

Taumarunui Kahui Ako



Achievement Challenge

*Kotahi te kohao o te ngira e kuhuna ai te miro ma,
te miro pango, te miro whero.*

*Through the eye of the needle pass the white thread, the black
thread, and the red thread.*

This whakatauākī has implications for both the making of connections and collaboration that may ensue as we work towards supporting a common vision.

Our Vision

“Ehara taku toa I te toa takitahi Engari, he toa takitini”

My successes are not mine alone, they are ours – the greatest successes we will have are from working together.

Our Kāhui Ako is a collaborative working group of education professionals, made up of early childhood education centres, schools, and community education partners who share the common focus of achieving better learning outcomes for the children of the Taumarunui Community. The direction and development of the collaboration has been shaped through extensive community consultation.

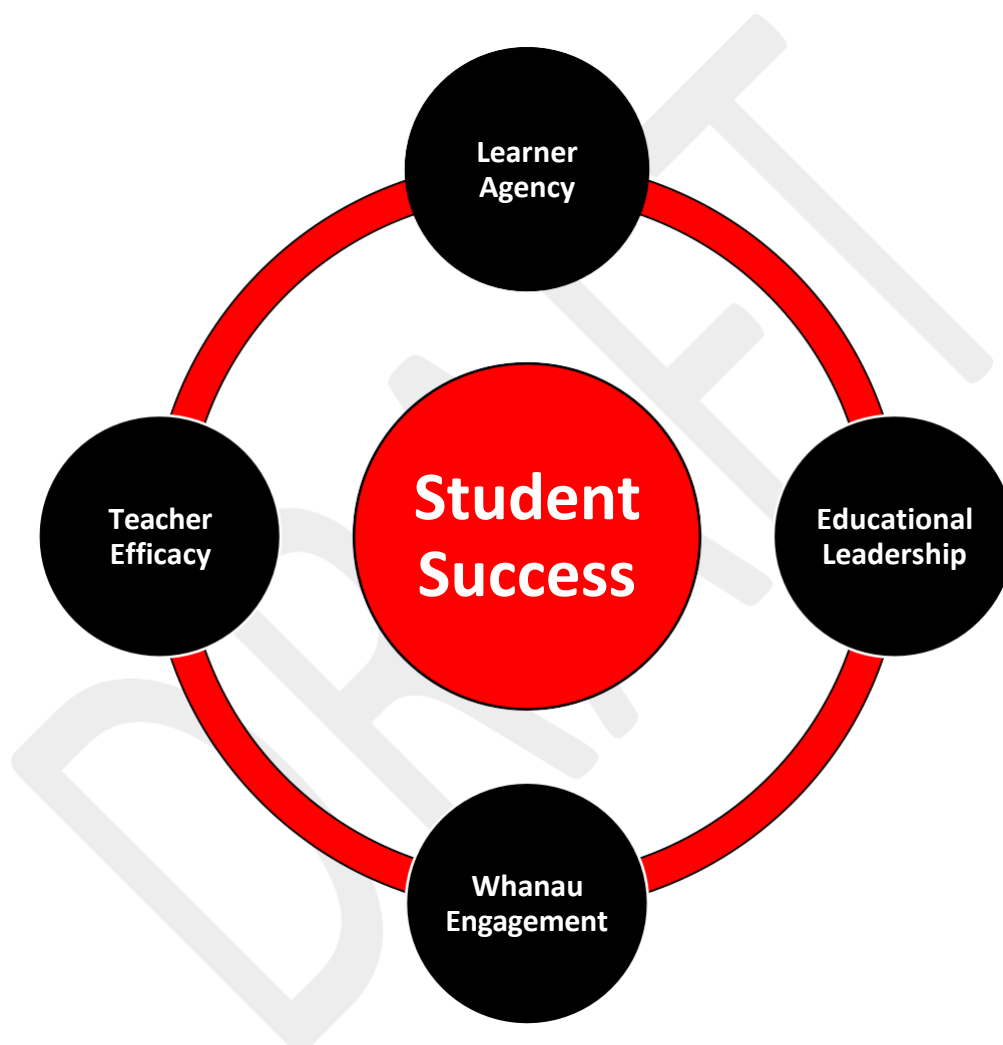
Our commitment as a Kāhui Ako is to provide support and coherent pathways to all children in the Taumarunui community from early childhood education, right through the schooling system and into the tertiary sector. We will do this by working together to improve outcomes and achievement for all children in our community, understanding and recognising the diverse views and needs and supporting individual, family, whanau, community and iwi aspirations. We have excellent working relationships with a range of learning support services and are keen to support the new MOE Learning Support Model in our community.

We will form community partnerships for educational success and through joint planning and the development of a sustainable collaboration focus on improving outcomes for all children and young people. We welcome new members from the Early Learning and Schooling Sector as well as being open to exploring educational partnerships with other organisations.

The Leadership is reflective of the needs of all Kāhui Ako members and is focused on supporting them to collaborate on improving outcomes for ākonga. The members within the Kāhui Ako all have their own sense of identity but share common goals and vision for education in the community.

The Kāhui Ako views success as all our children and young people making successful transitions into further education, training and employment or meaningful participation in the community.

Our Focus



Through our research as educators we have identified four key factors that we believe will have the greatest impact on the achievement of children in our community, they are Learner Agency, Teacher Efficacy, Whanau Engagement and Educational Leadership. As we work through our achievement challenges and our professional learning, we will focus on how our learning and practices enhances each of these four aspects.

Learner Agency

The concept of agency has been central to educational thinking and practice for centuries. The idea that education is the process through which learners become capable of independent thought which, in turn, forms the basis for autonomous action, has had a profound impact on modern educational theory and practice.

One way of thinking of learner agency is when learners have “the power to act”. Agency is when learning involves the activity and the initiative of the learner, more than the inputs

that are transmitted to the learner from the teacher, from the curriculum and from resources.

We will look to grow learner agency through identity, partnership, voice and ownership.

Targeted Actions

- Using teacher and student voice (and other evidence/data) to inform planning, teaching, learning and curriculum design.
- Building strong inclusive relationships through valuing student identity, language and cultural competence.
- Ensuring opportunities for learning are articulated through formative practices i.e. voice, reflection, student-friendly learning progressions, curriculum levels
- Developing opportunities for learners to know themselves as learners, by building capacity for lifelong learning. E.g. growth mind-set, learning to learn, reflection.
- Exploring, implementing and refining deep, meaningful learning opportunities for students. E.g. student directed / initiated, project-based learning, inquiry learning, authentic learning, and key competencies.
- Differentiating approaches to teaching and learning so that learners are able to engage in, articulate and manage their own learning.

Teacher Efficacy

Teacher efficacy is a simple idea with significant implications. A **teacher's efficacy** belief is a judgment of his or her capabilities to bring about desired outcomes of student engagement and learning, even among those students who may be difficult or unmotivated (Armor et al., 1976; Bandura, 1977)

Teacher efficacy has proven to be powerfully related to many meaningful educational outcomes such as teachers' persistence, enthusiasm, commitment and instructional behaviour, as well as student outcomes such as achievement, motivation, and self-efficacy beliefs.

We aim to build teacher & leader capabilities through collaboration, teaching as inquiry and effective teaching and learning.

Targeted Actions

- Identify and share the strengths of our schools and use these to foster teacher / leader efficacy across Taumarunui Kāhui Ako.
- Identify and utilise the strengths across Taumarunui Kāhui Ako and use these to foster teacher / leader efficacy within our own schools.
- Implement effective professional learning to meet individual and / or school-based needs.

- Explore, implement and refine future-focused teaching and learning approaches and systems to strengthen learner efficacy.
- Strengthen teaching as inquiry within and across schools.
- Grow and sustain leadership capability across Taumarunui Kāhui Ako through creating opportunities to enable teachers to share knowledge to know the learner and identifying strengths, make connections and use strategies to bridge the gaps for learners.

Whanau Engagement

Success in learning depends on teachers and schools building productive relationships with students, whānau and communities. As in the classroom, these relationships are most effective when they are based on mutual respect and the concept of Ako, where people value and build on each other's knowledge and expertise. The partners in this relationship work together towards shared goals for the student learning.

We will recognise and strengthen powerful connections and transitions through effective Whanau Engagement

Target Actions

- Recognise and strengthen powerful connections and transitions
- Foster reciprocal learner-centred relationships with students and whānau through meaningful communication, with a view to enhancing learning opportunities for tamariki
- Connect and utilise support from a range of agencies in response to student needs, by developing powerful partnerships that extend and enrich learning.
- Collaboratively (educators, students, whānau, learning support, SENCO) plan and implement effective learning programmes and seamless transitions for students
- Provide rich opportunities for parents, whānau and community to positively engage in their child's learning.
- Continue to have high expectations of student learning and foster these expectations with whānau.
- Actively collaborate across the community to provide opportunities for all our ākonga to become competent confident communicators who take responsibility for their learning, secure in their sense of belonging and in the knowledge that they make a valued contribution to society.

Leadership

“A leader takes people where they want to go, a great leader takes people where they don’t necessarily want to go, but ought to be.”

Leadership that works matters in education. After classroom teaching, the quality and capability of school leadership is the most significant in school influence on student outcomes. Our education system aspires to both excellence and equity of outcomes for students, so a high priority for our system is to understand and apply school leadership that works (School leadership that works – ERO 2016).

We will endeavour to build relational trust, increase participation and nurture collaboration through effective leadership

Target Actions

- Grow and develop leadership capability within our schools and across our Kāhui Ako in order to develop learner agency.
- Build leader capabilities through collaboration, Leadership as Inquiry and effective teaching and learning.

The 7 c’s of successful sustainability

In order to ensure the success of our collaboration and embed developed practices and learning so that they are sustainable, we will follow the 7 C’s of sustainability.

Conversation, Care, Competency, Collaboration, Connections, Coherence and Consultation

(Korero, Manaakitanga, Matatau, Mahi Tahī, Whakawhanaungatanga, Whakakaupapa and Noho Tahī)

Our Principles and Values

Our Kāhui Ako embrace the principles and the implied values of the strands of Te Whāriki as well as the principles and values of the New Zealand Curriculum.

Te Whāriki Principles

Empowerment | Whakamana
Holistic development | Kotahitanga
Family and community | Whānau tangata
Relationships | Ngā hononga

Te Whāriki Strands (Values)

Wellbeing	Mana atua
Belonging	Mana whenua
Contribution	Mana tangata
Communication	Mana reo
Exploration	Mana aotūroa

The New Zealand Curriculum Principles

High Expectations
Cultural Diversity
Learning to Learn
Treaty of Waitangi
Inclusion
Community Engagement
Coherence
Future Focus

The New Zealand Curriculum Values

- **excellence**, by aiming high and by persevering in the face of difficulties
- **innovation, inquiry, and curiosity**, by thinking critically, creatively, and reflectively
- **diversity**, as found in our different cultures, languages, and heritages
- **equity**, through fairness and social justice
- **community and participation** for the common good
- **ecological sustainability**, which includes care for the environment
- **integrity**, which involves being honest, responsible, and accountable and acting ethically and to **respect** themselves, others, and human rights.

Our Kāhui Ako values every individual learner and their connectedness and recognises their potential to shape the future.

whakawhanaungatanga

whanaungatanga

whanaunga

whanau

au

whanau

whanaunga

whanaungatanga

whakawhanaungatanga

Our Community

Taumarunui is a small rural town in the centre of the King Country in the central North Island, which is nestled in green hills at the junction of the Whanganui and Ongarue Rivers. It was originally a Māori settlement, the two rivers providing important canoe routes, linking the interior of the island and with the lower Whanganui settlements. The area is a border between a number of Iwi including Whanganui, to the south, Ngāti Maniapoto to the North, Ngāti Tūwharetoa, to the east and Ngāti Hāua in the centre. The town's economy is largely based on forestry and farming, with tourism becoming increasingly popular due to the many outdoor activities our rivers and mountains provide.

Taumarunui has a population of 4 500 (2013 census). 47.6% of the population are of Māori descent, 13.1% speak Māori and 86.0% are New Zealand born. There are slightly more females (52.5%) than males (47.5%).

The Kāhui Ako is a collaborative working group made up of early childhood education centres, schools, and community partners who share a common focus of achieving better learning outcomes for the children of Taumarunui. Current members of the group are Taumarunui High School, Kaitieke School, Manunui School, Ngakonui Valley School, Ongarue School, Owhango School, Saint Patrick's Catholic Primary School, Tarrangower Primary School, Te Kura Kaupapa Māori o Taumarunui, Turaki School, Central King Country REAP, Rata Street Preschool and from Central Kids Kindergartens; Te Ara Mātauranga Kindergarten, Paraone Kindergarten, and Taumarunui Early Learning Centre. There are approximately 1083 students enrolled, including 300 secondary students. Maori student numbers are approximately 676, which has declined by 16%. It is evident that there are fluctuations in schools' roll numbers with some decreasing and others increasing. This transient behaviour is indicative of our community and has a negative impact on student achievement.

Our Collaboration

Our Kāhui Ako is a collaborative working group made up of early childhood education centres, schools, and community partners who share a common focus of achieving better learning outcomes for the children of Taumarunui.

Through collaborative discussions we have identified some significant challenges that impact on our children's achievement and are working together to address the challenges identified. The challenges as we currently see them are oral language development, transitions, literacy and numeracy. There is an overarching desire and need to ensure our practices are culturally responsive and relational in framing the way we look to address these issues. Through our collaboration we have gained access to significant Professional Learning support and external expertise to support our development.

Our support team includes our Expert Partner Jo Wilson (Senior Consultant – Leading Learning), David Bradford (PLD Facilitator – Waikato University) and Jannie van Hees (Applied Linguistics and Pedagogy Expert – University of Auckland).

Our commitment as a Kāhui Ako is to provide support to all children in the Taumarunui Community from early childhood education, right through the schooling system and onto tertiary pathways. We have excellent working relationships with a range of learning support services and support the new MOE Learning Support Model in our community.

Our ERO Review

The 2017 ERO report for our Kāhui Ako noted early learning services demonstrate an effective response to children's learning, with meaningful and authentic contexts implemented. The report acknowledged many primary- aged progress and achieve well, with Māori students generally achieving similar outcomes to their non-Māori peers. There is a significant disparity evident between males and females. ERO identified the need to address this disparity particularly on writing and mathematics. In the secondary school although many students enter with low literacy and numeracy achievement, over 80% achieved NCEA Level 1 in 2016. While Māori and non-Māori achievement is similar at Levels 1 – 3, there is disparity between male and females at Level 3. Addressing this disparity will also be a priority for the Kāhui Ako.

Common strengths included:

- Leaders and trustees use an appropriate range of assessment data to track and monitor student achievement
- Effective early learning provision
- Appropriate support for students identified with additional education needs
- Supportive systems and practices to promote positive student wellbeing
- Positive relationships between teachers, parents and families

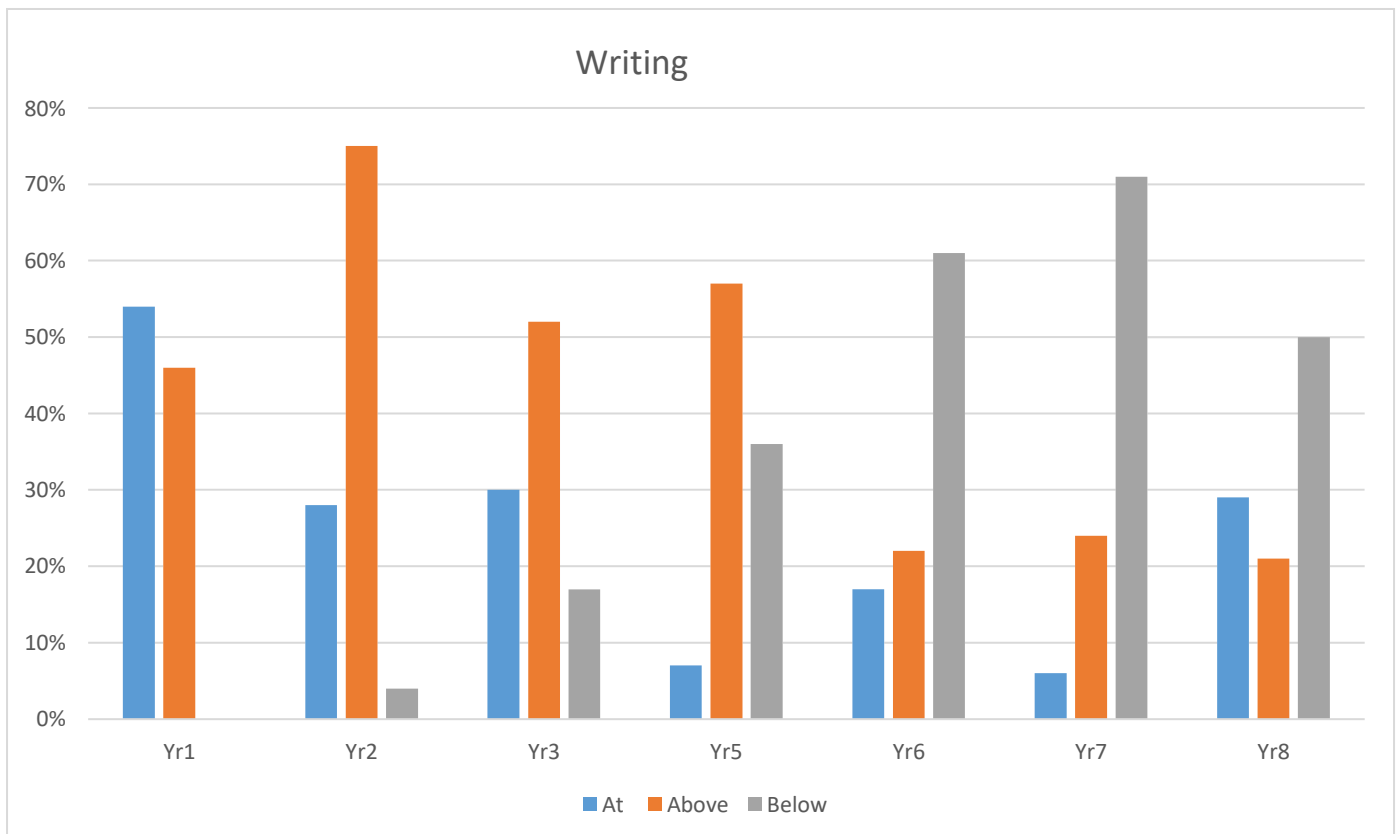
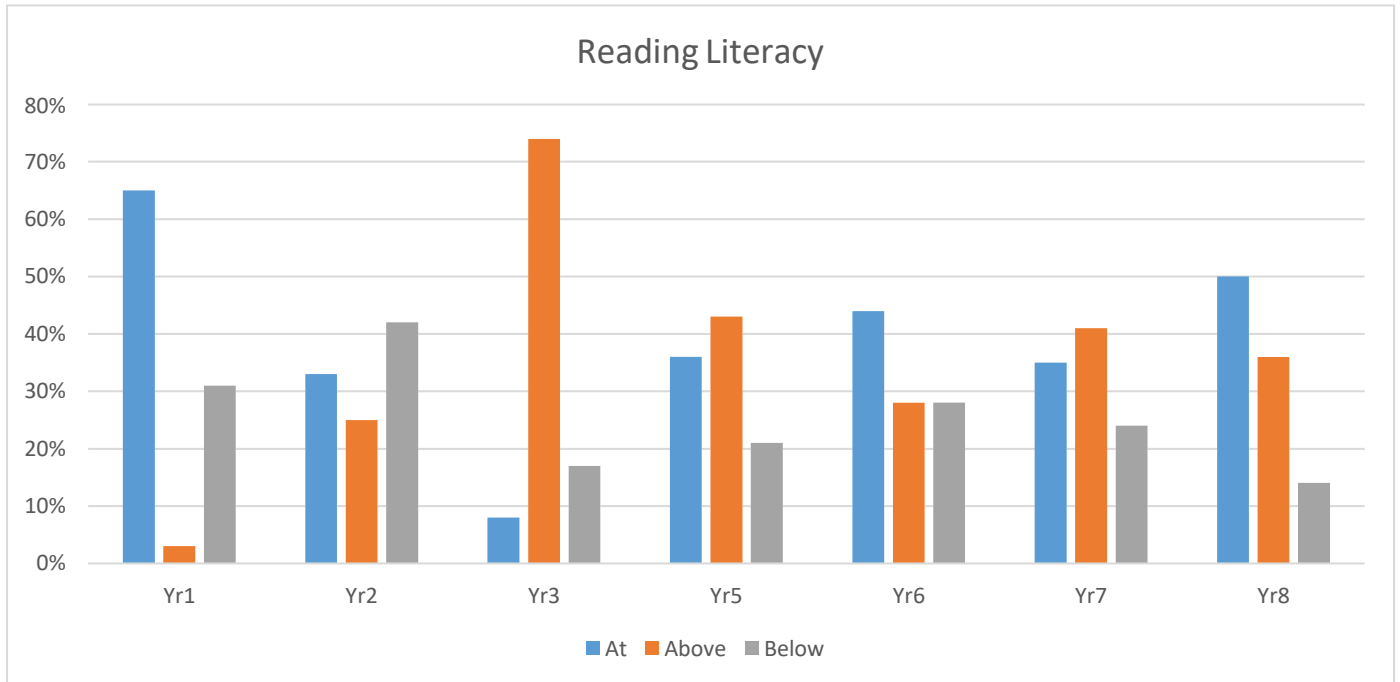
Areas for improvement included:

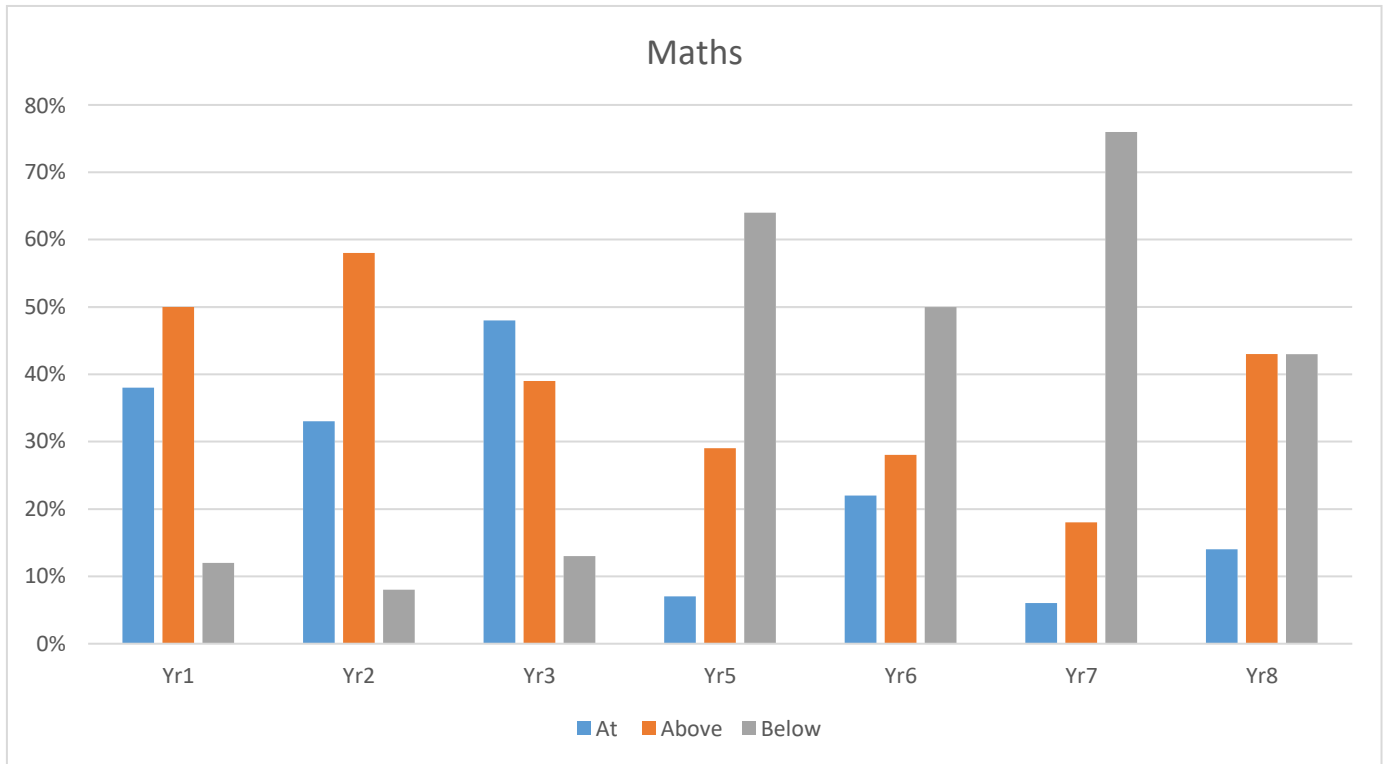
- Addressing disparity
- Identifying and sharing effective assessment systems and practices
- Strengthening culturally responsive practice
- Broadening moderation practices
- Supporting teacher inquiry
- Strengthening evidence-based internal evaluation.

We believe our focus areas and high-level plan will address these improvement challenges.

Our Data

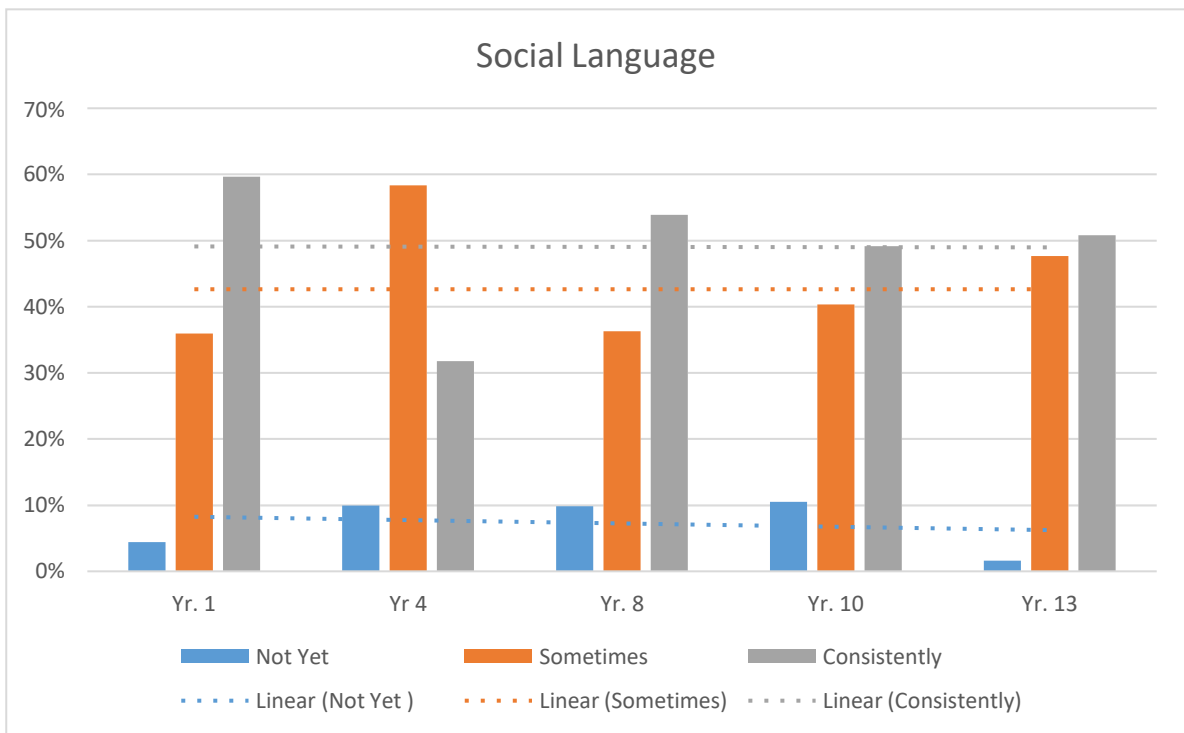
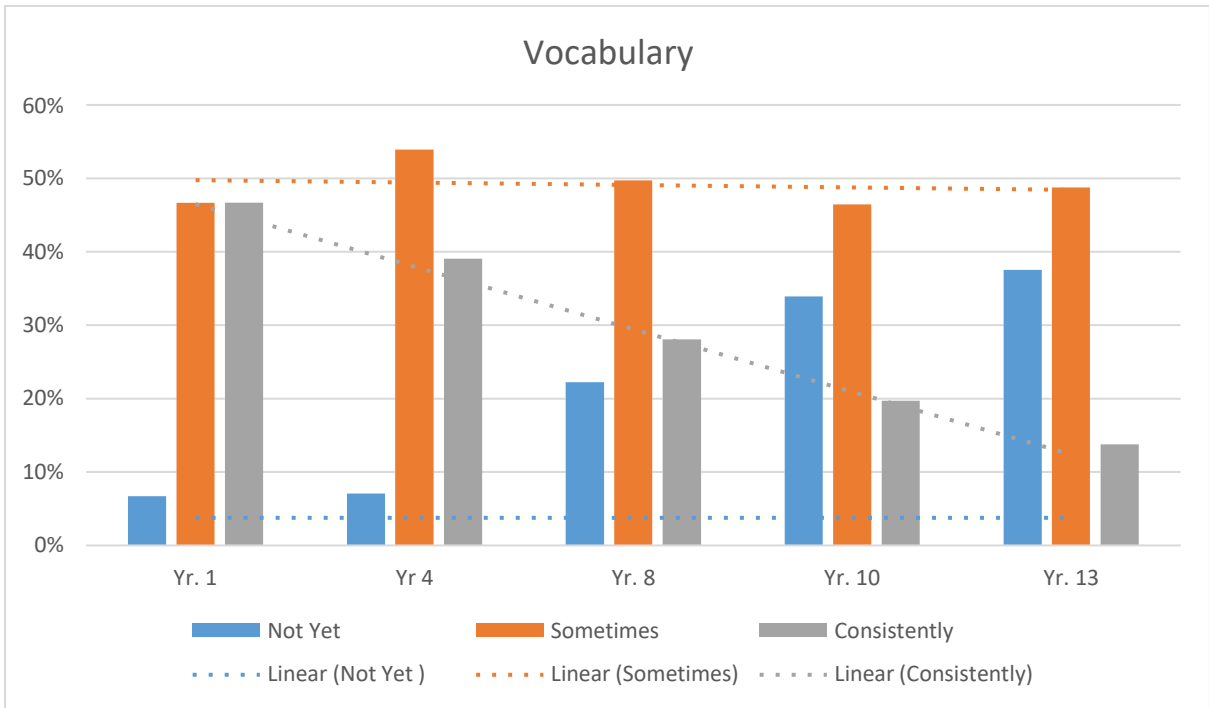
We have gathered data relating to literacy (reading and writing) and numeracy, oral language progression, NCEA Achievement and also community voice. Each of the member schools currently use different tools for assessment making data comparison significantly more challenging.



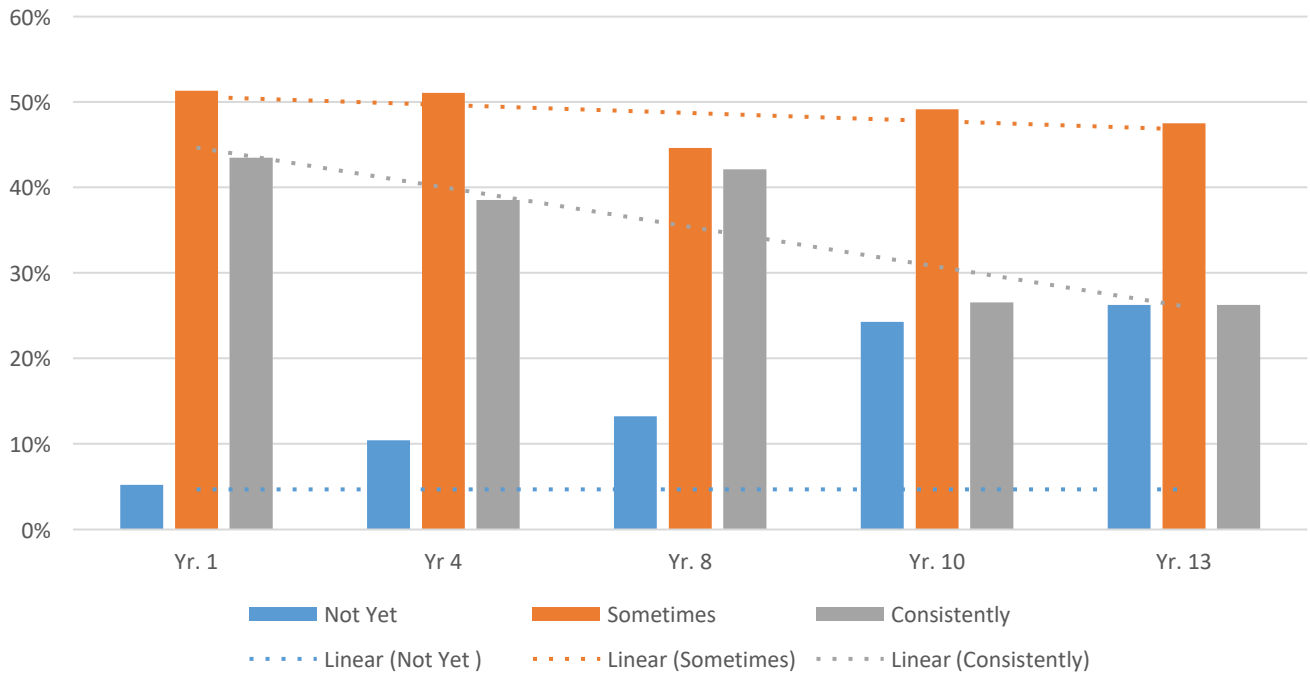


Year 9 Entry Data

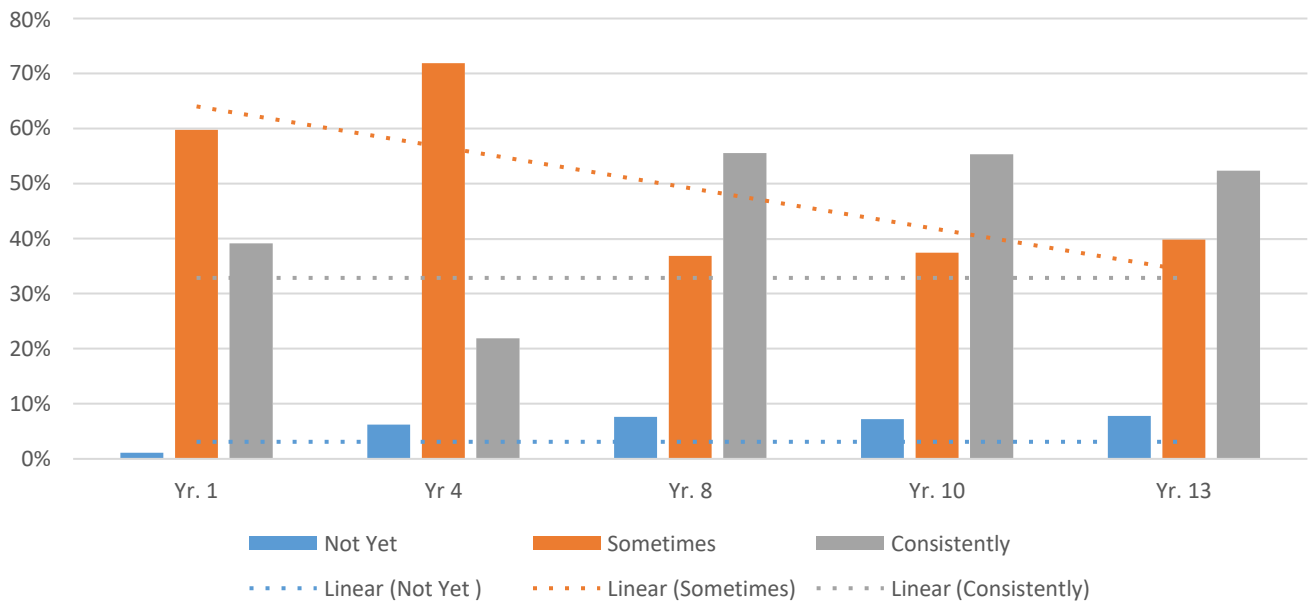
Reading			Mathematics			Expected
Score	No.	%	Score	No.	%	
<2b	5	9%	<2b	3	6%	Well Below 35% / 39%
2b	0	0%	2b	0	0%	
2p	1	2%	2p	8	15%	
2a	9	17%	2a	5	9%	
3b	4	7%	3b	5	9%	
3p	4	7%	3p	3	6%	Below 29% / 39%
3a	7	13%	3a	6	11%	
4b	5	9%	4b	12	22%	
4p	6	11%	4p	5	9%	At 33% / 13%
4a	12	22%	4a	2	4%	
5b	1	2%	5b	2	4%	Above 2% / 10%
5p	0	0%	5p	3	6%	



Independent Speaking



Discussion Skills



Our Student Progress and Achievement

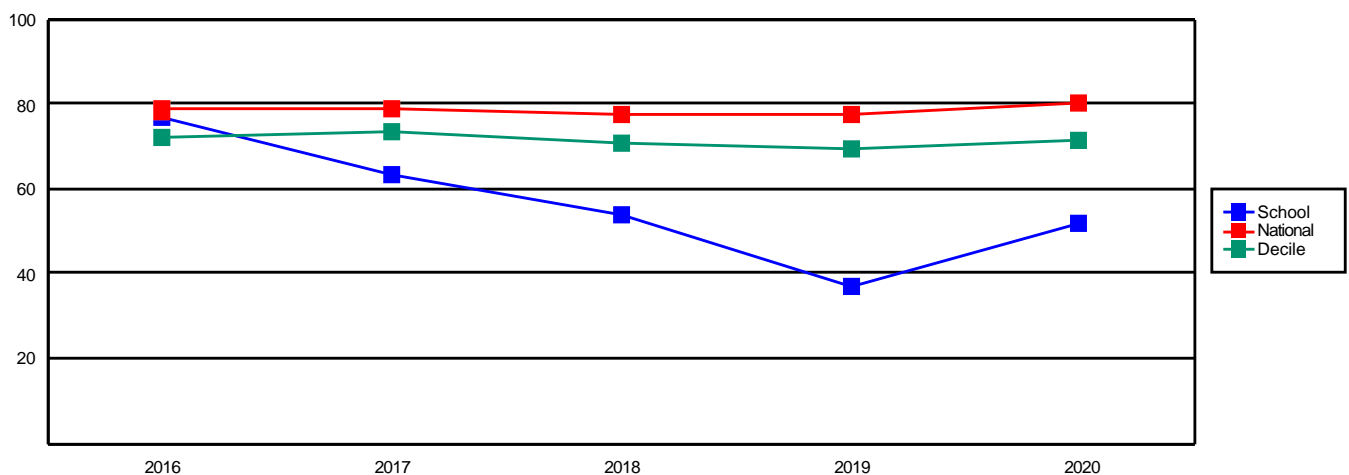
Literacy and Numeracy Data

Year 10 - Two-year cohort progress,

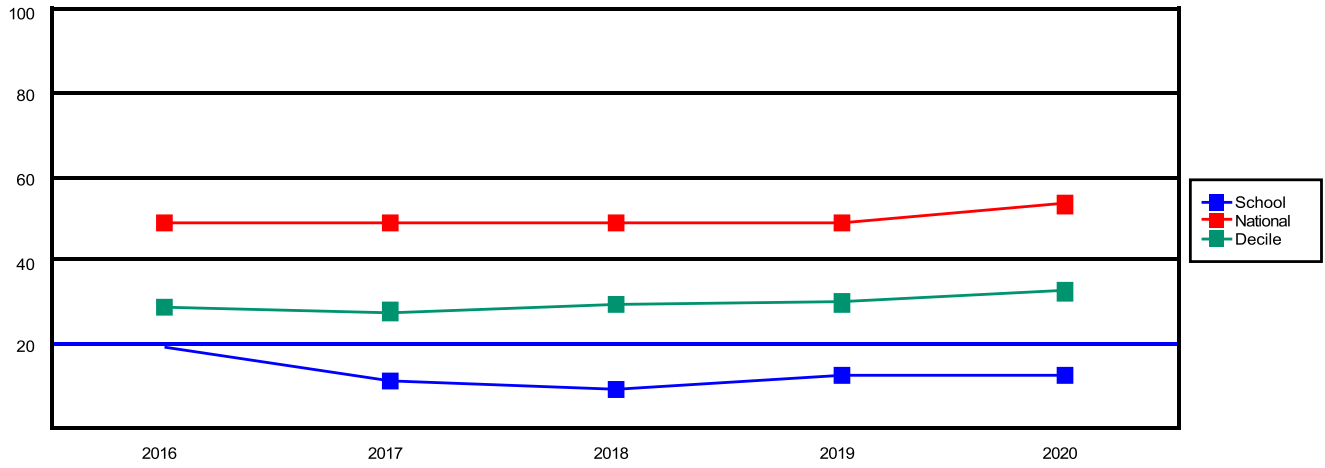
This shows the sub-level progression for students over the two-year period from entry to school testing through to the end of year 10. This data relates to those students who have been at Taumarunui High School from entry in Year 9, through to the end of Year 10.

Group	No	Numeracy	Reading Literacy	Writing Literacy
Maori	21	1.9	3.8	1
Non-Maori	20	2.1	2.2	1
Female	25	1.8	3	.5
Male	16	2.3	3	1.8
Female Maori	9	2.9	3.6	1.3
Male Maori	12	1.2	4	.75
3p and below on entry	16	3.6		
3p and below on entry	13		4.9	
3p and below on entry	17			1.1
3a and above on entry	25	.84		
3a and above on entry	28		2	
3a and above on entry	24			.7

Year 12 - NCEA Level 2



Year 13 - University Entrance



Our Achievement Challenges

In order to achieve better outcomes for our students enabling access to the curriculum at all levels is crucial. Literacy and numeracy are two key enablers to provide learners with unhindered access to the curriculum.

1. **Literacy:** To enable Ākonga to develop the literacy skills required to fully access the curriculum.
2. **Numeracy:** To enable Ākonga to develop the Numeracy skills to fully access the curriculum.
3. **Oral Language:** To ensure teacher capacity to plan and deliver effective oral language programmes.
To ensure ākonga are able to communicate effectively and have the oral language capacity to reach their full potential as learners.

Our Levers of Change

In order to bring about the changes required to impact our Achievement Challenges we recognise the need for community wide collaboration across all of the education institutions in our community. We have also identified that ensuring effective transitions for learners through the education system in Taumarunui is key to ensuring coherence.

The impacts that can be achieved within our education settings can be greatly enhanced by effective whānau engagement in the education of ākonga in our community. The growing of student agency through effective educational practices will further improve learning outcomes. These are seen as key levers that can be utilised to bring about effective improvements in our learner outcomes.

- Community Collaboration
- Effective Transitions
- Whānau Engagement
- Growing Student Agency

Achievement Challenge 1:

Raising Achievement in Literacy

Goal: To raise achievement in Reading and Writing for all students across Taumarunui, with emphasis on:

- Improving achievement and engagement in Literacy so that 70% of primary school students achieve the expected curriculum level for their age in Reading and Writing.
- Lifting achievement of boy's writing at or above their expected curriculum level to 70% across Taumarunui.
- Increasing the number of Maori students working at or above their expected curriculum level to 70% across Taumarunui.
- 70% of students gaining NCEA Literacy by the end of Year 11.

Action Plan

Key Focus areas	Immediate Actions	Medium Term Actions by end of 2022	Longer Term Actions 2023-2024	Student Achievement Expected Outcomes
Enhancing Teacher Efficacy	<p>Schools involved in science of reading, Mahi by Mahi, Accelerated Literacy Learning (ALL) and Better Start to Literacy (BSL) PLD.</p> <p>Apply for centrally funded Literacy PLD.</p> <p>Continued facilitation of BSL facilitated by RTLit across all Kahui Ako schools.</p>	<p>Responsive professional learning opportunities to address challenges of practice and share effective practice.</p> <p>To improve teacher capability through the provision of effective facilitated PLD.</p> <p>Develop sustainable communication systems that enable the sharing of effective practice.</p>	<p>Embed cluster-wide Literacy teaching expertise (BSL, Science of Reading, Mahi by Mahi, ALL).</p> <p>Schools of best practice in Literacy within our Kahui Ako sharing their journey and knowledge with all local schools.</p>	Improved teacher practice will result in significant improvements (3sublevel or more) in the average Reading Literacy scores.
Enhancing Student Agency	Use relevant and responsive resources to identify barriers to student engagement within our context.	<p>Identify and share effective practice to engage students using a strengths-based approach.</p> <p>Implement student agency rubric.</p>	<p>Embed effective practice.</p> <p>Students across our Kahui Ako will be 'driving' their literacy learning towards positive outcomes.</p>	Students will take ownership of their Literacy development, through having developed an understanding of the strategies that improve literacy.

<p>Enhancing Educational Leadership</p>		<p>To grow the understanding of school leaders regarding the most effective strategies and practice for improving Literacy.</p>	<p>To grow effective, cohesive understanding, collation and analysis of student progress and achievement in literacy.</p>	<p>Effective education leadership practices enhance Literacy learning for our students.</p>
<p>Enhancing Whānau Engagement</p>	<p>Advise whanau of our Kahui Ako and individual schools literacy goals and targets.</p> <p>Schools to keep whanau informed as to the strategies and practices they will use to achieve their goals and targets.</p>	<p>Create opportunities for whanau to participate and engage with their tamariki literacy learning - Seesaw, Google classroom, Study ladder and other digital platforms.</p>	<p>To develop a whānau support programme that enables whanau to support literacy development for their tamariki and within the community.</p>	<p>Whānau able to support literacy learning within the home will lead to improved Literacy outcomes for students.</p>

Achievement Challenge 2:

Raising Achievement in Numeracy

Goal: To raise achievement in Math for all students across Taumarunui, with emphasis on:

- Lift achievement of all students working at or above the expected curriculum level for their age in Math to 70% of students across Taumarunui.
- Increasing the number of Maori students working at or above their expected curriculum level to 70% across Taumarunui.
- 70% of students gaining NCEA Numeracy by the end of Year 11.

Action Plan

Key Strategies	Immediate Actions	Medium Term Actions by end of 2022	Longer Term Actions 2023-2024	Student Achievement Expected Outcomes
Enhancing Teacher Efficacy	Apply for centrally funded ongoing, facilitated Math PLD.	Undertake shared professional learning to improve teaching practice. Develop and begin implementation of newly learned teaching practices which improve student enjoyment of Math and student outcomes.	Embed new teaching practices across all year levels in all learning institutions within our Kahui Ako.	To see significant improvements (3sublevel or more) in the average Numeracy scores.
Enhancing Student Agency		Develop a strategic plan for enhancing student agency in Math.	Students across Taumarunui will be 'driving' their Math learning towards positive outcomes.	Students will have developed an understanding of strategies that improve their numeracy .
Enhancing Educational Leadership		To grow the understanding of school leaders regarding the most effective strategies and practice for improving Numeracy.	To grow effective, cohesive understanding, collation and analysis of student progress and achievement in Math.	Effective education leadership practices enhance Math learning for our students.

<p>Enhancing Whānau Engagement</p>	<p>Advise whanau of our Kahui Ako and individual schools numeracy goals and targets.</p> <p>Schools to keep whanau informed as to the strategies and practices they will use to achieve their goals and targets.</p>	<p>Create opportunities for whanau to participate and engage with their tamariki numeracy learning - Seesaw, Google classroom, Study ladder and other digital platforms.</p>	<p>To develop a whānau support programme that enables whanau to support numeracy development for their tamariki and within the community.</p>	<p>Whānau able to support numeracy learning within the home will lead to improved Numeracy outcomes for students.</p>
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Achievement Challenge 3:

Lifting student ability in oral language

Goal: To ensure students are able to communicate effectively and have the oral language capacity to reach their full potential as learners
 To improve teacher capacity to plan and deliver effective oral language programmes

We will achieve this by:

- Raising oral language confidence of students leaving early childhood and beginning primary school. Then on leaving primary school and beginning High School and then on leaving High School and beginning tertiary education or entry into the workforce.
- A 10% increase across identified indicators (Derived from Learning Through Talk) by the end of 2024.

Action Plan

Key Strategies	Immediate Actions	Medium Term Actions by end of 2022	Longer Term Actions by end of 2023-2024	Student Achievement Expected Outcomes
Enhancing Teacher Efficacy	Yr 9-13 teachers effectively using newly developed oral language rubrics	Facilitated PLD by Jannie van Hees is now complete. Those teachers who were engaged in this would be demonstrating changed and improved teaching practice in the classroom.	Continue PLD as identified, PLGs implemented.	To see significant improvements in the oral language indicators on the OralLanguage Rubric.
Enhancing Student Agency		To grow student capability and confidence in utilising oral language in a range of settings.	Students able to identify intentional oral language strategies applicable for range of settings and situations.	Students able to takeownership of their oral language development, through having developed an understanding of thestrategies that improve oral language learning.
Enhancing Educational Leadership	Decide on key Oral Language indicators up to Year 8 (oral language rubrics).	Review current oral language teaching programmes to determine next steps. Yr 9-13 teachers effectively using oral language indicators in their daily teaching practice.	Cross school sharing of planning and outcomes by levels taught, including ECE members.	Effective education leadership practices enhance oral language learning forour students.

Enhancing Whānau Engagement	Support whānau to become familiar with strategies which can support the development of oral language within the home.	Oral language sharing sessions (REAP)	Strengthening whānau strategies via workshops and other opportunities	Whānau able to support oral language learning within the home will lead to improved oral language outcomes for students.
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Our Progress

Monitoring and Tracking

Data will be collected and collated annually to track progress towards targets.

The Kāhui Ako Lead will work with the Across and Within School teachers in the preparation of reports for Boards of Trustees. These will be supplied termly across the year and will include:

- Targets and priorities
- Key aspects on implementation
- Emerging evidence of changes in pedagogy, school practices and culture
- Issues arising
- Next steps

Learning Support

Support will be provided through regular school and Kāhui Ako systems to assist all students within our Kāhui Ako to attend school, engage in school activities and to fully access the curriculum. Each school will partner with students, their families and agency professionals to foster, learning, equity and inclusion.

Performance Management

Each employing board is responsible for the appraisal of the Kāhui Ako Leader, the across-school and the within-school teachers. The Kāhui Ako leader and the across-school teacher will have a goal in relation to the Kāhui Ako. At the end of two years there will be an external appraisal undertaken for the lead principal with input from new appointments national panel (NANP).