across our schools and identify strengths.
- We began to develop culturally responsive pedagogy across the Kāhui Ako. In our scanning phase we interviewed our students and their whānau learning more about our students and their learning preferences and styles. This information was then used by teachers to develop their individual classroom programmes.
- Professional development: Staff were able to choose to attend 1 of 4 focus areas. This was under the umbrella of Learner Agency. We had two Professional Learning Providers from CORE and two from Cognition. The four focus areas were

- Goal Setting
- Feedback
- Learner capabilities
- Learner Agency in Writing.

- All leadership, HODs and Within School Teachers attended a 2 day coaching course with Dr. Deanna Johnston and 1 follow up session. It was also opened up to interested staff for 1 day later in the year. The Principals then formed a coaching/buddy session and met regularly.
- Each teacher was put into a Professional Learning Group (PLG). These were mixed level groups from the primary and secondary teachers. Discussions moved from hunches about the barriers to student learning into more in-depth discussion about what they believed was the most effective levers of change that impacted on student achievement linked to evidence based research. These were open robust professional conversations that provided the foundation for future growth and direction.
- Information from the PLG's was collated and shared along with the evidence based research at a celebration evening in Term 4 where everyone from the Kāhui Ako was able to listen and ask questions.
- We also held Writing moderation using PaCT across the Kāhui Ako. Extra support was provided to the Within School Teachers and department heads for PaCT which was run by Janelle Stevenson.
- We held our first Kāhui Ako Cultural Evening with most schools performing to a packed audience.
- A community survey was completed for staff, parents and students across the Kāhui Ako by Dr Melinda Webber who is based at The University of Auckland. It was a strengths based research project: Kia tu rangatira ai: Learning, succeeding, and thriving in education.
- All schools completed the NZCER Survey Teaching, School and Principal Leadership Survey.
- At the end of the year the Kāhui Ako came together (Speed Learning) and each Professional Learning group shared their new learning for the year. It was a celebration of our learning in 2019.

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# Journey so far



## 2020

- We changed our structure from three Across School Leaders to two Across School Leaders so that we had more Within School Leaders at our Secondary School.
- Schools were buddied up so that there was a Within School Leader shared across two schools.
- These buddy schools also shared the extra 10 hours of PLD between them for Digital Technologies.
- All schools in the Kāhui Ako collected cans and other essential items for the St Vincent de Paul Food Bank.
- The Kāhui Ako was given 100 hours from Digital Technology Professional Learning. We had two facilitators from CORE Education and one from Cyclone.
- Each staff member attended 4 Professional Learning sessions and each buddy school was given 10 extra hours for more specific PLD to support their schools needs.
- We appointed three Learning Support Coordinators, one attached to our Secondary School and two split between our nine Primary schools.
- We continue to work closely with them as we develop our Learning Support Register.
- Principals supported one another during the COVID19 Lockdown period.
- We had planned another COL Expo Day with guest speaker Welby Ings but this was cancelled due to COVID 19. We will hold the Expo Day in 2021 with a guest speaker focusing on Universal Design for Learning.
- We also had planned a combined Mass and Sports day which has also been moved to 2021.
- Kāhui Ako members have met regularly to discuss the achievement challenges and determine what we consider to be the key 'levers of change' to address the educational issues we face in our community.
- A shared drive was created for resources to be shared across the Kāhui Ako for all subjects and year levels
- We also reviewed and analysed our past Achievement Challenges and their current relevance following the conclusion of National Standards.
- The Achievement Challenges and levers for change are detailed in the following pages.
- In 2020 we designed our new logo in consultation with all Principals and staff. We chose to have the cross in the centre as Christ is central to all we do. The rays coming out of it represent all our kura of varying sizes. They are also all different sizes as we are all life long learners at differing stages. The logo is also made up of our schools colours which are represented on all our school uniforms and signage in the Kāhui Ako.
- Throughout 2020 we utilised a secondary school kaiako who visited all kura to teach all children about our local Māori history. In 2021 he will extend this by providing professional development for our schools in Te Reo and Tikanga. We will also hold our Cultural Celebration Evening with each school presenting an item for the 2021 Polyfest.
- In conjunction with our learner agency survey results and our Melinda Webber survey we will be focussing on developing more culturally responsive schools and classrooms in 2021.
- Our next step for 2021 is to develop our relationship with our local iwi.
- Rewrote the the Within School's job description for 2021, in consultation with the Principals.

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# Learner Agency



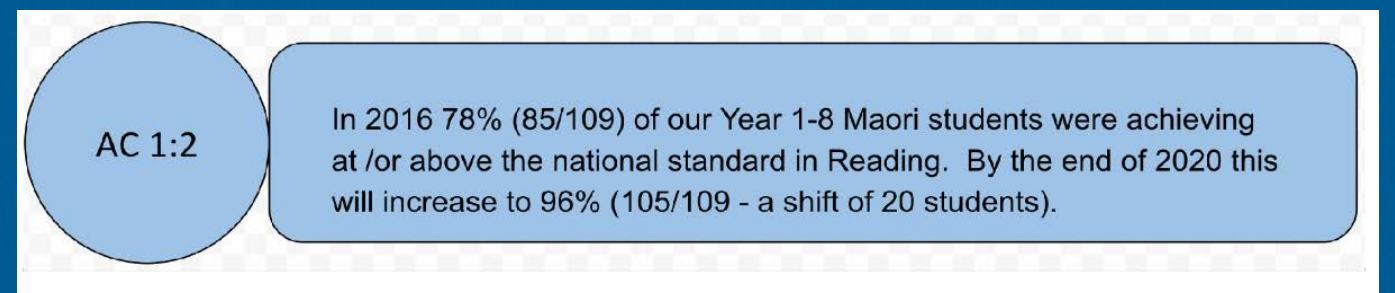
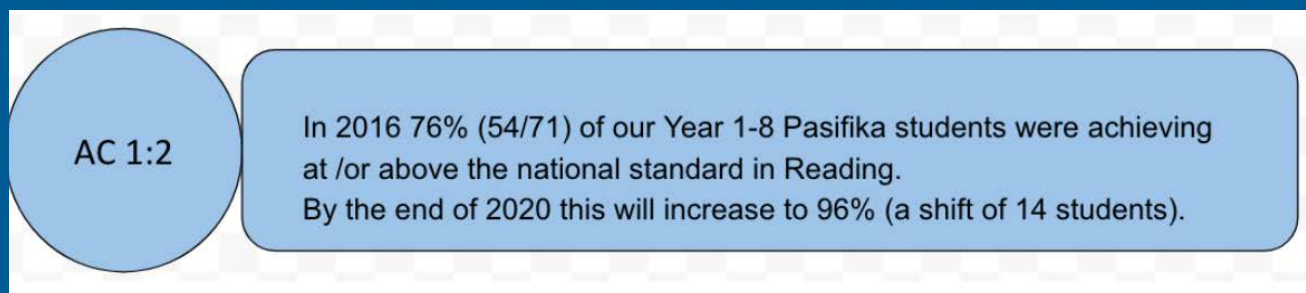
Learner agency is about having the power, along with choices, to take meaningful action and see the results of your decisions. It can be thought of as a catalyst for change or transformation. Within a school context, Learner Agency is about shifting the ownership of learning from teachers to students, enabling students to have the understanding, ability, and opportunity to be part of the learning design and to take action to intervene in the learning process, to affect outcomes and become powerful lifelong learners.

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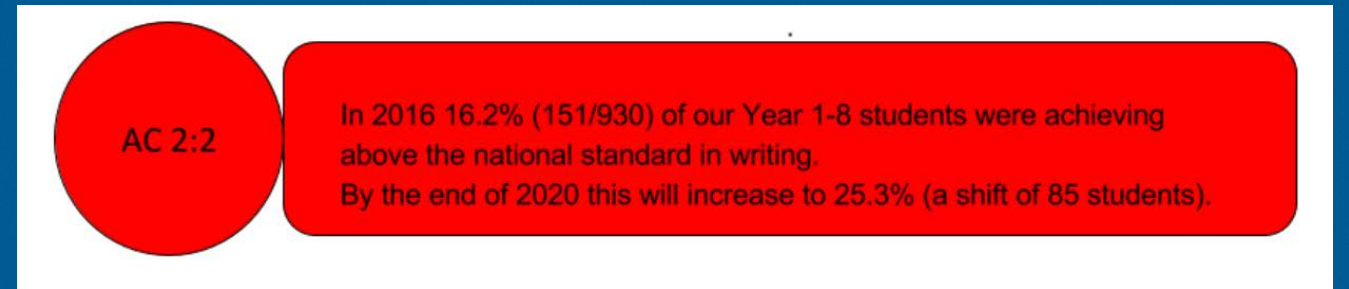
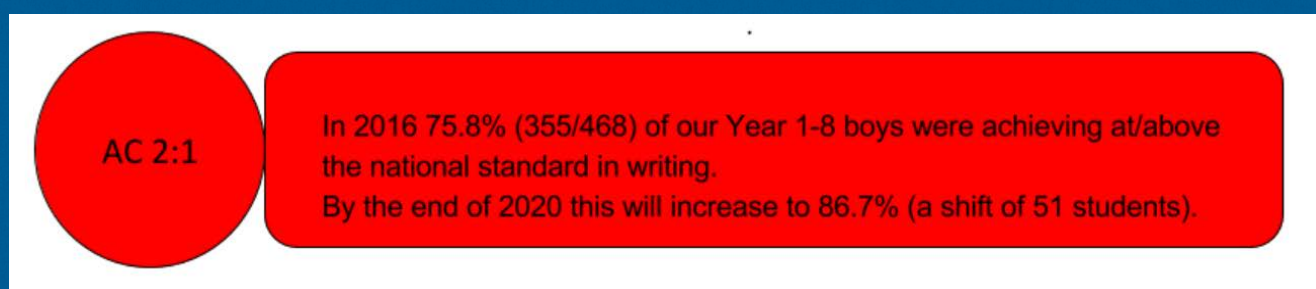
# Past Achievement Challenges



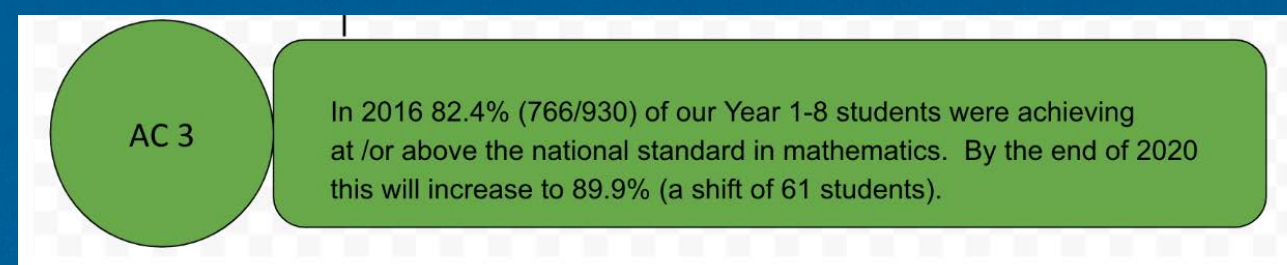
## ACHIEVEMENT CHALLENGE 1: TO LIFT ACHIEVEMENT IN YEAR 1-8 READING



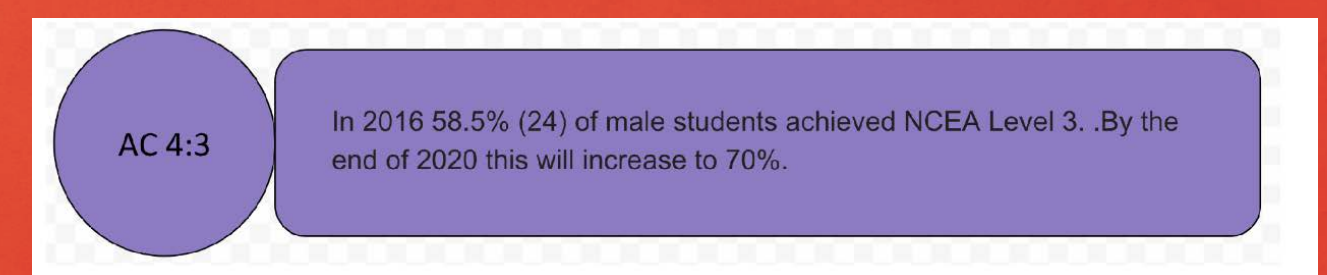
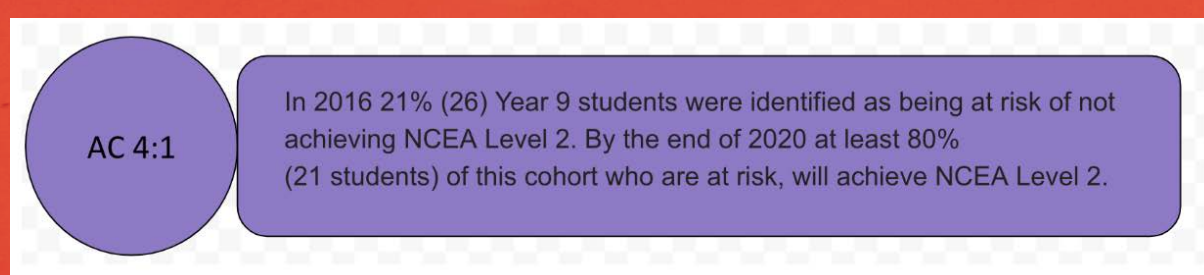
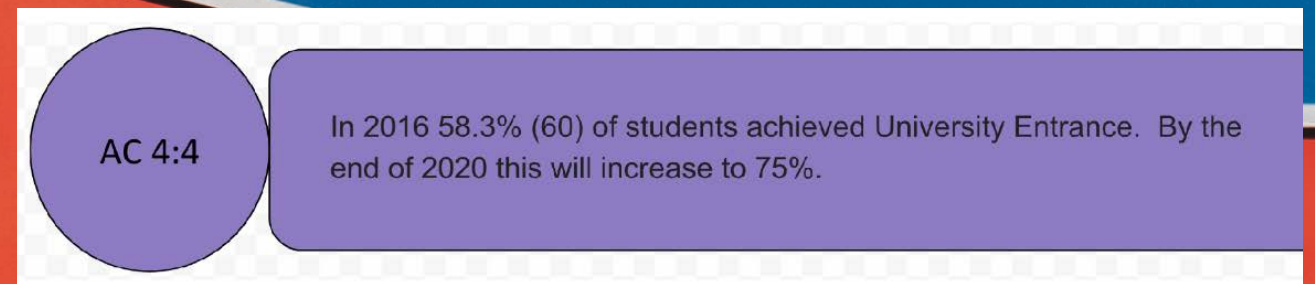
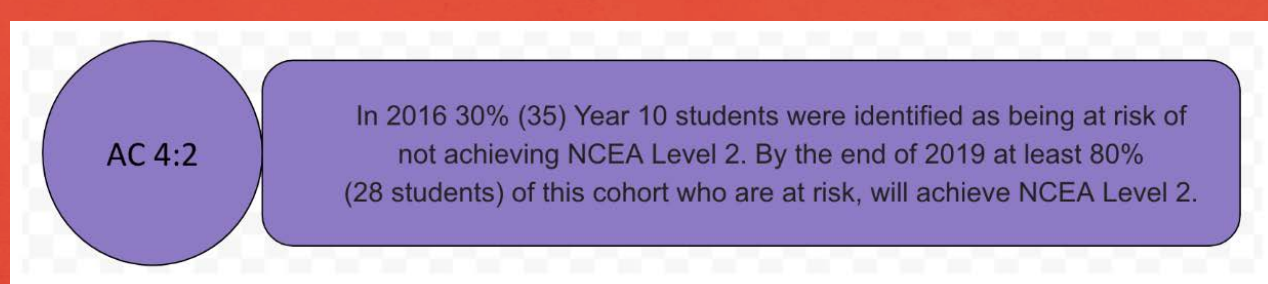
## ACHIEVEMENT CHALLENGE 2: TO LIFT ACHIEVEMENT IN YEAR 1-8 WRITING



## ACHIEVEMENT CHALLENGE 3: TO LIFT ACHIEVEMENT IN YEAR 1-8 MATHEMATICS



## ACHIEVEMENT CHALLENGE 4: TO LIFT ACHIEVEMENT IN NCEA



## PROCESS CHALLENGE 5: TO LIFT ACHIEVEMENT AND PARTICIPATION IN SCIENCE.

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# Rationale



Due to the end of National Standards in 2018 we were unable to use a universal national measure.

Each schools used various measures to evaluate progress. While we were easily able to measure progress in writing using PACT our other targets from 2016 while tracked weren't as easy to measure. Due to a change in students and staff we have not made as much progress for children working above. We would like to develop a shared understanding and consistency across the Kāhui Ako using a variety of tools across all our schools.

## Dunedin Catholic Kahui Ako 2019 Writing

	Below		At		Above		Total	
	No.	%	No.	%	No.	%	No.	% At or Above
Kavanagh College Year 7 and 8	13	6%	167	75%	41	18.63%	220	94%
St Bernadette's	51	28%	106	59%	24	13%	181	72%
St Mary's Mosgiel	26	18%	98	67%	22	15%	120	82%
St Joseph's Cathedral	29	17.90%	118	72.84%	15	9.26%	162	82.1%
St Brigid's	19	22%	63	73%	4	5%	86	78%
St Francis Xavier	14	14.14%	70	70%	15	15%	99	85%
St Peter Chanel	11	20%	38	69.1%	6	10.9%	55	80%
Sacred Heart	9	20.4%	28	65%	6	13.96%	43	78.96%
St Mary's Kaikorai	3	11.5%	23	88.5%	-	0%	26	88.5%
St Joseph's Port	1	9%	6	54.5%	4	36.36%	11	90.86%
TOTAL:								Average = 84.22%

Writing Above	Baseline 2016		Projected 2018		Projected 2019		Target 2020		Potential Shift	
	No.	%	No.	%	No.	%	No.	%	No.	%
Kav College	50/201	25%	54/201	27%	61/201	30%	70/201	35%	20	10%
St Bernadette's	40/152	26%	43/152	28%	48/152	32%	52/152	34%	12	8%
St Mary's Mosgiel	11/127	9%	13/127	10%	17/127	13%	21/127	17%	10	8%
St Joseph's Cath	2/127	2%	5/127	4%	9/127	7%	12/127	9%	10	8%
St Brigid's	29/91	32%	31/91	34%	34/91	37%	37/91	41%	8	9%
St Francis Xavier	7/87	8%	9/97	9%	11/87	13%	15/87	17%	8	9%
St Peter Chanel	5/71	7%	7/71	10%	10/71	14%	13/71	18%	8	11%
Sacred Heart	4/39	10%	5/39	13%	7/39	18%	9/39	23%	5	13%
St Mary's Kaik	0/18	0%	0/18	0%	1/18	6%	2/18	11%	2	11%
St Joseph's Port	3/17	18%	3/17	0%	4/17	24%	5/17	29%	2	12%
CoL Total	151/930	16%	167/930	18%	202/930	22%	236/930	25%	85/930	9%

One out of our ten schools have met their 2020 projection. Five out of our ten schools have increased the number of children working above in writing from 2016-2020.

## Dunedin Catholic Kahui Ako 2019 Maths

	Below		At		Above		Total	
	No.	%	No.	%	No.	%	No.	% At or Above
Kavanagh College	29	21.32%	41	30.14%	65	47.79%	136	77.94%
St Bernadette's	31	17%	108	59.7%	43	24%	181	83.7%
St Mary's Mosgiel	18	12.4%	92	63%	36	24.6%	128	87.6%
St Joseph's Cathedral	24	14.9%	107	66.05%	31	19.14%	162	85.2%
St Brigid's	15	17.4%	68	79%	3	3.4%	86	82.5%
St Francis Xavier	17	17%	62	62%	21	21%	100	83%
St Peter Chanel	5	9%	40	70.9%	10	18.1%	55	89%
Sacred Heart	7	16.28%	20	46.5%	16	37.21%	43	83.71%
St Mary's Kaikorai	4	15.4%	22	84.6%	-	0%	26	84.6%
St Joseph's Port Chalmers	2	18.9%	7	63.64%	2	18.9%	11	82.54%
TOTAL:								Average %=83.6%

Mathematics	Baseline 2016		Projected 2018		Projected 2019		Target 2020		Potential Shift	
	No.	%	No.	%	No.	%	No.	%	No.	%
Kavanagh College	157/201	78%	160/201	80%	164/201	82%	169/201	84%	12	6%
St Bernadette's	126/152	83%	129/152	85%	132/152	87%	136/152	89%	10	7%
St Mary's Mosgiel	103/127	81%	105/127	83%	107/127	84%	111/127	87%	8	6%
St Joseph's Cath	109/127	86%	111/127	87%	114/127	90%	117/127	92%	8	6%
St Brigid's	73/91	80%	75/91	82%	77/91	85%	79/91	87%	6	7%
St Francis Xavier	79/87	91%	80/87	92%	82/87	94%	84/87	97%	6	7%
St Peter Chanel	62/71	87%	63/71	89%	65/71	92%	67/71	94%	5	7%
Sacred Heart	30/39	77%	30/39	77%	31/39	79%	32/39	82%	2	5%
St Mary's Kaikorai	14/18	78%	14/18	78%	15/18	83%	16/18	89%	2	11%
St Joseph's Port	13/17	76%	13/17	76%	14/17	82%	15/17	88%	2	12%
CoL Total Number	766/930	82%	780/930	84%	801/930	86%	827/930	89%	61/930	7%

Two out of our ten schools have met their 2020 projection. Six out of our ten schools have increased the number of children working at or above in mathematics from 2016-2020.

## Dunedin Catholic Kahui Ako 2019 Reading

	Below		At		Above		Total	
	No.	%	No.	%	No.	%	No.	At and Above %
Kavanagh College Year 7 and 8	34	19%	108	61%	35	20%	177	81%
St Bernadette's	35	19.3%	97	53.5%	50	27%	181	80.5%
St Mary's Mosgiel	15	10.6%	95	65%	36	24.4%	131	89.4%
St Joseph's Cathedral	13	8.02%	87	53.70%	62	38.27%	162	92%
St Brigid's	23	26.7%	44	51.7%	19	22.9%	86	74.6%
St Francis Xavier	6	6.06%	39	39.39%	54	54.54%	99	93%
St Peter Chanel	9	16.4%	22	40%	24	43.6%	55	83.6%
Sacred Heart	4	9.3%	23	51.7%	16	37.2%	43	88.9%
St Mary's Kaikorai	4	15.4%	22	84.6%	-	0%	26	84.6%
St Joseph's Port Chalmers	1	9%	5	45%	5	45%	11	90%
TOTAL:								Average %= 85.4%

Maori Students	Baseline 2016		Projected 2018		Projected 2019		Target 2020		Potential Shift	
	No.	%	No.	%	No.	%	No.	%	No.	%
Kavanagh College	17/22	77%	18/22	82%	20/22	91%	21/22	95%	4	18%
St Bernadette's	29/33	88%	30/33	91%	31/33	94%	32/33	97%	3	9%
St Mary's Mosgiel	7/9	78%	7/9	78%	8/9	89%	9/9	100%	2	22%
St Joseph's Cath	10/14	71%	10/14	71%	11/14	79%	13/14	93%	3	21%
St Brigid's	8/9	89%	8/9	89%	9/9	100%	9/9	100%	1	11%
St Francis Xavier	4/6	67%	4/6	67%	5/6	83%	6/6	100%	2	33%
St Peter Chanel	8/11	73%	8/11	73%	8/11	73%	10/11	91%	2	18%
Sacred Heart	1/3	33%	1/3	33%	2/3	67%	3/3	100%	2	67%
St Mary's Kaikorai	1/1	100%	1/1	100%	1/1	100%	1/1	100%	-	-
St Joseph's Port	0/1	0%	0/1	0%	0/1	0%	1/1	100%	1	100%
Kāhui Total	85/109	78%	87/109	80%	96/109	88%	105/109	96%	20/109	18%

We were unable to measure growth as not every school tracked their data for Māori students progress in reading from 2016 - 2019

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# Rationale



As a Kāhui Ako we have used PaCT (Progress and Consistency Tool) to assess writing across our 10 schools from years 1-10.

We moderate both within and across our Kāhui Ako, which has both increased teacher efficacy and consistency in making judgements.

As many of our Year 6 students transition into our secondary school this information is readily available once they begin and their progress can be tracked from years 1-10.

We initially started using PaCT for just our targeted students however many schools are now assessing all their students for writing. Our schools use PaCT as a planning tool to inform next steps and parents of student's progress.

Staff noticed that they needed to cover particular areas of PaCT writing in more detail so that they were exposing their student's to all areas of writing and accelerate their trajectory of improvement.

Student's are able to share their next steps with peers and whānau.

At the beginning of 2019 all Primary Schools identified targeted students who were below in writing as writing was our focus. We wanted to accelerate the children working below and at their expected curriculum area. Our Secondary kura chose students, who were representative of the overall population, to raise achievement for all. We used our Learner Agency survey to get students to self assess themselves covering topics such as:

- Engagement
- Motivation to learn
- Willingness to ask for support and knowing how to get it.
- Knowing what they are learning and their next steps required

After the initial surveying of the targeted ākonga each teacher was then able to use this data to assist in the 'scanning' phase of their spiral of inquiry. They were also able to form some hunches around what the ākonga needed from the teachers so that accelerated progress would happen.

As a Kāhui Ako we also used the information from the learner agency survey to group teachers into professional learning groups around their hunches for regular meetings throughout the year. All teachers were involved in professional development twice a term using an outside provider around learner agency and writing. Through using targeted students as a 'barometer' we were able to provide support for these students and accelerate learning. We found that most of the actions we took to accelerate learners also had an affect on the non-targeted learners.

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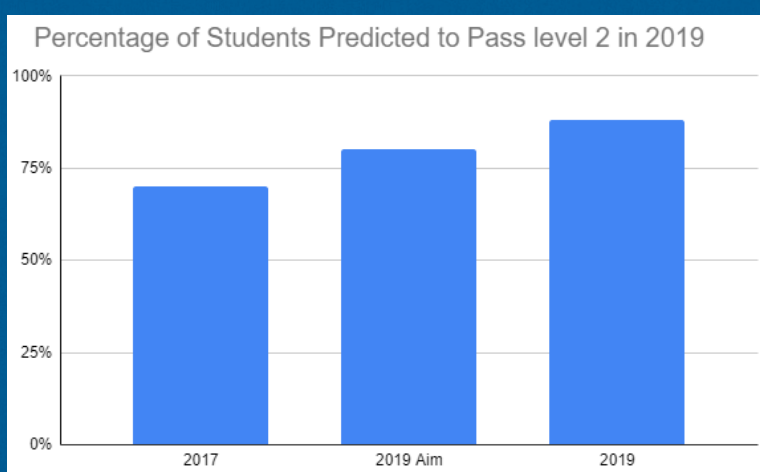
# Achievement Challenge 4: To lift achievement in NCEA



Due to NCEA in 2020 not being completed at the time of writing the document we have had to project where students will be by the end of 2020

AC 4:2

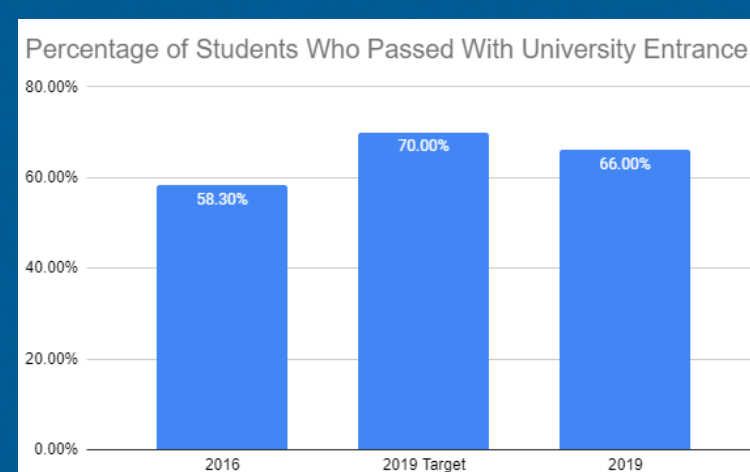
In 2016 30% (35) Year 10 students were identified as being at risk of not achieving NCEA Level 2. By the end of 2019 at least 80% (28 students) of this cohort who are at risk, will achieve NCEA Level 2.



30% of year 10 students were identified as possibly not being able to pass NCEA Level 2 when at in year 10. The target was easily passed with only 11.9% not achieving Level 2.

AC 4:4

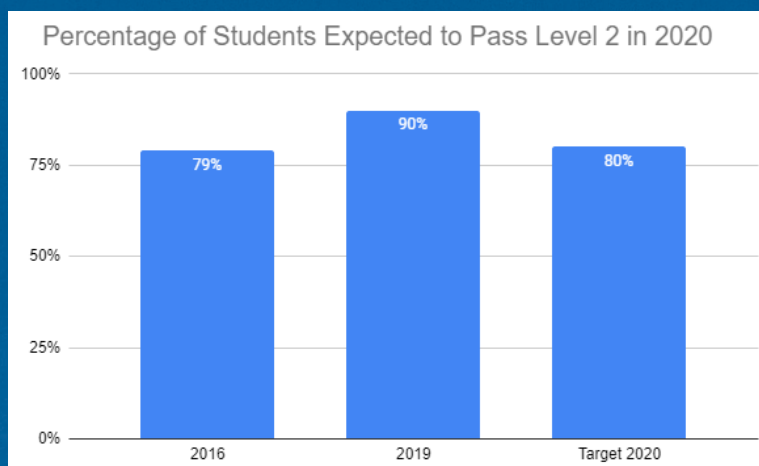
In 2016 58.3% (60) of students achieved University Entrance. By the end of 2020 this will increase to 75%.



Kavanagh did not manage to get to the 70% pass rate for 2019, but Kavanagh managed to raise their University Entrance rate by 7.7%.

AC 4:1

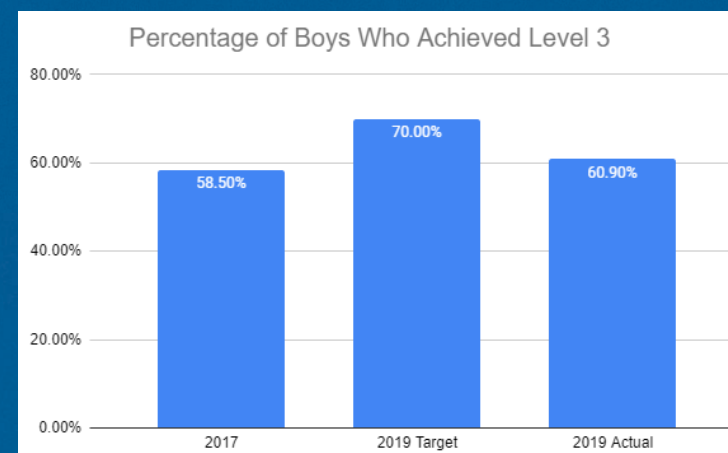
In 2016 21% (26) Year 9 students were identified as being at risk of not achieving NCEA Level 2. By the end of 2020 at least 80% (21 students) of this cohort who are at risk, will achieve NCEA Level 2.



In 2016 there was 21% who were not expected to pass level 2. At level 1 for that group they got a 90% pass rate.

AC 4:3

In 2016 58.5% (24) of male students achieved NCEA Level 3. .By the end of 2020 this will increase to 70%.



In 2016 58.5% of boys managed to pass Level 3. Kavanagh has raised the amount of boys who passed to 60.9%, but Kavanagh did not manage to get to the 70% target, in 2019

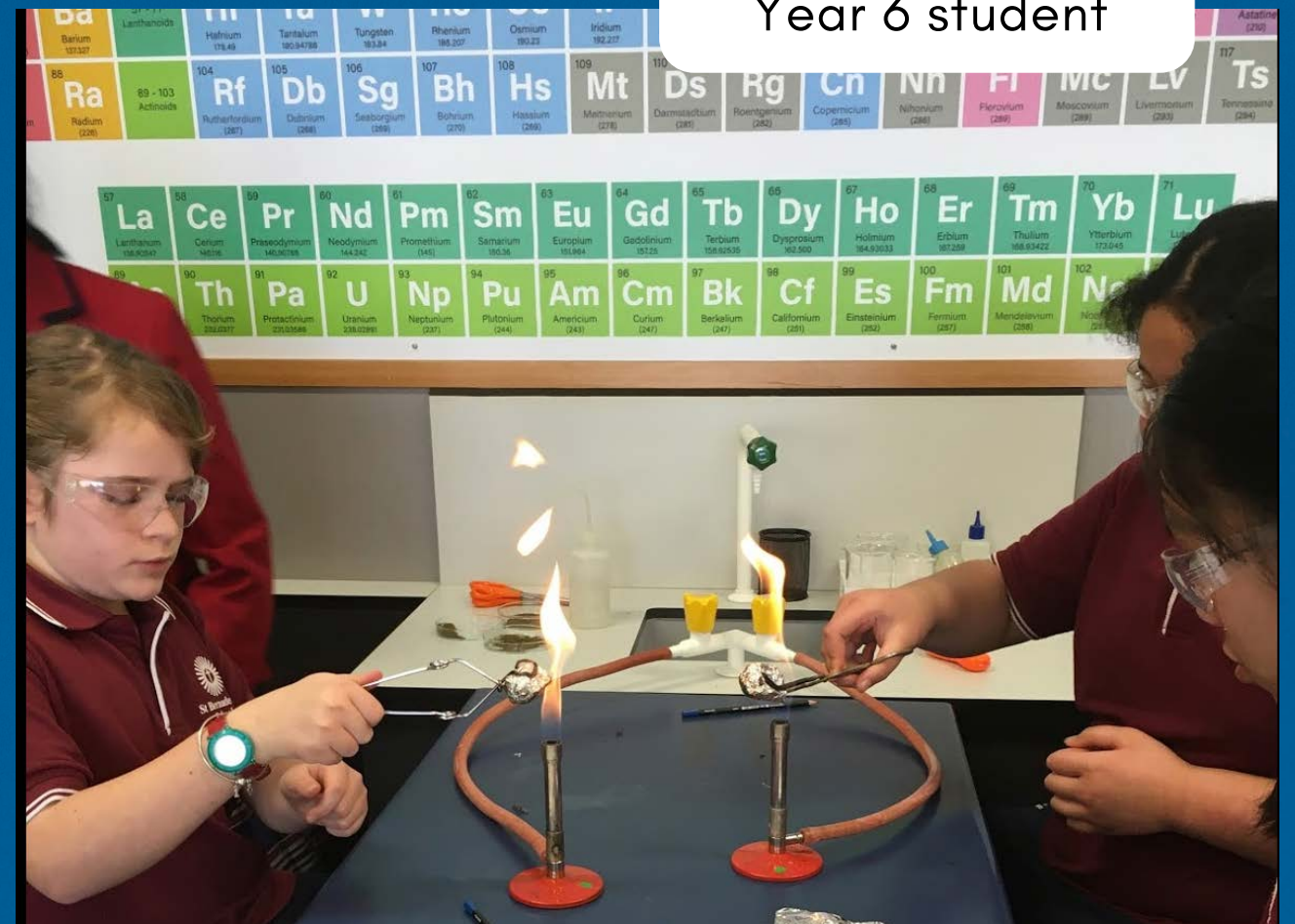
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# Process Challenge 5: To lift achievement and participation in Science.

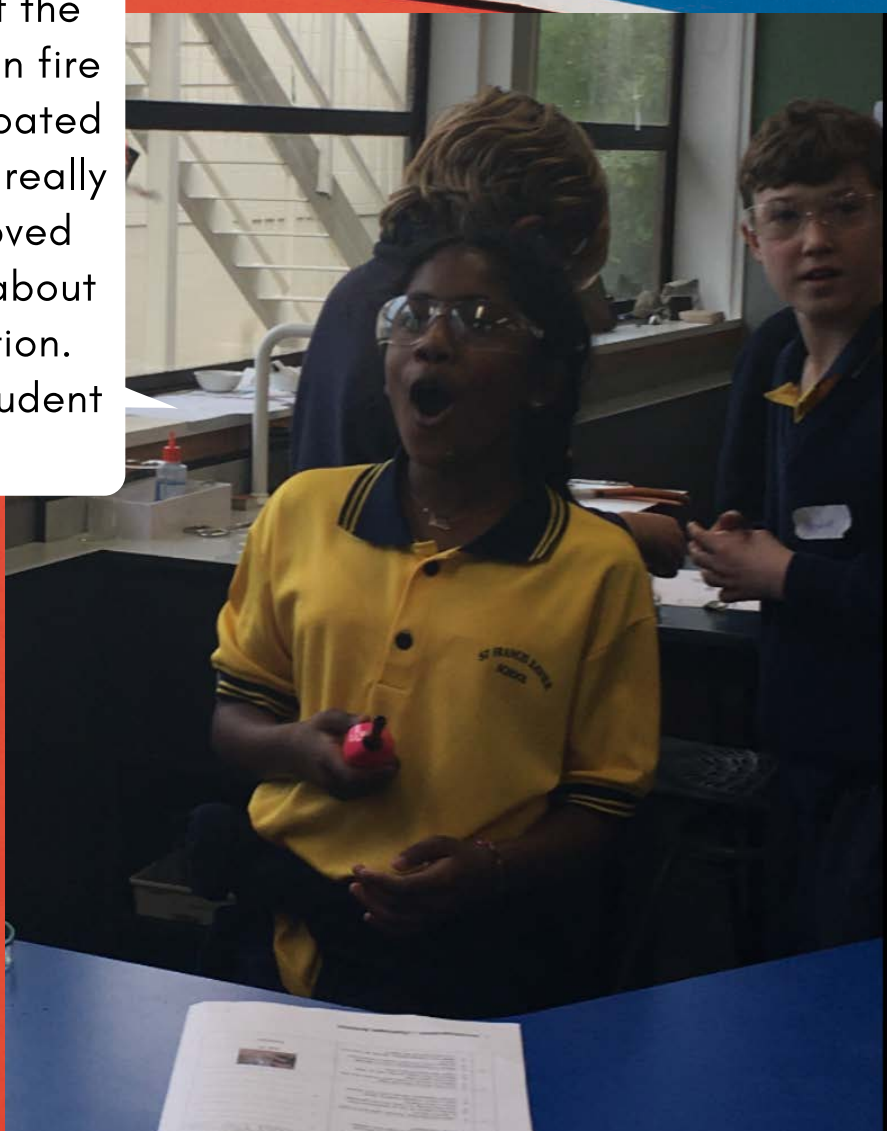


Actions: To lift participation in Science all of our year 5 & 6 and some Year 7 & 8 children attended Science lessons at Kavanagh College.

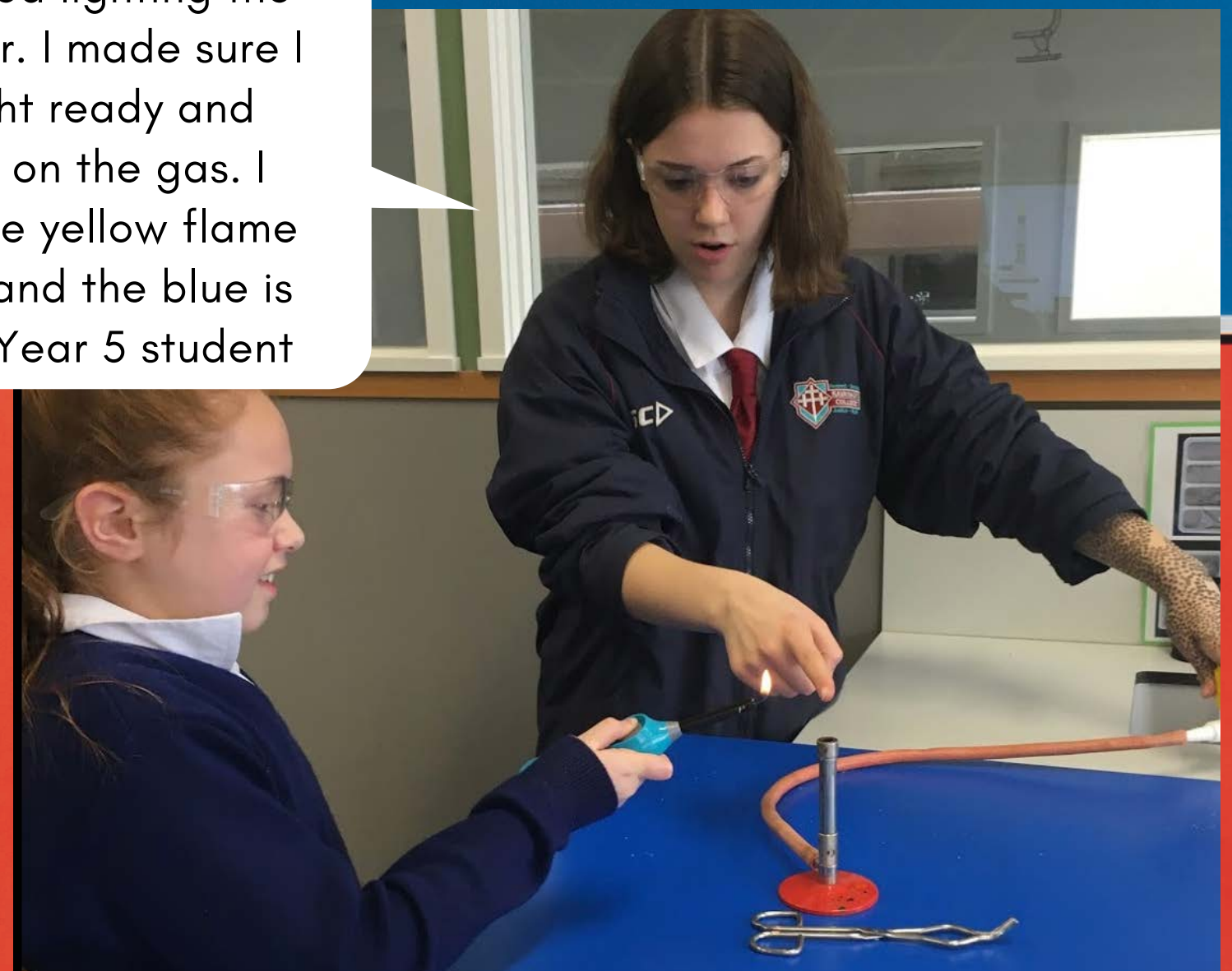
We covered ice with tin foil and held it above the flame. Water started to drip as the ice melted.  
Year 6 student



When I lit the tea bag on fire the ash floated up, it was really cool. I loved learning about combustion.  
Year 6 student



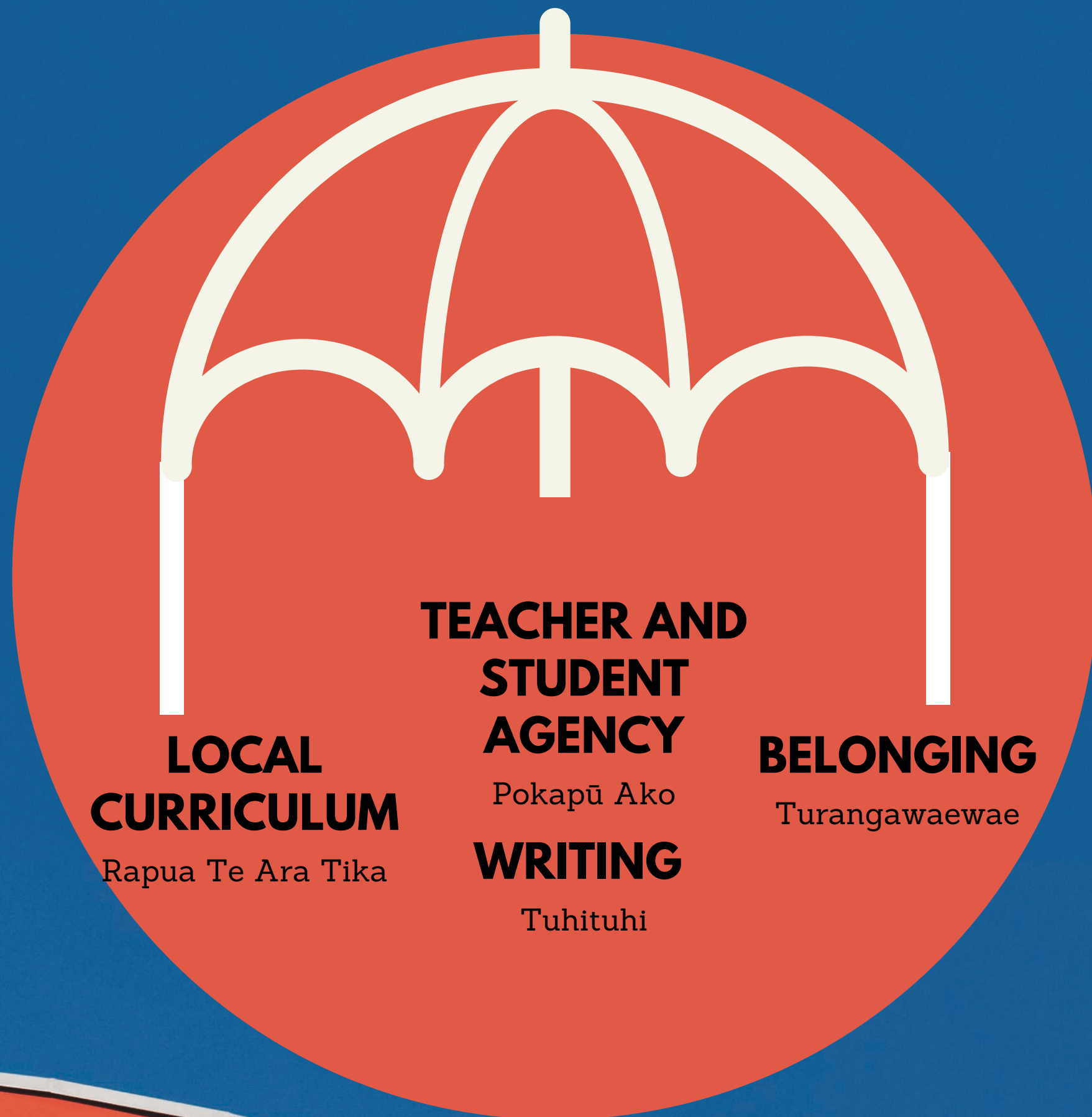
I really enjoyed lighting the bunsen burner. I made sure I had the light ready and then turned on the gas. I learnt that the yellow flame is for safety and the blue is the hottest-  
Year 5 student



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# ACHIEVEMENT CHALLENGE GOALS 2021-2023

## UNIVERSAL DESIGN FOR LEARNING



*Ehara taku toa i te takitahi.*

*Engari, he toa takitini*

*My strength is not the strength of one.*

*It is the strength of many.*

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EXCELLENCE.**

# Universal Design for Learning

Teacher and Student Agency (A)

Belonging

Localised Curriculum

\*When we work collaboratively we strengthen our Catholic Character  
\*When we work collaboratively we enhance the wellbeing and pastoral care of all our young people, whānau and staff.  
\*When we work collaboratively we can more efficiently implement systems, programmes and initiatives, in order to strengthen student outcomes.

Goal

All learners have a choice and voice, knowing where they are at and what their next learning steps are. They have the opportunity to influence their own learning. In 2019 54% of our students knew their learning intentions and their next steps.

Target

To improve kaiako pedagogical knowledge and implement the principles of UDL in order to improve outcomes for all ākonga.  
By 2023 74% of our students will know their learning intentions and their next steps, this equates to a 5% shift every year.

Why

Research shows that the agency of teachers (efficacy) has the biggest effect size according to John Hattie and Christine Rubie Davis.  
We know that high expectations and a growth mindset of staff will have an impact on engagement and results.  
We will continue on with what we worked on in student agency.

Now

We have delivered Kāhui Ako wide PLD and coaching.  
There has been collaboration between within school kaiako and across the Kāhui Ako with Play Based Learning and PaCT.

Next

- PLD for staff and senior management.
- Effective use of data and evidence.
- 2021 Kāhui Ako Expo Day.
- Open classrooms across the Kāhui Ako e.g. STEAM and see what other schools are doing.
- PaCT - students knowing where they are working at and the next steps.

Measureable

- Learner Agency Survey- 5% shift each year for targeted students knowing both their learning intentions and next steps.



# Universal Design for Learning

Teacher and Student Agency (B)

Belonging

Localised Curriculum

\*When we work collaboratively we strengthen our Catholic Character  
\*When we work collaboratively we enhance the wellbeing and pastoral care of all our young people, whānau and staff.  
\*When we work collaboratively we can more efficiently implement systems, programmes and initiatives, in order to strengthen student outcomes.

Goal

Writing:  
To lift achievement in writing Years 1-8 across the Kāhui Ako

Target

By the end of 2021: The number of children working at or above will have increased by 2% from 84.2% to 86.2%  
2022: The number of children working at or above will have increased by 2% from 86.2% to 88.2%  
2023: The number of children working at or above will have increased by 2% from 88.2% to 90.2%

Why

Research shows that the agency of teachers (efficacy) has the biggest effect size according to John Hattie and Christine Rubie Davis.  
We know that high expectations and a growth mindset of staff will have an impact on engagement and results.  
We will continue on with what we worked on in student agency.

Now

\*We have delivered Kāhui Ako wide PLD and coaching.  
\*We have across school moderation in PACT.  
\*We have provided Heads of Departments and Within School Teachers and Principals with Professional Development around using both the Learning Progressions Framework and PaCT.

Next

- PLD for staff and senior management.
- Effective use of data and evidence.
- 2021 Kāhui Ako Expo Day.
- Open classrooms across the Kāhui Ako e.g. effective practice in classrooms.
- PACT - students knowing where they are and the next steps.

Measureable

- PACT 2% shift each year for students achievement from 84.2% to 90.2% in 2023.

# Universal Design for Learning

Teacher and Student Agency

**Belonging**

Localised Curriculum

\*When we work collaboratively we strengthen our Catholic Character

\*When we work collaboratively we enhance the wellbeing and pastoral care of all our young people, whānau and staff.

\*When we work collaboratively we can more efficiently implement systems, programmes and initiatives, in order to strengthen student outcomes.

Goal

We want all of our students and staff to feel personally accepted, respected, included, and supported by others in the Catholic School social environment. This includes an affiliation with the school community.

Target

All children have a connection to the Kāhui Ako

Why

- Providing children with rich learning opportunities where all learners are experiencing success. Coherent pathways and transition.

Now

- Building Leadership Capabilities across all schools: Principals, AST, WIST.
- Shared resources across the COL (Collaboration).
- Kavanagh Big Day Out- Science, P.E, Māori, Digital Technology.
- Cultural narrative- Stories of the Past KŌRERO Ō MUA.
- Play Based Learning.
- Melinda Webber Survey

Next

- 2021 Kāhui Ako Expo Day
- Having within school teachers working with small groups on their area of expertise
- Learning Progressions framework (PaCT)
- Teachers coming into a class to see what other schools are doing (Example STEAM and seeing what other schools are doing).
- Facilitating Principal and senior management PD to guide their own school.
- Drama 100 hours - literacy through drama
- Ngāi Tahu to look into creating school narratives

# Universal Design for Learning

Teacher and Student Agency

Belonging

Localised Curriculum

\*When we work collaboratively we strengthen our Catholic Character  
\*When we work collaboratively we enhance the wellbeing and pastoral care of all our young people, whānau and staff.  
\*When we work collaboratively we can more efficiently implement systems, programmes and initiatives, in order to strengthen student outcomes.

Goal

Each kura has the opportunity to create a localised curriculum for their community.

Target

By the end of 2021 kura will have started to work on developing their localised curriculum. As the Kāhui Ako we begin to develop common threads for next steps.

Why

- Connection to our Kāhui Ako community and Dunedin wide.
- Developing a common language and connection with belonging.
- Providing greater opportunities for all of our ākonga.

Now

- Kavanagh Big Day Out- Science, P.E, Māori.
- Stories of the Past -KÖRERO Ō MUA.
- Drama.
- Melinda Webber Survey.
- Touch tournament.
- Miniball tournament.

Next

- Kāhui Ako Shared Mass and Sports Day.
- Cultural Evening.
- Kavanagh Big Day Out.
- More counsellors in schools.
- 2021 Kāhui Ako Expo Day
- Supervision/coaching .
- Drama 100 hours - literacy through drama.

Measureable

By the end of 2021 kura will have started to work on developing their localised curriculum with a sharing to develop common threads for next steps for the Kāhui Ako.

Teacher and Student Agency

Belonging

Local Curriculum

## Realistic

### Every kaiako will :

- Complete an Inquiry -Collaborative learning shared at the end of each year.
- Professional Learning Groups across the Kāhui Ako
- Moderation in PaCT writing across the Kāhui Ako across year levels

Every kaiako will complete an Inquiry related to one of the achievement challenges-Collaborative learning shared at the end of each year.

Working towards having expert learners who are:

Purposeful & Motivated

Resourceful & Knowledgeable

Strategic & Goal-Directed

## Timeframe

### By the end of 2023

Success Indicators

- \*Each kaiako will be using the UDL Principles
- \*Each Kaiako will work collaboratively
- \*Every kura would have developed a local curriculum and the Kāhui Ako will have a shared language and strong pathways
- \*5% shift in children working at or above in writing each year using PaCT
- \*There will be a yearly 5% shift from targeted students using our learner agency survey
- \*Data will be collected from all kura in the Kāhui Ako to track children at, below and above for reading, writing and mathematics



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# Why Universal Design for Learning.



## Universal Design for Learning Guidelines

### Provide multiple means of Engagement →

Affective Networks  
The "WHY" of learning



### Provide multiple means of Representation →

Recognition Networks  
The "WHAT" of learning



### Provide multiple means of Action & Expression →

Strategic Networks  
The "HOW" of learning



Access

#### Provide options for Recruiting Interest (7) →

- Optimize individual choice and autonomy (7.1) >
- Optimize relevance, value, and authenticity (7.2) >
- Minimize threats and distractions (7.3) >

#### Provide options for Perception (1) →

- Offer ways of customizing the display of information (1.1) >
- Offer alternatives for auditory information (1.2) >
- Offer alternatives for visual information (1.3) >

#### Provide options for Physical Action (4) →

- Vary the methods for response and navigation (4.1) >
- Optimize access to tools and assistive technologies (4.2) >

Build

#### Provide options for Sustaining Effort & Persistence (8) →

- Heighten salience of goals and objectives (8.1) >
- Vary demands and resources to optimize challenge (8.2) >
- Foster collaboration and community (8.3) >
- Increase mastery-oriented feedback (8.4) >

#### Provide options for Language & Symbols (2) →

- Clarify vocabulary and symbols (2.1) >
- Clarify syntax and structure (2.2) >
- Support decoding of text, mathematical notation, and symbols (2.3) >
- Promote understanding across languages (2.4) >
- Illustrate through multiple media (2.5) >

#### Provide options for Expression & Communication (5) →

- Use multiple media for communication (5.1) >
- Use multiple tools for construction and composition (5.2) >
- Build fluencies with graduated levels of support for practice and performance (5.3) >

Internalize

#### Provide options for Self Regulation (9) →

- Promote expectations and beliefs that optimize motivation (9.1) >
- Facilitate personal coping skills and strategies (9.2) >
- Develop self-assessment and reflection (9.3) >

#### Provide options for Comprehension (3) →

- Activate or supply background knowledge (3.1) >
- Highlight patterns, critical features, big ideas, and relationships (3.2) >
- Guide information processing and visualization (3.3) >
- Maximize transfer and generalization (3.4) >

#### Provide options for Executive Functions (6) →

- Guide appropriate goal-setting (6.1) >
- Support planning and strategy development (6.2) >
- Facilitate managing information and resources (6.3) >
- Enhance capacity for monitoring progress (6.4) >

Goal

Expert Learners who are...

Purposeful & Motivated

Resourceful & Knowledgeable

Strategic & Goal-Directed

STRENGTHENED BY FAITH. UNITED FOR EQUITY AND EXCELLENCE.

# What will PLD look like in 2021/22/23 ?



Professional Development for all ākonga in the Kāhui Ako

- \*When we work collaboratively we strengthen our Catholic Character.
- \*When we work collaboratively we enhance the wellbeing and pastoral care of all our young people, whānau and staff.
- \*When we work collaboratively we can more efficiently implement systems, programmes and initiatives, in order to strengthen student outcomes.

Professional Development for Senior Leadership Teams

All staff working collaboratively across year groups in the Kāhui Ako

Building on Professional Learning from 2018-2020: Learner Agency and Digital Technology

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# Code of Conduct



It is implicit in our Community of Learning ethic that, all members, whether elected, appointed, or co-opted, share the same status and same aspirations, that is, to serve the needs of the students and their learning and to enrich Catholic education to children and young people.

**We shall at all times:**

- Be committed to working together to build our Catholic educational community.
- Respect the integrity of all other members, staff, principals, parents and students of each participating school equally.
- Understand and commit to the principles, ethos and delivery of authentic Catholic education.
- Promote the peace of Christ in the world by modelling co-operative behaviour and peaceful solutions to conflict.
- Ensure that individual members do not act independently of the Leadership Group decisions for example, act contrary to what has been collectively been agreed upon.
- Maintain and understand the vision and values of the kāhui Ako.
- Serve the needs of the kāhui Ako. rather than any particular areas of interest.
- Respect and give fair consideration to diverse and opposing viewpoints.
- Publicly represent the kāhui Ako. in a positive manner.
- Respect the integrity of the kāhui Ako. Lead Principal and all participating kura equally.
- Observe the confidentiality of non-public information acquired in our roles and not disclose to any persons such information that may be harmful to the kāhui Ako. or any participating kura.
- Be diligent and attend meetings of the group, prepared for full and appropriate participation in decision making.
- Speak with one voice through our adopted policies and ensure that any disagreements with the Leadership Groups stance are resolved within the Leadership Group.
- Where possible, avoid any conflicts of interest with respect to our leadership responsibilities.
- Be available to undertake appropriate professional development.
- Monitor our own individual performance as a member against Code of Conduct, designated responsibilities and terms of reference, and to collectively monitor the overall performance of the group against the kāhui Ako vision.

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