



**Rolleston**  
Christian School

Christian Education Network Community of Learning

*Te Ropu Whakapono o Waitaha<sup>1</sup>*

# Achievement Plan

## Vision

*"To be a community of faith in which our pupils encounter Christ,  
excel in their learning and are equipped to serve."*

## Whakatauki

E kore hoki te aho takitoru e motu wawe  
*A cord of three strands is not quickly broken (Eccl 4:12)*



---

<sup>1</sup> "a group of faith" in Canterbury

## Our Community – Profile and Background

There is a strong history of cooperation between the schools within this community. The first four schools listed below have been part of the Christian Schools Network (CSN), now the Christian Education Network (CEN), in Christchurch which was seeded in 2003 and approved as a network by the Minister of Education in 2008. A strong bond of trust and collaboration across all spheres of school leadership has been built on this relationship. Christchurch Adventist School has a strong connection with CEN schools via regular New Zealand Association for Christian Schools S.I. Principals' meetings, as part of the Christian Schools Network Learning Community Cluster (CSN LCC) from 2012 – 2016 and since 2017 as part of CENCOL.

The CSN LCC was established in 2012 as part of the earthquake recovery programme in Christchurch. Its purpose was to work together to develop a CSN LCC Plan aimed at providing a seamless high quality Christian education from ECE to Tertiary level for Christchurch families. Initiatives in the plan focused on transitioning students into school from ECE and into Year 11 Senior College in Middleton Grange, curriculum collaboration in maths, science and languages (Mandarin), and IT – managing IT risk in a Special Character environment.

Over 2015 and into 2016 CSN LCC Principals and Boards of Trustees discussed the possibility of forming a Christian Schools Community of Learning. These discussions focused on strengthening and broadening collaboration across schools to continue lifting student achievement and increase good practice, and the clear pathways that exist within the network of Christian schools. There was also discussion with two ELCs and two Tertiary Institutions exploring their interest in being part of a Christian Community of Learning.

The two Cornerstone Christian Early Learning Centres are co-located with Aidanfield Christian and Middleton Grange schools and there is a strong pathway from them into the respective schools. There are growing connections with the two tertiary institutions with Vision College providing some courses for Gateway students and Laidlaw providing Christian teacher training.

The Minister of Education accepted the expressions of interest of 5 schools, 2 ELCs and 2 Tertiary institutions and approved the formation of a Community of Learning in December 2016. Rolleston Christian School was established in 2015 as part of the CSN. In June 2017 its Board of Trustees expressed its interest in becoming part of this COL.

- Aidanfield Christian School (ACS) Year 1-10
- Emmanuel Christian School (ECS) Year 1-10
- Hillview Christian School (HCS) Year 1-10
- Middleton Grange School (MGS) Year 1-13
- Christchurch Adventist School (CAS) Year 1-13
- Rolleston Christian School (RCS) Year 1 - 8
- Cornerstone Christian Early Learning Centre Aidanfield
- Cornerstone Christian Early Learning Centre Middleton
- Laidlaw College
- Vision College

Since 2017 CENCOL has been operating as a Kāhui Ako, and relationships, trust and unity across our schools are very strong at leadership level and growing at the individual teacher level.

Our Community of Learning includes over 2,800 students from Year 1 – 13, with individual school sizes ranging from 152 to 1,290 domestic students. There is a clear pathway from the Year 1-10 schools into Year 11 at Middleton Grange with in excess of 80% of students making this transition. Rolleston Christian as a new school is yet to establish a clear pathway, but it is likely this will also be into another CEN school at Year 9. As an area school CAS provides its own pathway of learning from Year 1-13 with little crossover into the other schools.

Our school communities are diverse

- Denominationally
- Ethnically<sup>2</sup> – since our first achievement plan was submitted in 2016, there has been marked change in ethnicity across the Kāhui Ako. The proportion of European pupils has decreased in all schools, with three schools now having less than 50% European pupils. There has been a 5% increase in the number of Māori, 4% increase in the number of Pasifika and a 39% increase in the number of Asian pupils across the COL.

	TOTAL	EUR	MAO	PAS	ASI	MELAA	OTH
School Name	N	%	%	%	%	%	%
Aidanfield Christian School	369	44.17%	3.79%	4.34%	37.67%	9.21%	0.81%
Christchurch Adventist School	261	31.42%	6.51%	20.69%	29.89%	9.20%	2.30%
Emmanuel Christian School	230	48.70%	7.83%	3.91%	22.17%	13.91%	3.48%
Hillview Christian School	527	63.95%	15.56%	8.16%	5.88%	4.93%	1.52%
Middleton Grange School	1263	58.35%	6.25%	4.35%	25.18%	4.67%	1.19%
Rolleston Christian School	152	58.55%	9.21%	5.26%	13.82%	9.87%	3.29%

- Economically – with many families making considerable sacrifice to secure a Christian education for their children
- Our school deciles range from 5 to 9

## Our Structure

Our community currently operates under the following structure<sup>3</sup>:

**Leadership Group** – the principal of each school and a Head Teacher representing ELCs. This group is working to gather and analyse data and develop the achievement plan. It reports to the Stewardship Group.

**Stewardship Group** – is made up of a BOT delegate from each school and a delegate from the Cornerstone ELC Board of Management. Stewardship Group members have delegated decision making authority from their respective boards to streamline the decision making in the set-up phase of the COL. They report to their boards and seek input as required. This group has been meeting to establish operating structures and processes for the COL, provide oversight of the Leadership Group and to monitor development of the achievement plan.

<sup>2</sup> Based on July 2020 Roll returns, domestic students only

<sup>3</sup> See Appendix 1 for diagram of organisational structure

## Our Process for engagement – COL Establishment

Working together with other schools on strategic goals and collaborating on curriculum is not new to the schools in our COL because of the development of the Christian Schools Network (CSN), [now the Christian Education Network (CEN)], and the CSN LCC. Our school communities were intensively consulted at the onset of these initiatives, and continue to be consulted around charters etc, so COL Leaders are very aware of their communities' desires and aspirations. This is being fed into COL development.

The Leadership Group have met a number of times to discuss possible achievement challenges. Principals were allocated one of the achievement challenges to prepare the narrative, targets and data analysis in consultation with relevant stakeholders or expertise in the field. Draft plans were circulated to the Stewardship Group for initial feedback. Suggested changes were incorporated. Feedback was also sought from the MOE COL advisers. Once the achievement plan was finalised by the Leadership Group it was submitted to the Stewardship Group for approval. Stewards have kept their respective boards informed and consulted with them as appropriate through this process.

Specific consultation with school communities re COL at this time is seen mainly as conveying information (keeping parents up to date on COL development) via newsletters and providing opportunity for feedback on this. As time goes on, a plan for common communication across schools will be developed. We plan to 'relish and enjoy the success as it is realised'<sup>4</sup>.

The COL was formally launched on 7 August 2017 at an event hosted at Hillview Christian School, invited to which were all teaching staff from the schools, ECE and tertiary representatives, school trustees and proprietors. The purpose of the event was to present and engage staff from all the schools in the rationale for the achievement challenges and begin the process for implementation. There was very positive feedback from this event, with highlights being the coming together of all the schools, and setting the framework for a non-competitive collaborative environment.

---

<sup>4</sup> Refer MOE Kāhui Ako Personalised Pathways Kit – Iwi Partnerships

# Our Journey to date...

## Part 1: Achievement Challenges (2017-2020)

Our shared Christian faith drives our purpose of ensuring every student makes the most of their God-given talents, encounters Christ in the curriculum and is equipped to serve him in society. Our concern is for the academic achievement of our students (head) and for how learning shapes their attitudes (heart) and actions (hands). It is this that drives our vision: **“To be a community of faith in which our pupils encounter Christ, excel in their learning and are equipped to serve.”**

We have identified learning challenges across our COL concerning achievement in writing in the middle years and our ability to equip the growing number of ELL students in our schools to succeed. The two schools with senior colleges have identified NCEA endorsements as an area of challenge.

We have looked for an underlying theme in these challenges that could help us determine a high-level strategy to address them. The recurring theme that arose throughout our discussions was building ‘deep thinking’. Not only will this strategy assist in our identified learning challenges, but it has potential to impact all curriculum areas and year levels.

We have also identified some inconsistencies in data collection and assessment tools used across our COL, so one of the early tasks of the COL Lead Principal and Across School Teachers will be to identify what data is required for each achievement challenge and how it will be collected. This will enable more accurate analysis of the current position of learners and the progress they make against targets set by the COL.

As a Community of Learning, with clear educational pathways through our schools we recognise that when it comes to addressing these challenges, we are stronger together than alone – **“E kore hoki te aho takitoru e motu wawe”** [*A cord of three strands is not quickly broken (Eccl 4:12)*].

We also recognise that all educational initiatives our schools participate in have at their core the Special Character overlay and the achievement challenges should be understood in this light.

The expected length of time for each Achievement Challenge to be accomplished varies according to the magnitude of the challenge and the expected level of pedagogical change needed. For example, in Writing, all schools have trialled various strategies over the past five years to improve Writing, with limited success. In order to achieve the shifts in student achievement we will have to research, identify and embed significantly new approaches to the teaching of Writing. Year 7 is also an entry point to a number of schools in the Community of Learning which means extra measures need to be identified for assessing the entry point of the students’ achievement. This is why this Achievement Challenge looks out to 2022 completion date. The ELL Achievement Challenge has a shorter length of time. One area to focus on first is the correct identification of these students. Then there are two years of strategy implementation for two Year levels in the schools to ensure the strategies implemented can be rolled out to other Year levels in future years.

### How did we do?

The following pages contain the progress and achievement of the pupils in relation to these achievement challenges over the past 3 years.

## CENCOL Writing Challenge

Achievement Challenge		To lift achievement in written language for all students in Years 7-10 with a particular focus on boys.						
Achievement Targets		2016 Baseline	2017 Establishment Year	2018 COL Year 1	2019	2020	2021	2022 <sup>5</sup>
1.	To lift the written language achievement of Year 7-10 students so 73% are AT or ABOVE the appropriate curriculum level by 2022. This is a shift of 128 students.	58% (502/862)	66% (530/801)	69% (615/895)	74% (741/1,002)	67% (578/862)	70% (603/862)	73% (630/862)
2.	To lift the written language achievement of Year 7-10 boys so 62% are AT or ABOVE the appropriate curriculum level by 2022. This is a shift of 62 boys.	47% (196/416)	59% (231/391)	62.9% (297/472)	65% (318/490)	56% (233/416)	59% (245/416)	62% (258/416)

Black text – on target; Red text – behind target; Green text – ahead of target.

*N.B. Rolleston pupils not included in 2017 count due to incomplete data. Numbers are so low that they do not affect the overall percentage.*

### Comment:

The goal was to reach 73% at or above by 2022 and we are very encouraged to note that this has been achieved by 2019. The principals are confident that, in general, the writing programmes that exist have contributed towards this positive result. Currently ‘Write That Essay’ has been implemented across at least 50% of our schools and will continue to be rolled out even further across a wider range of year levels. The networking that has taken place between schools has been extremely encouraging.

<sup>5</sup> Note all numbers are calculated on 2016 rolls – these will vary from year to year.

## CENCOL NCEA Challenge

Achievement Challenge		To raise NCEA endorsement levels across the curriculum for Year 11-13 (Level 1 - Level 3) students, with a particular focus on males.					
Achievement Targets		2016 Baseline	2017 Establishment Year	2018 Year 1	2019 <sup>6</sup> Year 2	2020	2021 Target
1. To raise the NCEA endorsement levels of <b>Year 11 (Level 1) students</b> from 70% (132/188) in 2016 to 84% (158/188) in 2021. This is a shift of 26 students.	<b>Total</b>	<b>70% (132/188)</b>	<b>64% (130/201)</b>	<b>68% (126/185)</b>	<b>73% (137/187)</b>	<b>80% (150/188)</b>	<b>84% (158/188)</b>
	Merit	42% (79/188)	28% (57/201)	40% (74/185)	46% (86/187)	46% (86/188)	48% (90/188)
	Excellence	28% (53/188)	36% (73/201)	28% (126/185)	27% (51/187)	34% (64/188)	36% (68/188)
2. To raise the endorsement levels of <b>Year 11 male (Level 1) students</b> from 58% (57/98) in 2016 to 84% (82/98) in 2021. This is a shift of 25 students.	<b>Total</b>	<b>58% (57/98)</b>	<b>54% (48/90)</b>	<b>55% (46/83)</b>	<b>60%<sup>7</sup> (56/92)</b>	<b>78% (76/98)</b>	<b>84% (82/98)</b>
	Merit	39% (38/98)	27% (24/90)	35% (29/83)	43% (40/92)	46% (45/98)	48% (47/98)
	Excellence	19% (19/98)	27% (24/90)	20% (17/83)	17% (16/92)	32% (31/98)	36% (35/98)
3. To raise the NCEA endorsement levels of <b>Year 12 (Level 2) students</b> from 62% (139/223) in 2016 to 79% (176/223) in 2021. This is a shift of 37 students.	<b>Total</b>	<b>62% (139/223)</b>	<b>55% (107/192)</b>	<b>66% (123/188)</b>	<b>49% (95/195)</b>	<b>73% (163/223)</b>	<b>79% (176/223)</b>
	Merit	36% (80/223)	31% (60/192)	36% (67/188)	28% (55/195)	41% (92/223)	44% (98/223)
	Excellence	26% (59/223)	24% (47/92)	30% (56/188)	21% (40/195)	32% (71/223)	35% (78/223)
4. To raise the endorsement levels of <b>Year 12 male (Level 2) students</b> from 55% (56/102) in 2016 to 78% (80/102) in 2021. This is a shift of 24 students.	<b>Total</b>	<b>55% (56/102)</b>	<b>44% (42/96)</b>	<b>51% (41/81)</b>	<b>40% (35/89)</b>	<b>73% (74/102)</b>	<b>78% (80/102)</b>
	Merit	39% (40/102)	25% (24/96)	31% (25/81)	25% (22/89)	43% (44/102)	44% (45/102)
	Excellence	16% (16/102)	19% (18/96)	20% (16/81)	15% (13/89)	29% (30/102)	34% (35/102)
5. To raise the NCEA endorsement levels of <b>Year 13 (Level 3) students</b> from 52% (93/180) in 2016 to 67% (121/180) in 2021. This is a shift of 28 students.	<b>Total</b>	<b>52% (93/180)</b>	<b>49% (94/194)</b>	<b>49% (74/151)</b>	<b>51% (80/157)</b>	<b>63% (113/180)</b>	<b>67% (121/180)</b>
	Merit	34% (62/180)	28% (54/194)	34% (52/151)	32% (50/157)	40% (72/180)	42% (76/180)
	Excellence	17% (31/180)	21% (40/194)	15% (22/151)	19% (30/157)	23% (41/180)	25% (45/180)
6. To raise the endorsement levels of <b>Year 13 male (Level 3) students</b> from 36% (28/78) in 2016 to 67% (52/78) in 2021. This is a shift of 24 students.	<b>Total</b>	<b>36% (28/78)</b>	<b>33% (27/82)</b>	<b>42% (31/74)</b>	<b>42% (28/68)</b>	<b>56% (44/78)</b>	<b>67% (52/78)</b>
	Merit	24% (19/78)	20% (16/82)	28% (21/74)	28% (19/68)	36% (28/78)	42% (33/78)
	Excellence	12% (9/78)	13% (11/82)	14% (10/74)	13% (9/68)	21% (16/78)	24% (19/78)

Black text – on target; Red text – behind target; Green text – ahead of target.

<sup>6</sup> Note all numbers are calculated on 2016 rolls – these will vary from year to year.

<sup>7</sup> Due to rounding, percentages may not total exactly 100%

Achievement Targets - Variance		2016 Baseline	2017 Establishment Year Variance	2018 Year 1 Variance	2019 Year 2 Variance
1. To raise the NCEA endorsement levels of <b>Year 11 (Level 1) students</b> from 70% (132/188) in 2016 to 84% (158/188) in 2021. This is a shift of 26 students.	<b>Total</b>	<b>70% (132/188)</b>	<b>-8%</b>	<b>-6%</b>	<b>-4%</b>
	Merit	42% (79/188)	-15%	-4%	1%
	Excellence	28% (53/188)	7%	-2%	-5%
2. To raise the endorsement levels of <b>Year 11 male (Level 1) students</b> from 58% (57/98) in 2016 to 84% (82/98) in 2021. This is a shift of 25 students.	<b>Total</b>	<b>58% (57/98)</b>	<b>-7%</b>	<b>-9%</b>	<b>-9%</b>
	Merit	39% (38/98)	-13%	-6%	-1%
	Excellence	19% (19/98)	+6%	-3%	-11%
3. To raise the NCEA endorsement levels of <b>Year 12 (Level 2) students</b> from 62% (139/223) in 2016 to 79% (176/223) in 2021. This is a shift of 37 students.	<b>Total</b>	<b>62% (139/223)</b>	<b>-8%</b>	<b>1%</b>	<b>-18%</b>
	Merit	36% (80/223)	-5%	-1%	-10%
	Excellence	26% (59/223)	-3%	2%	-8%
4. To raise the endorsement levels of <b>Year 12 male (Level 2) students</b> from 55% (56/102) in 2016 to 78% (80/102) in 2021. This is a shift of 24 students.	<b>Total</b>	<b>55% (56/102)</b>	<b>-13%</b>	<b>-8%</b>	<b>-26%</b>
	Merit	39% (40/102)	-14%	-8%	-16%
	Excellence	16% (16/102)	4%	0%	-10%
5. To raise the NCEA endorsement levels of <b>Year 13 (Level 3) students</b> from 52% (93/180) in 2016 to 67% (121/180) in 2021. This is a shift of 28 students.	<b>Total</b>	<b>52% (93/180)</b>	<b>-3%</b>	<b>-4%</b>	<b>-5%</b>
	Merit	34% (62/180)	-6%	-1%	-5%
	Excellence	17% (31/180)	4%	-3%	=
6. To raise the endorsement levels of <b>Year 13 male (Level 3) students</b> from 36% (28/78) in 2016 to 67% (52/78) in 2021. This is a shift of 24 students.	<b>Total</b>	<b>36% (28/78)</b>	<b>-6%</b>	<b>1%</b>	<b>-4%</b>
	Merit	24% (19/78)	-5%	1%	-1%
	Excellence	12% (9/78)	0%	0%	-4%

Comment

- Variance is reported against target for the year
- Targets 1 & 2 mostly show improving results year on year, but they are still behind the targeted position for 2019.
- Targets 3 & 4 show regression in achievement of endorsements
- Targets 5 & 6 – achievement largely the same as 2018, so target not met in 2019



**Comment:**

The data above is disappointing, and we have identified some factors which may have contributed to this:

- Cohorts change from year to year and may vary in ability making it difficult to compare years
- Both schools have had a change of principal in the last two years, (both are first time principals) which may have impacted focus on these challenges
- The achievement challenge was possibly unrealistic to achieve across the two schools considering the numbers that are involved.

We have decided not to continue with this challenge going forward, because while we may not have achieved the challenge, the schools are still performing at a level well above the national average for level 1-3. The principals involved are keen to see the statistics improve and will continue to keep networking to assist in achieving further progress.

## CENCOL ELL Challenge

Achievement Challenge	To ensure all MOE funded Year 1-3 students at foundation stage in 2017 are at stage 2 ELLP by 2020 (cohort standard).				
Achievement Targets	Stage	March 2017 Baseline	2018 November	2019 November	2020 November
1. To lift the achievement of <b>Year 1 ELL students</b> from 0% (0/38) in 2017 to 89% (34/38) having achieved Stage 2 (total ELLP score of 8) by 2020. This equates to a shift of 34 students by 2020.	At foundation	95% (36/38)	50% (19/38)	13% (5/38)	0% (0/38)
	Achieved stage 1	5% (2/38)	50% (19/38)	74% (28/38)	11% (4/38)
	Achieved stage 2	0% (0/38)	0% (0/38)	13% (5/38)	89% (34/38)
2. To lift the achievement of <b>Year 2 ELL students</b> from 0% (0/35) in 2017 to 100% (35/35) at having achieved Stage 2 (total ELLP score of 8) by 2020. This equates to a shift of 35 students by 2020	At foundation	69% (24/35)	34% (12/35)	14% (5/35)	0% (0/35)
	Achieved stage 1	31% (11/35)	54% (19/35)	31% (11/35)	0% (0/35)
	Achieved stage 2	0% (0/35)	11% (4/35)	54% (19/35)	100% (35/35)
3. To lift the achievement of <b>Year 3 ELL students</b> from 9% (3/34) in 2017 to 100% (34/34) having achieved reach Stage 2 (total ELLP score of 8) by 2019. This equates to a shift of 31 students by 2019.	At foundation	18% (6/34)	9% (3/34)	0% (0/34)	
	Achieved stage 1	74% (25/34)	53% (18/34)	0% (0/34)	
	Achieved stage 2	9% (3/34)	38% (13/34)	100% (34/34)	

### Comment:

The above table contains the initial achievement challenge and targets, but does not include achievement data against the targets. Unfortunately we were unable to record accurate and appropriate data for the previous three years as the initial baseline data collection method was flawed. In addition to this there was an inconsistency of understanding of the different stages within the English Language Learning Progressions document. We have reevaluated the data collection method and ensured there is now a common understanding surrounding the ELLP document in order to create a new achievement challenge for the next three years. We believe this new achievement challenge is robust and will give us a clear indication of the progress that is being made amongst our schools.

## Part 2: Achievement Challenges (2021-2023)

### Our Process for engagement

Our shared Christian faith drives our purpose of ensuring every student makes the most of their God-given talents, encounters Christ in the curriculum and is equipped to serve him in society. Our concern is for the academic achievement of our students (head) and for how learning shapes their attitudes (heart) and actions (hands). It is this that drives our vision: **“To be a community of faith in which our pupils encounter Christ, excel in their learning and are equipped to serve.”**

Working together with other schools on strategic goals and collaborating on curriculum is not new to the schools in our COL because of the development of the Christian Schools Network (CSN), [now the Christian Education Network (CEN)], and the CSN LCC. Our school communities were intensively consulted at the onset of these initiatives, and continue to be consulted around charters etc, so COL Leaders are very aware of their communities’ desires and aspirations. This is being fed into COL development.

We also recognise that all educational initiatives our schools participate in have at their core the Special Character overlay and the achievement challenges should be understood in this light. As a Community of Learning with clear educational pathways through our schools we recognise that when it comes to addressing these challenges, we are stronger together than alone – **“E kore hoki te aho takitoru e motu wawe”** [*A cord of three strands is not quickly broken (Eccl 4:12)*]

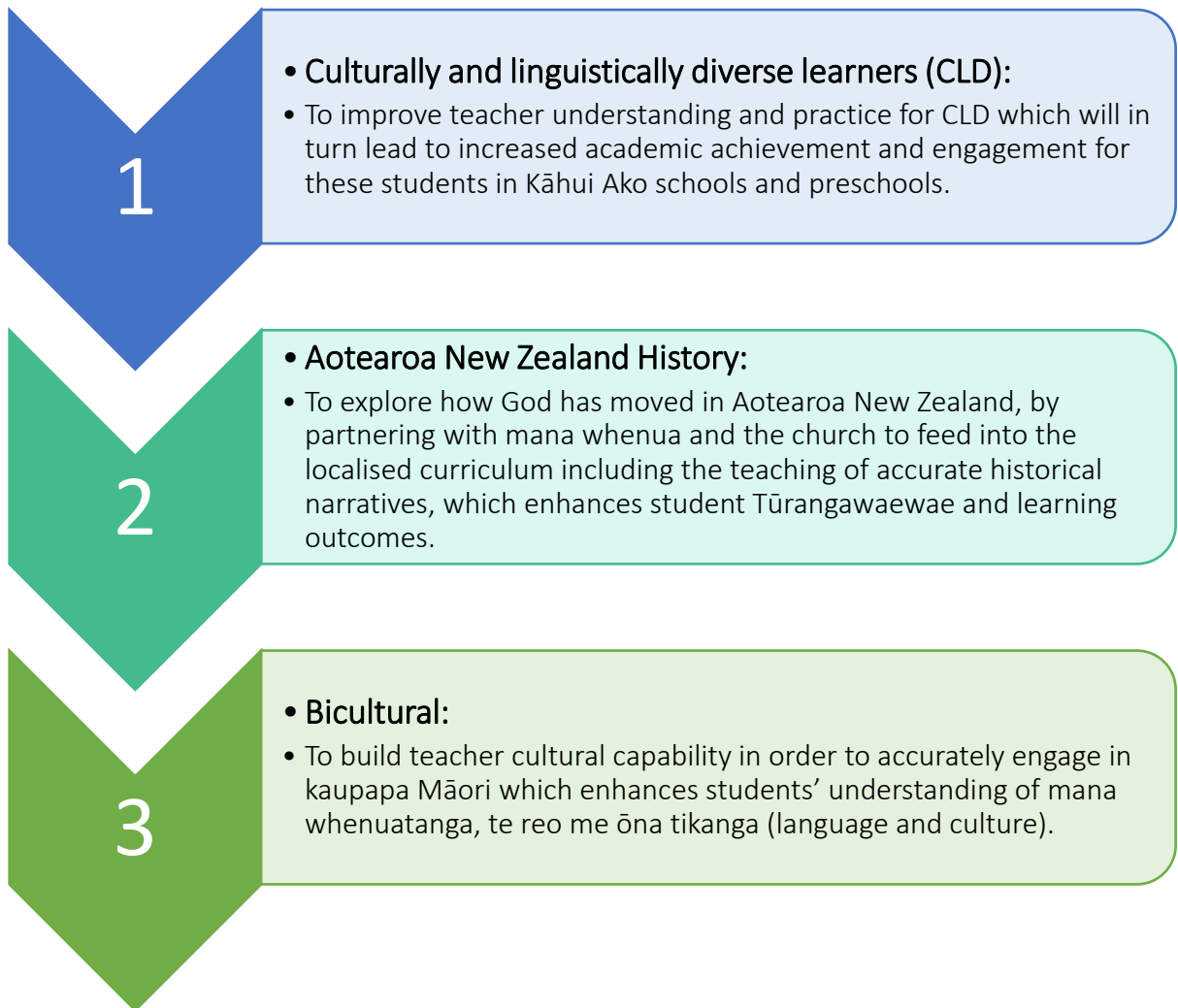
### A new Direction

The Leadership Group has met regularly over the past three years and, having reflected on the current achievement challenges, decided to change course and create three ‘new’ achievement challenges.

The first challenge is not totally new, but rather adjusted to reflect a more accurate understanding on improving teaching practice for culturally and linguistically diverse learners.

The second and third challenges aim to assist our Kāhui Ako in strengthening the bicultural partnership between Māori and Pākehā. In doing so we believe that with the increased teacher capacity and competency the effects will flow not only to Māori and Pasifika students but to all students. In co-constructing Achievement Challenges 2 & 3 there has been an extensive collaborative process where key stake holders have been consulted to make these authentic and meaningful. This has included meetings with Matauraka Mahaanui, whanau parent groups, boards of trustees, proprietor groups and staff.

We have now arrived at the following three achievement challenges which we believe capture the current need of our Kāhui Ako:



We have selected a CLD challenge as we have seen the huge benefit of focussing our resources around strengthening the confidence and capacity of our pupils in speaking, writing and understanding the English language. This has also strengthened and reinforced the richness of the cultures that exist within our schools.

The remaining two challenges support and reinforce the importance that our Kāhui Ako places on the relationship that exists between Maori & Pakeha based around Te Tiriti o Waitangi. Challenge 2 focusses on establishing an accurate and meaningful historical narrative based around Aotearoa-New Zealand. This includes focussing on the local and national cultural narratives. This challenge supports the requirement for all schools to have a Historical Curriculum document in place by the beginning of 2022. Challenge 3 focuses on increasing the teacher capability in speaking Te Reo Māori language and understanding of Te Ao Māori (culture).

As before, we have looked for an underlying theme in these challenges that could help us determine a high-level strategy to address them. The recurring theme that arose throughout our discussions was building 'deep thinking' in order to strengthen community. Not only will this strategy assist in our identified learning challenges, but it has potential to impact all curriculum areas and year levels.

# ACHIEVEMENT CHALLENGE 1

## Culturally and linguistically diverse learners

### Background / Biblical understanding

This document follows on from the previous English Language Learners (ELLs) Achievement Challenge (AC) which was written collaboratively mid-2017. Much of what was relevant to the Kāhui Ako then remains unchanged in 2021. Schools and preschools have continued to experience significant growth in the numbers of ELLs, which adds to the rich cultural and linguistic diversity of each school, while also impacting the combined achievement rates of learners across Kāhui schools. This challenge is grounded in a collective desire to see all learners access and excel in the curriculum, as all are created equal in the eyes of God. “There is neither Jew nor Greek, there is neither slave nor free, there is no male and female, for you are all one in Christ Jesus” Galatians 3:28

### Progress against the Achievement Challenge (AC)

The earlier AC identified two broad goals which related firstly to ensuring funding for all ELLs and secondly tracking accelerated English language acquisition, using The English Language Learning Progressions (ELLP).

Since 2017, progress has been made against these two goals. In July 2018, an Across School Teacher (AST) was appointed to support this AC. Numbers of funded ELLs have increased from 144 in 2016 to 255 in 2020 (which included a 21% increase from 2019 to 2020). Funded ELLs now make up around 10% of the Kāhui Ako school population, and this does not include culturally and linguistically diverse (CLD) students who have finished funded support, or do not qualify or are fee paying (international).

Achieving clarity around the application of the ELLP has proved elusive, although the March 2020 data appears far more consistent, without the obvious outliers from previous years. However, the validity and reliability of this data remains an area for further work, as the ELLP is complex and anecdotal evidence would suggest it is not generally well understood beyond ELL specialists.

Having an AST to support this AC has increased the visibility of CLD students and all schools have completed a self-review, which has enabled school leaders to identify strengths and next steps. Schools have engaged to varying degrees in a range of professional learning and coaching opportunities, provided by the AST, generally to support key staff who carry ELL responsibility. Since 2017, the national education landscape in Aotearoa has shifted. With the abolishment of National Standards late 2017, there is space for the writing of an AC which focuses on wider assessment measures and includes qualitative evidence.

### Rationale

The proposed achievement target builds on the mahi undertaken over the last two years, while also incorporating new knowledge and ideas. The specific goals deliberately incorporate **a range of data sources** to collect a wider narrative about teachers and their CLD learners. This will also help to mitigate, to some degree, inconsistencies in the use of ELLP.

## Achievement challenge (AC)

### Overall goal

To improve teacher understanding and practice for CLD (Culturally and linguistically diverse learners) which will in turn lead to increased academic achievement and engagement for these students in Kāhui Ako schools and preschools.

### Specific goals

1. Ensure all students who are eligible for ELL support are identified and funding applied for in a consistent manner across Kāhui schools.
2. Lift the achievement of Year 1 students identified at foundation stage of ELLP in March of 2021 to that of their native English-speaking peers by the end of four years at school. This goal will be measured against the ELLP scores and cohort assessments, such as running records and writing samples.

### CLD learners

This new AC recognises a need for a shift in language. There is a danger that by defining the challenge as applying solely to ELLs, other emerging bilingual students may be overlooked, such as Māori, Pasifika and international fee-paying students. This also establishes a synergy with other Kāhui priorities, most notably the bicultural focus.

### Learning English and second language acquisition (SLA)

It has been noted “second language learners bring with them a set of special needs for teaching and learning” (Russell, 2015, p. 27). The new AC highlights the importance of teacher knowledge in the area of SLA. Macfarlane (2004) notes, “developing effective learning and teaching strategies for Māori students, and for students of other minority groups, requires classroom teachers and resource teachers to learn to think, explain, and act according to predominant metaphors and theories of diverse cultures” (p. 64). There is a growing awareness, that teachers need further support, as “student diversity is now expected and ‘normal’” (Price, 2008, p.10). In addition, focusing on the cultural and linguistic needs of emerging bilinguals will benefit all learners.

### Preschool and junior school cohort focus

ELL funding for New Zealand born students is paid for 12 terms, and is usually ceases when the learner is in Year 4. Joyce and Showers (2002) note (when commenting on mainstream children in the United States) that “not many students who have not learned to read competently by the end of 3rd grade ever manage to do so later on” (p.42). If this is the case for native English speakers, then the stakes are even higher for students who are still learning English at primary school, and at the same time learning curriculum content. Not surprisingly, “the academic achievement of ELs consistently lags behind the achievement of native-English-speaking peers” (Russell, 2015, p.27). In New Zealand studies, the underachievement of Māori and Pasifika students, many of whom are ELLs, has been highlighted as an area of concern (Fletcher et al., 2011). Involving both preschool and junior school teachers in professional learning maximises opportunities for accelerated language acquisition in the early years.

### Link between teacher knowledge and student achievement

Engaging with teachers’ beliefs about how learning occurs, creates a sense of ownership and engagement, and is far more likely to create lasting change (Robinson, 2018). “Knowing about

practice means knowing the theory that underpins it” (Timperley, 2011, p.80). Professional learning for teachers challenges beliefs and assumptions and leads to evidence-based improvement, which in turn supports enhanced student outcomes.

## English Language Learning Progressions (ELLP) Pathway Years 1–8 and ELLP Pathway Student Agency Record

It is clear that the effective and consistent use of the ELLP remains a challenge for Kāhui schools. At the same time the Ministry of Education have just released (June 2020) a supplementary document, which has been designed specifically to support schools to address teacher understanding and consistency. This creates a timely opportunity to align MOE developments with identified school needs.

## Suggested data collection to measure goal achievement

### Overall goal

- Initial survey of teacher knowledge (schools and preschools), including scenario to establish baseline and strengths and next steps on an individual, school and Kāhui level. Apply qualitative research practices to code for themes present in teacher responses.
- Formative review during professional learning, teacher self-reflection.
- Final survey of teacher knowledge and application of this knowledge including scenario. Apply qualitative research practices to code for themes present in teacher responses. Evaluate shifts in teacher understanding and practice.

### Specific Goals

#### Goal 1

- collection and tracking of funded ELLs across Kāhui Ako schools (continue ongoing practices)

#### Goal 2

- With a focus on Year 1 school students in 2021, track the progress of this cohort in ELLP, reading and writing across a four-year period. Given the age of the learners, SEA data may also be used to provide appropriate baseline information. Indicative assessment levels are in the table below.

Measure	2021: Year 1	2022: Year 2	2023: Year 3	2024: Year 4
ELLP	>3	3>5	5>7	7>9
Writing	1B	1B-1P	1P-1A	1A-2B
Reading	1B	1B-1P	1P-1A	1A-2B

## Strategy / action plan

Possible strategies to support the AC include and utilise existing relationships built over last two years.

- Collection of baseline data, qualitative and quantitative as detailed above

- Increase leaders and teachers' knowledge of ELLP document and new associated [English Language Learning Progressions \(ELLP\) Pathway Years 1–8 and ELLP Pathway Student Agency Record](#). This includes ongoing moderation of ELLP scores.
- Increase teachers' knowledge of language learning and teaching strategies in line with current research and best practice recommendations in literacy teaching e.g. ESOL principles, esolonline.
- A small team of teachers in each school / preschool to collect data, and deliver Professional Learning and Development to their teams with the support of AST over a 2 year period. Key people on team could include ELL teacher, Literacy Leader, Junior School leader etc.
- Preschools complete adapted self-review document.
- Ongoing moderation of ELLP scores within and across schools.

## Review and evaluation

It is suggested that data will be collected by schools and reviewed annually by the AST in consultation with Lead principal. Goal 1 can be reviewed annually after the completion of the August MOE return. For the overall goal and goal 2, the use of qualitative data and quantitative will provide new insights about teacher understanding and practice which can be shared with school and centre learners while also being used to inform future decisions around professional learning needs. It is suggested that this is reviewed in November each year.

## References

Fletcher, J., Parkhill, F. & Harris, C. (2011). Supporting young adolescent students from minority cultural groups who are underachieving in learning. *Support for Learning* 26(3), 122-126.

Joyce, B., & Showers, B. (2002). *Student achievement through staff development*. Retrieved from <https://ebookcentral.proquest.com>

Macfarlane, A. (2004). *Kia hiwa ra! Listen to culture: Māori students' plea to educators*. Wellington: NZCER Press.

Price, G. (2008). Scaffolding teacher learning: Examining teacher practice and the professional development process of teachers with culturally and linguistically diverse (CLD) learners. (Master's thesis, University of Canterbury, Christchurch, New Zealand).

Robinson, V. (2018). *Reduce change to increase improvement*. California, United States of America: Sage.

Russell, F. A. (2015). Learning to Teach English Learners: Instructional Coaching and Developing Novice High School Teacher Capacity. *Teacher Education Quarterly*, 42(1), 27-47.

Timperley, H. (2011). *Realizing the power of professional learning*. Maidenhead, Berks: Open University Press.



# ACHIEVEMENT CHALLENGE 2

## Aotearoa New Zealand History

Shared narratives that inspire *Tūrangawaewae*-belonging for learning

### Background & Rationale

Research highlights increased ability for people to learn when they have a sense of *Tūrangawaewae*/belonging, through a connection to the people, place and faith of their learning communities (Berryman & Eley, 2017<sup>8</sup>; Elder, 2019<sup>9</sup>; Hari, 2018<sup>10</sup>). Some of the deeper meanings of *Tūrangawaewae* are:

1. Tū – Stand, establish
2. Ranga – to weave
3. Tūranga – position, foundation, stance
4. Waewae – Walk out/feet

From a Christian perspective, these words could be interpreted as:

*“weaving our stories into God’s big story as a foundation for our learning”.*

This Achievement challenge provides a unique and timely invitation for teachers across the CENCOL to weave local and personal narratives into the curriculum for all our students from ECE to Tertiary with a shared language and understanding.

The narratives of the whenua/land and Tāngata/people at the global, national and local levels (Waitaha/Canterbury) strengthen this sense of *Tūrangawaewae*/belonging. González, Moll, & Amanti (2005<sup>11</sup>) state that “students do better in education when: what and how they learn reflects and positively reinforces where they come from”. Developing an appreciation of the historical narratives for our kāhui ako directly aligns with the 2020 government mandate of compulsory New Zealand history in the curriculum<sup>12</sup>. From 2016 Mātauraka Māhānui [that represent mana whenua<sup>13</sup> for the Waitaha/Canterbury area], have released regional documents/cultural narratives giving a Ngāi Tahu perspective of the wider Ōtautahi/Christchurch area.

---

<sup>8</sup> M Berryman, E Eley - New Zealand Journal of Educational Studies, 2017 – Springer. *Succeeding as Māori: Māori students’ views on our stepping up to the Ka Hikitia challenge.*

<sup>9</sup> K Elder- *Exploring the impact of biblically based teaching practice on the learning and Christian character development of Year 13 students.* Bethlehem Tertiary Institute August 2019

<sup>10</sup> Hari, J. (2018). *Lost connections: Uncovering the real causes of depression-- and the unexpected solutions*

<sup>11</sup> González, N., Moll, L., & Amanti, C. (2005) *Funds of Knowledge: Theorizing Practices in Households, Communities, and Classrooms.* New Jersey: Lawrence Erlbaum Associates, Publishers.

<sup>12</sup> Up to year 10. <https://gazette.education.govt.nz/articles/new-zealands-histories-to-be-taught-in-all-schools/>

<sup>13</sup> Mandated tribal authority for an area

Additionally, one of the Ministry of Education (MOE) new national priorities for professional learning and development in 2020 focuses on local curriculum design<sup>14</sup> which will support and embrace this Achievement Challenge. The recently passed Education and Training Act, 2020 (which replaces the 1989 Act) aims to give greater prominence and effect to Te Tiriti o Waitangi at both a national and individual school level.

Under the new Act, School Boards from the beginning of 2021 have new objectives relating to Te Tiriti o Waitangi including **“emphasising the importance of local history and practices through the curriculum; improving the teaching of te reo and tikanga Māori** and contributing to the Crown’s duty to actively protect tino rangatiratanga rights”<sup>15</sup>.

Given the government mandate and a shared understanding of belonging inspiring learning it is, therefore, timely to research and collate a historical narrative for the CENCOL alongside our key partner Matauraka Mahaanui (MM<sup>16</sup>). Anecdotal evidence has shown that individual schools have varying levels of understanding of their historical narratives and the way these connect to the national stories of Aotearoa New Zealand.

## Achievement challenge (AC)

1. To explore how God has moved in Aotearoa New Zealand, by partnering with mana whenua and the church to feed into a localised curriculum<sup>17</sup>, including the teaching of accurate historical narratives<sup>18</sup>, which enhances student Tūrangawaewae and learning outcomes.

## Strategy / action plan

- Literature review
- Work with local Papatipu Rūnanga<sup>19</sup>- Ngāi Tūāhuriri and Ngāi Te Ruahikihiki
- Work with local church- including Anglican, Methodist, Presbyterian and Baptist.
- Key people on team could include: Kaumatua, AST Bicultural, Tamara Rochford-Kerr (MM) WST Bicultural
- CENCOL Bicultural Learning Teacher only day April 1<sup>st</sup>. Building cultural capabilities with CENCOL staff

---

<sup>14</sup> <https://conversation.education.govt.nz/conversations/curriculum-progress-and-achievement/national-priorities-for-professional-learning-and-development/>

<sup>15</sup> <https://www.education.govt.nz/our-work/legislation/education-and-training-act-2020/giving-better-effect-to-te-tiriti-o-waitangi/>

<sup>16</sup> Matauraka Mahaanui (MM) are the mandated Ngāi Tahu advisory board to the MOE that works with schools across Waitaha/Canterbury to accelerate Māori language provision and enhanced Māori learner outcomes. More details [here](#)

<sup>17</sup> Localised curriculum- covers all areas of the curriculum including Science, Maths, English, Arts, Languages and Social Science

<sup>18</sup> Reference to Waitaha area

<sup>19</sup> Tribal Council

## Possible Frameworks

The MOE has developed resources around strengthening local curriculum that will be used as a guide and framework for this AC<sup>20</sup>.

Using the New Zealand Curriculum as a guide

Enabling relationships for learning amongst key stakeholders previously listed [strengthening collaboration]

NB: One key piece of work may include a school graduate profile to identify and share a commonly accepted guide to the Skills, knowledge, values and attitudes we want our students to have as well as celebrating our special place in Aotearoa NZ.

## Suggested data collection to measure goal's achievement

### 2021: The curation period

**Term 1-4:** Through a collaborative process between mana whenua, the church, and historians, select and determine key periods of history which give a broad and deep understanding of our past. This will involve collating and researching the relevant narratives of Aotearoa/New Zealand. Both oral and written histories may be acknowledged as genuine sources of truth. Narratives of place, of people, of events, themes/movements of God with a focus on seeds of hope will be researched and collated.

**Term 3-4:** Cultural narratives will be curated and shared between schools and within schools including consulting the BOT and proprietors. The very nature of knowledge and truth will also be important to define and acknowledge to safe-guard special character.

**End of Term 3/start of Term 4:** There will be an opportunity to share the narrative to date and have further feed-in and feed-forward

**NB:** Mana whenua narratives will be provided by our partnership with Ngai Tahu, Church narratives provided by our partnership with the church of Aotearoa/New Zealand and Pakeha narratives provided by the partnership of recognised and distinguished historians.

---

<sup>20</sup> <https://nzcurriculum.tki.org.nz/Strengthening-local-curriculum/Leading-local-curriculum-guide-series>

2022-2023:

**TERM 1-4:** In consultation with key stakeholders within each school community, kura will develop an accurate historical localised curriculum document which could enrich and be integrated into the existing curriculum schemes.

Term 1: Collaborate with Learning Team Leaders of ECEs and Y0-2

Term 2: Collaborate with Learning Team Leaders of Y3-6

Term 3: Collaborate with Learning Team Leaders of Y7-10

Term 4: Collaborate with Learning Team Leaders of Y11-13 and Tertiary Institutions (Laidlaw and Vision Colleges)

This will occur through a cyclic journey of learning with principles of selection of narratives relevant for a localised curriculum expression with guidance from MOE staff and documentation<sup>21</sup>.

## Review and evaluation

There will be a reflective cycle of review to ensure historical curriculum remains correct, meaningful, and authentic. We will also monitor tūrangawaewae. We will survey pupils to measure their understanding of the grand narrative of divine inspiration in world history. This will have a specific focus on how they can find their place and purpose within the grand narrative.

NB: This will be created and weaved together through our special character lens which includes:

- Key stakeholders' voices including proprietors (and special character documentation), teacher/student/whānau/iwi e.g. Pre and post qualitative assessment of response to frameworks, scenarios, surveys. This could be thematically grouped.
- In class observations against IoS framework<sup>22</sup>
- Reflections on Professional Learning and Development readings, teaching, wānanga (group study)
- Review and planning of curriculum, schemes of work
- Achievement of students at expected curriculum levels for Te Reo Māori

---

<sup>21</sup> <https://nzcurriculum.tki.org.nz/Strengthening-local-curriculum/Leading-local-curriculum-guide-series>

<sup>22</sup>

<https://static1.squarespace.com/static/5b5653d5b27e39cc700a025f1/5cd54019e79c70d453a15b32/1557479452022/Indicators+Framework+FINAL+Updated+February+2019.pdf>

# ACHIEVEMENT CHALLENGE 3

## Bicultural

### Honouring Te Tiriti o Waitangi to empower all learners

#### Background

González, Moll, & Amanti (2005<sup>23</sup>) surmise that students do better in education when: what and how they learn reflects and positively reinforces where they come from, what they value and already know. Learning needs to connect with students' existing knowledge. Identity, language and culture are an asset and a foundation of knowledge on which to build and celebrate learning and success<sup>24</sup>. The Ministry of Education (MOE) new national priorities for professional learning and development in 2020 focus on cultural capability, local curriculum design, and assessment for learning<sup>25</sup>. The first two of these priorities feed into the makeup of this Bicultural Achievement Challenge (AC) as well as a second AC on Aotearoa New Zealand History in the CENCOL curriculum. To help crystallise the focus of this AC the term “Bicultural” is defined from a Christian education perspective as “seamlessly moving in learning between a Māori and non-Māori world<sup>26</sup> in a way that honours the Lord and the Treaty of Waitangi”.

#### Rationale

Evidence suggests that building cultural capabilities amongst staff is an area development within the CENCOL, as in the past, efforts to strengthen relationships with students, their whānau and Iwi have met with mixed success. An Iwi commissioned report with the MOE (2014<sup>27</sup>) attests to improved student learning outcomes through strengthening connections with Māori whānau. This AC prioritises the importance of building culturally capabilities in te reo Māori me ōna Tikanga (language and customs). For this to occur, all staff in the CENCOL require theories of action and practice (Jensen, 2002<sup>28</sup>) which acknowledge the critical place of Te Tiriti o Waitangi as the founding document of Aotearoa, New Zealand. The principles of Te Tiriti<sup>29</sup> (Partnership, Protection and Participation) inform legislation in the Education act, NEGs, NAGs and the New Zealand Curriculum that flow into students learning. The recently passed Education and Training Act, 2020 (which replaces the 1989 Act) aims to give greater prominence and effect to Te Tiriti o Waitangi at both a national and individual school level. Under the new Act, School Boards from the beginning of 2021 have new objectives relating to Te Tiriti o Waitangi including emphasising the importance of local history and practices through the curriculum; improving the teaching of te reo and tikanga Māori and contributing to the Crown's duty to actively protect tino rangatiratanga rights<sup>30</sup>.

<sup>23</sup> González, N., Moll, L., & Amanti, C. (2005) *Funds of Knowledge: Theorizing Practices in Households, Communities, and Classrooms*. New Jersey: Lawrence Erlbaum Associates, Publishers.

<sup>24</sup> Ka Hikitia – accelerating success 2013-2017. <https://www.education.govt.nz/our-work/overall-strategies-and-policies/ka-hikitia-accelerating-success-20132017/>

<sup>25</sup> <https://conversation.education.govt.nz/conversations/curriculum-progress-and-achievement/national-priorities-for-professional-learning-and-development/>

<sup>26</sup> Inspired through words of Dave Mann Hope project coordinator. <https://alltogether.co.nz/>

<sup>27</sup> Ministry of Education. (2014). *Whānau Advisory Groups Research Project*. Ngāti Kahungunu Iwi Incorporated, Wellington: Ministry of Education.

<sup>28</sup> Jensen, B. (2002). Knowledge, action and pro-environmental behaviour. *Environmental Education Research*, 8(3), 325–334.

<sup>29</sup> <https://www.schoolnews.co.nz/2016/11/te-tiriti-o-waitangi-living-the-values/#:~:text=The%20three%20E%2080%9CP's%20E%2080%9D%2C%20as,under%20the%20Treaty%20of%20Waitangi.>

<sup>30</sup> <https://www.education.govt.nz/our-work/legislation/education-and-training-act-2020/giving-better-effect-to-te-tiriti-o-waitangi/>

An essential partner in this AC is the local iwi and Mana Whenua<sup>31</sup> Ngāi Tahu. Matauraka Mahaanui is the mandated Māori Advisory Board for the Ministry of Education within the Waitaha/Canterbury region. This iwi and Crown partnership enables mana whenua education facilitators to advise on how local Māori stories and knowledge are woven into cultural narratives, physical spaces, pedagogy, and curriculum content for education providers. For more details see their website full of classroom resources and scope of the work they do [here](#)<sup>32</sup>. This AC provides a unique opportunity to strengthen an authentic partnership with Mana Whenua.

## Achievement challenge (AC)

2. Building teacher cultural capability<sup>33</sup> to accurately engage in kaupapa Māori<sup>34</sup> to enhance students' understanding of mana whenuatanga, te reo me ōna tikanga (language and culture).

## Building Cultural Capabilities

The MOE defines cultural capability as “*understanding, valuing and amplifying different world views, perspectives, experiences, and measures of success*”<sup>35</sup>. This will be done within a Christian schools context focusing on bicultural capabilities in te reo Māori me ōna tikanga as a taonga/treasure<sup>36</sup> that is protected under Article 2 of the Treaty of Waitangi.

We have a sense that Māori achievement can be wider than simply academic results. As we build teacher cultural capabilities, with a particular focus on Kaupapa Māori, we intend to explore this concept with key stakeholders including, kaiako/teachers, ākonga/students, whānau and iwi to understand their desires and expression of success.

---

<sup>31</sup> Mandated tribal authority for an area

<sup>32</sup> <https://www.matauraka.co.nz/our-work>

<sup>33</sup> IoS indicators, Te Reo, Leadership and pedagogy, Whanau engagement

<sup>34</sup> Māori approach, Māori topic, Māori customary practice, Māori institution, Māori agenda, Māori principles, Māori ideology - a philosophical doctrine, incorporating the knowledge, skills, attitudes and values of Māori society.

<https://Māoridictionary.co.nz/search?idiom=&phrase=&proverb=&loan=&histLoanWords=&keywords=kaupapa+Māori>

<sup>35</sup> <https://pld.education.govt.nz/regionally-allocated-pld/pld-priorities/>

<sup>36</sup> <https://nzhistory.govt.nz/politics/treaty/read-the-treaty/maori-text>

## Framework

Matauraka Mahaanui have developed a planned considered approach to building cultural capabilities through their “Indicators of Success” (IoS <sup>37</sup>) programme. The IoS will form the main framework of measuring progress towards this Bicultural achievement challenge. The IoS document has been created to “assist schools / ECE centres including school / ECE leaders, Boards of Trustees / ECE governors and teachers to be culturally responsive, and to respond in authentic ways that contributes to enhanced evidence and application of Mana Whenua pedagogy”. The IoS framework will form part of an inquiry cycle. The IoS draws upon many of the past and current research that is pertinent to this AC <sup>38</sup> under the main focus areas:

1. TE REO MĀORI: Planning for enhanced provision / programming
2. WHĀNAU ENGAGEMENT: Strengthen whānau through productive partnerships
3. PEDAGOGY & LEADERSHIP: Culturally based professional development that targets leading & managing for Māori learner success as Māori

This inquiry cycle is to begin with an initial hui Sept 17th. Evidence suggests that within the CENCOL there are mixed levels of the cultural capabilities. There are examples ranging from “building/emerging” through to “strengthening and championing” that can be celebrated and shared to improve student learning outcomes.

## Link between teacher knowledge and student achievement

A key strategy for improving teacher practice is to engage pre-existing beliefs about how learning occurs (Zeichner and Liston, 1996<sup>39</sup>). This strategy creates a sense of ownership and belonging that is more likely to lead to sustainable improvement in learning outcomes (Robinson, 2018<sup>40</sup>). “Knowing about practice means knowing the theory that underpins it” (Timperley, 2011, p.80<sup>41</sup>). Professional learning around cultural capabilities for teachers will challenge beliefs and assumptions and will lead to evidence-based improvement, which in turn supports enhanced student outcomes. Research by Hattie<sup>42</sup> finds the number one influence on students’ achievement is Collective Teacher Efficacy (CTE<sup>43</sup>), the collective belief of staff as in their ability to positively affect students. This achievement challenge links directly to increasing CTE by building teacher cultural capabilities.

<sup>37</sup>

<https://static1.squarespace.com/static/5b5653d5b27e39cc700a025ff/5cd54019e79c70d453a15b32/1557479452022/Indicators+Framework+FINAL+Updated+February+2019.pdf>

<sup>38</sup> 1. Te Kotahitanga, University of Waikato 2. He Kakano, University of Waikato, Te Whare Wananga o Awanuiarangi 3. Education Review Office, Promoting Success for Māori students

4. Ka Hikitia Accelerating Success 2013-2017 5. Culture Counts, Bishop & Glynn 6. Culture Speaks, Bishop & Berryman 7. Scaling up Education Reform, Bishop, O’Sullivan & Berryman

8. Responsive Pedagogy, Macfarlane & Margrain 9. Discipline Democracy & Diversity, Macfarlane 10. Tātaiako, cultural competencies for teachers of Māori learners

<sup>39</sup> Zeichner, K., & Liston, D.P. (1996). *Reflective teaching an introduction*. Monwah, New Jersey: Lawrence Erlbaum Associates.

<sup>40</sup> Robinson, V. (2018). *Reduce change to increase improvement*. California, United States of America: Sage.

<sup>41</sup> Timperley, H. (2011). *Realizing the power of professional learning*. Maidenhead, Berks: Open University Press.

<sup>42</sup> <https://visible-learning.org/2018/03/CENCOLlective-teacher-efficacy-hattie/#:~:text=CENCOLlective%20Teacher%20Efficacy%20is%20the,%E2%80%9Cnew%20number%20one%E2%80%9D%20influence.>

<sup>43</sup> 1.57 effect size-two times bigger than that of feedback (d=0.72), and almost three times bigger than the effect of classroom management (d=0.52) anything over 0.4 is significant

## Suggested data collection to measure goal's achievement

- Key stakeholders' voices including teacher/student/whānau/iwi e.g. Pre and post qualitative assessment of response to frameworks, scenarios, surveys. Thematically grouped.
- In class observations against IoS framework<sup>44</sup>
- Reflections on Professional Learning and Development readings, teaching, wānanga (group study)
- Review and planning of curriculum, schemes of work
- Achievement of students at expected curriculum levels for Te Reo Māori

## Strategy / action plan

- Collection and analysis of baseline qualitative data via the IoS programme. It is hoped that over time there will be a shift in the number and depth of themes evident.
- Principals leadership group continuing wānanga with Dr Richard Manning with the purpose of building leader knowledge and capacity
- A small pilot team of teachers in each school / preschool to collect data and deliver Professional Learning and Development to their learning teams with the support of AST. PD focus would be to improve teacher understanding and practice of te reo Māori me ōna Tikanga which will lead to increased engagement and academic achievement for Māori and non-Māori in the Kāhui Ako (strategy) Key people on team could include: Principal, Head of School, Bicultural lead/Te Reo Māori teacher, Tamara Rochford-Kerr (MM) and one or two classroom teachers keen to engage with the pilot programme.
- CENCOL Bicultural Learning Teacher only day April 1<sup>st</sup>. Building cultural capabilities with CENCOL staff

## Review and evaluation

It is suggested that this achievement challenge be over a three to four-year period whereby qualitative data will be collected by schools and reviewed annually by the MM facilitator Tāmara and AST in consultation with the Lead principal. Further explanation and dates for reviews will be confirmed.



Appendix 1:

Christian Education Network Community of Learning – Organisational Structure

