

Piritahi Kahui Ako

Achievement Goal Review and Renewal

2019 - 2021



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Member Organisations of Piritahi Kahui Ako

<u>Schools</u>	<u>Early Childhood</u>
Blenheim School	ABC Blenheim Central
Bohally Intermediate	ABC Mayfield
Fairhall School	ABC Springlands
Grovetown School	John St Preschool
Marlborough Boys' College	Te Kupenga Preschool
Marlborough Girls' College	Uptown Preschool
Mayfield School	Little Footsteps John St
Rapaura School	Little Footsteps Scott St
Redwoodtown School	Mayfield Kindergarten
Renwick School	PORSE Marlborough
Richmond View School	Redwoodtown Kindergarten
Riverlands School	Renwick Kindergarten
Seddon School	Renwick Preschool
Spring Creek School	Seymour Kindergarten
Springlands School	Springlands Kindergarten
St Mary's School	Step 2 Growth MarlboroughLtd
Tua Marina School	Witherlea Kindergarten
Wairau Valley School	
Ward School	RTL B
Whitney St School	
Witherlea School	NMIT

BACKGROUND

Piritahi Kahui Ako was the first kahui ako in NZ to be up and running. It began in 2015 as Blenheim 2BCos - two communities of schools operating as one in the Blenheim/Marlborough region. As it matured its name changed to Piritahi - Whiria nga tahi nga akonga - Weave Learners Together to better describe the purpose and work of the group of learners.

Purpose and Vision

Our initial goal was simple - to bring together our 21 schools and 6 Kindergartens from operating independently (in some instances in isolation) to work as a collaborative, and create a wider vision for education in Marlborough - our school of 6000. Our ultimate goal was to raise achievement outcomes for all students in Marlborough through a success-focussed learning pathway where high quality collaborative teaching and leadership across the system are the key drivers.

Our Journey

Piritahi is a story of the evolving success and progress of Aotearoa New Zealand's first, longest serving, and one of the largest kahui ako. It tells of how strengthening engagement in collaborative practices across learning institutions can really make a difference to leadership capability, teaching practices, and positive learning outcomes for our students when we all work as one. The story is about the growing and strengthening of leadership in a context where no real authority exists only influence, but which flourishes on the strength of collective agreement, sound research and commitment to purpose. It is a story of growing the understanding of practice across the sectors - kindergarten, primary and secondary, and about exploring methodologies that create seamlessness from kindergarten to year 13. It is a story about how a strong influence on teaching practice can create excellence in the learning of all students, in particular our identified priority students.

OUR COMMUNITY

Piritahi is made up of 18 Primary Schools, 3 Colleges, 6 Kindergartens, 18 Early Childhood Centres, and the RTLB service, and a tertiary provider NMIT (Nelson Marlborough Institute of Technology). Our schools are diverse - from small rural schools to 1000 student secondary Colleges, 2 are special character schools, 1 school is transitioning into an area school, and 1 schools has a satellite bilingual facility. One school is an Intermediate. Primary student rolls range from 39 to 535.

21% of our students identify as Māori, 5% are Pasifika, 5% Asian, 66% are European Pakeha, and 3% are identified from other ethnic backgrounds. Our Kahui Ako extends 50 km south of Blenheim, 35km west of Blenheim, and 15km north of Blenheim. Every school within that zone is a member of Piritahi.

Within our structure we have 7 Across School Lead Teachers and 37 Within School Lead Teachers serving over 400 teachers. Our Stewardship Group is an elected body of 3 current school board members who represent our sectors and they provide the governance of Piritahi.

Piritahi has been supported and guided by our Expert Partners Helen Timperley, Anne Hynds, and Linda Bendikson. The expert partners worked collaboratively with our leadership group to develop our theory of improvement plan. These were modified to meet the changing needs of Piritahi. They provided guidance and mentoring to advance the plans.

2015-2017 Review and Goal Setting

Our first collection of achievement data in Reading, Writing and Maths for all of our schools was analysed in 2016. It was plain that our first Achievement Goal needed to centre on raising achievement in writing with focus on the priority groups of Boys, Māori, and Pasifika. Our kahui ako agreed to concentrate on just this one area, to intensively address and raise the learning achievement for the 3 priority groups.

2017 Review and Reflection of Piritahi

We undertook a major 360 degree review in June 2017. This was timely as there was emerging stress with relational trust, workload, and conflict that Principals had, between their school priorities and the Piritahi ones. It cleared the air, allowed Principals opportunity to re-set, and reconfirmed commitment from all schools to the Piritahi principles and plan.

Important points to emerge from the review were:

- Piritahi showed a strong commitment to the Principles and our Theory of Improvement.
- Principals were willing to share responsibility for the work, if empowered to do so.
- Work groups were a suitable way to tackle work streams.
- Relational trust was an area that needed continuous emphasis and care.
- We needed to do things together, reach for higher levels of collaboration, higher levels of sharing (especially around PLD).
- Clarification of roles and responsibilities - Principals, ASLs, WSLs, and where they fitted with our Middle and Senior leaders.
- We needed to consider well-being in our achievement challenges.

A follow up reflective exercise at the end of the year allowed us another opportunity to measure if there had been impact from the findings of our May review. The following Principal/ASL voice was helpful and stimulating.

Excerpts from Piritahi Principals Hui Nov 2017

1. Reflection on where we are at as a CoL – How is it going?

- Need to continue with across school moderation in the future
- Need more access to whole days were we can all get together. Ideally one day a term teacher only days. Need to approach MOE. Don't want them added to end of year expectations eg extra days
- Importance for the wellbeing of our staff – collaborative teacher-only days are beneficial.
- What opportunities can be provided for our teachers to use LLP/eAsttle/PACT assessments so they become confident and conversant in using them beyond moderation.
- ASL are looking at how their roles impact the CoL and how they need to change.
- A conversation amongst principals needs to be had around how the ASL will look in 2018 - need the opportunity to have this conversation. Less flexibility amongst the ASL in 2018 .
- Model that has been used to date hasn't worked for Marlborough Girls' College (MGC) /Marlborough Boys' College (MBC)
- New system needs to be co-designed

2. PLD 2018 – What does everyone want to happen?

- PLD hours still available in 2018. Currently 5 clusters working within CoL, unmanageable to lead a CoL that is going in 5 different directions
- NPDL cluster feel that it has made a distinct difference on teacher quality
- PD provided by Kindy Cluster had a huge impact on teacher practise of those attended – both Primary and Early Learning
- Proposed that all schools need to be on the same plan/focus so we become more collaborative as a CoL

- Need to move to focusing on pedagogy of making effective teachers instead of the context such as writing.
- Poutama Pounamu – focuses on well being on community and helps bring everyone together – this could be the pedagogy and context that meets the well being part of our kete. Sense that people want to continue PLD from 2017 – if we keep these going and we do take on Poutama Pounamu will it over load us?

3. AP/DP's/ Middle leaders.

- Need to review our system design so it includes our middle learners more

4. System Design/Redesign

Piritahi has the ability to re-design the system. What is the profile of the students walking out of the new college. How do we from ECE to Year 9 provide a pathway that provides an opportunity for every child in our community.

Re-design the system transition between kindergarten/ primary/ intermediate/ college to advantage boys, pasifika and maori.

Wonderings - a collection of shared thoughts about how Piritahi could influence our education system in the future.

- No zones for our schools
- Recruitment and appointment process - the schools with the biggest achievement challenges are they getting the best teachers?
- How do we get a better understanding of the challenges in each others schools?
- I want the teacher profession to be well respected by our community - parent responsibilities
- Collective response to our ministry property problems
- Equity for all our students so why don't our schools get equity?
- How do we make Marlborough a teaching destination?
- How can we involve the industries into our schools. We have the community leaders on board they are awaiting the direction from schools - co-location is the key
- How can we build on the digital potential?
- Kahui ako curriculum skills based - In authentic context for reading, maths etc.
- Centralised SMS source of all the data etc that is being generated in our schools.
- A teaching body fit for purpose working across our 21 schools. ECE, primary, secondary, tertiary.
- Sharing principals, teachers, BOT's etc.



Piritahi Kahui Ako Annual Plan 2017

Whiria nga tahi nga ākonga - Weave Learners together

Vision <ul style="list-style-type: none"> • Learners collaborating for success. • Highly literate students achieving across Piritahi 		We Value <ul style="list-style-type: none"> • Relationships - networks of mutual trust • Respect - for all • Achievement - for all 	
Achievement Challenge All learners make expected progress in mathematics, reading and writing. Equity - All priority learners make accelerated progress.		Our actions <ul style="list-style-type: none"> • Respond effectively to the needs of all learners. • Strengthen learner capacity, capability and collective efficacy. • Foster learner wellbeing, agency, advocacy and resilience. • Raise all student achievement through collaboration and culturally responsive practice 	
Learning <ul style="list-style-type: none"> • Identify priority learners • Baseline data is collected by the end of week 4 Term 1 and then again in term 4. • Progress is collated, analysed and reported. 	Teaching <ul style="list-style-type: none"> • Consistent moderation practices using LLP's and PaCT embedded across Piritahi • Define effective practices across Piritahi with links to cultural competencies/pedagogies • Spirals of Inquiry embedded across Piritahi 	Community <ul style="list-style-type: none"> • Promotion of effective teaching and learning to Piritahi community • Engagement with whānau and aiga • Engagement with our business community and agencies. 	Leading Develop leadership capability in evaluation, inquiry, and system design to enable creativity and innovation Continue to grow effective, collaborative, and trusting relationships Define contextual roles and responsibilities

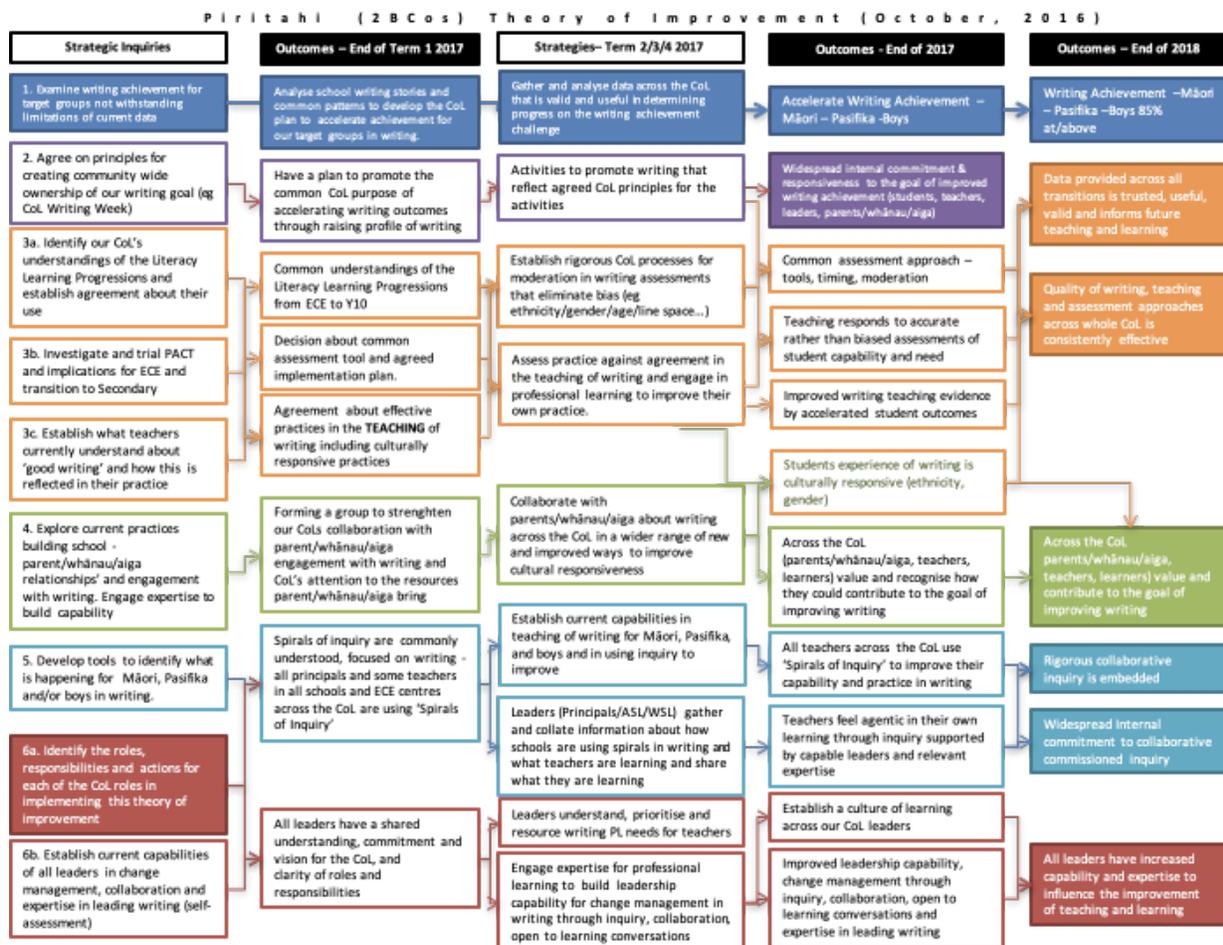
THEORY OF IMPROVEMENT 2017

Our 2017 Theory of Improvement was a collaborative process of identifying our key strategies, creating collaborative inquiry teams, and beginning the work. This Theory of Improvement was our action plan intended for the next 2 years. This was developed collaboratively with our expert partners.

ACHIEVEMENT CHALLENGE: WRITING

Key:

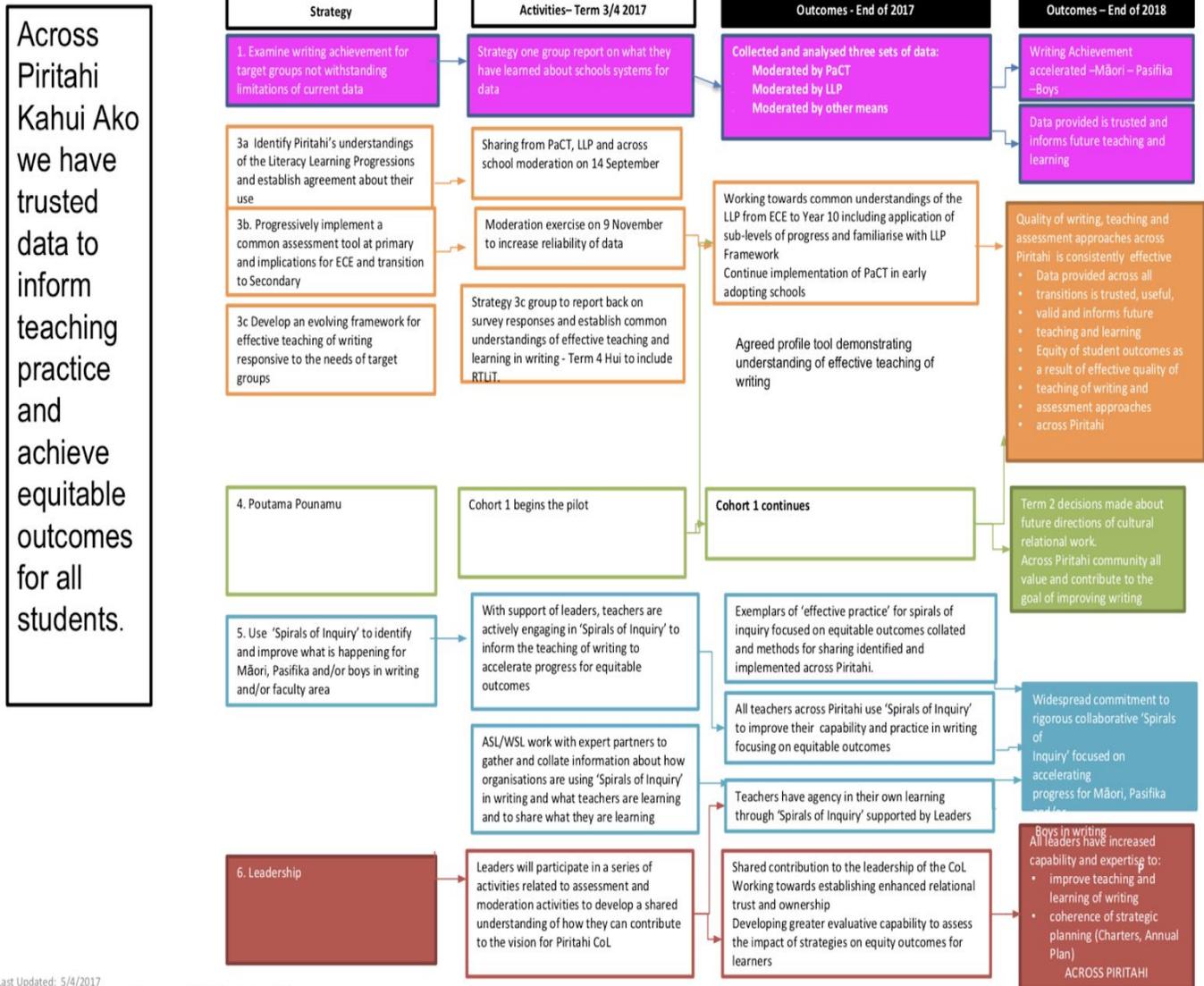
- Blue Strand - accelerating writing Achievement.
- Purple strand - Creating community support and involvement.
- Orange Strand - Developing effective assessment and moderation practices.
- Green Strand - Strengthening parent/whanau/aiga/school collaboration.
- Light Blue Strand - Developing effective spirals of inquiry.
- Brown Strand - Increasing leadership capability and capacity.



Alterations followed as the work progressed, and as the strategies were achieved or shifted we uncovered other priorities. Some key concerns developed around the reliability of the data we were collecting - even though there had been agreement on what data was needed there were obvious inconsistencies in the collection of data and the moderation of writing across schools. This precipitated an iteration of the Theory of Improvement with a focus goal "Across Piritahi Kahui Ako we have trusted data to inform teaching practice and achieve equitable outcomes for all students."

Some critical actions took place around developing consistent understandings of the elements of effective teaching of writing, consistent moderation of writing, including the consistent use of agreed moderation and assessment tools. Principals, and then teachers undertook school-wide, collaborative activities to seek agreement on consistent moderation around the key transition points. These sessions were led by our ASLs. Our WSLs attended workshops run by our ASLs to share the quality practices they were observing in schools.

Theory of Improvement Iteration July 2017



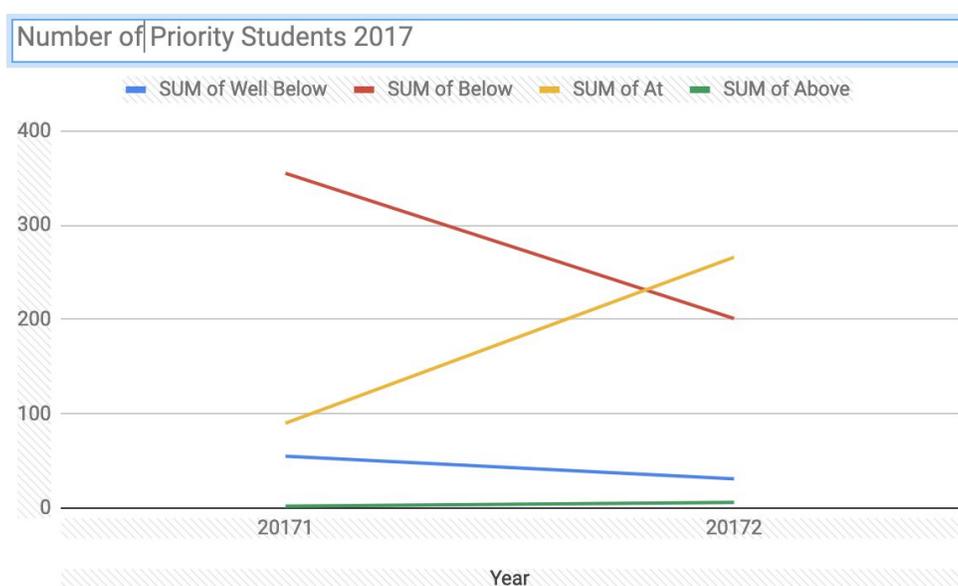
An iteration of our Theory of Improvement in July reflected:

- Our progress
 - Our need to simplify as we were being overwhelmed by the complexity of the work
 - Our need to develop trusted, reliable data to inform our progress more accurately
- A data working party, and another team that were working on developing effective literacy practices for teaching writing were creating useful tools to support our goals.
 - Professional development in Cultural Responsive and Relational Pedagogies (Poutama Pounamu) had begun for our first cohort of 5 primary schools and 6 kindergartens. We had the benefit of knowledge and leadership from within our two Colleges which had several years experience in this work.
 - All teachers had identified a group of 4 priority students and were conducting spirals of inquiry around their learning.
 - Principals and leaders had an in-depth review of their progress and out of this came elevated commitment to the kahui ako work.

DATA - Writing 2017

By the end of 2017 we had greater confidence in our data, but yet we still needed to persist with collection of trusted data for 2018 and beyond. Our writing data for priority students showed impressive acceleration of achievement - a factor we put down to increasingly rigorous spirals of inquiry around our identified priority learners.

Shifts in Achievement of our priority students in 2017 - 37% or 185 out of 504 students made accelerated progress.



PIRITAHĪ KAHUI AKO ANNUAL REPORT 2017

This annual report was presented to Boards of Trustees and our Piritahi community at a public meeting at the start of 2018. The report highlighted the outcomes achieved from the work undertaken from our Theory of Improvement with the gains in achievement made by students at the centre.... most notably our priority group of learners.



Piritahi
Wairau + Awatere
Community of Learning

PIRITAHĪ KAHUI AKO ANNUAL REPORT FOR 2017

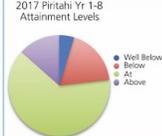
Across Piritahi Kahui Ako we have trusted data to inform teaching practice and achieve equitable outcomes for all students

PERSONNEL

- Our co-lead principal Karen Stewart resigned in July to take up a new position in Rangiora.
- New co-lead principal Murray Hewson appointed in term 4.
- New Personnel - New Principals - Paddy Dowling January 2017, Mary-Jean Lynch (MGC), Andrea Harnett (Witherlea) and Carey Huria (Ward) began January 2018. Spring Creek's new principal will begin Term 2, 2018.
- The 2 year terms for ASLs expired in September and the roles were advertised in Piritahi schools. Five Across Schools Leads were re-appointed, and two new Across School Leads, Peter Kehayoff (MGC) and Emily Sterehouse (MGC), were appointed. The valuable contribution of Chris Graze and Rachel Climo to the important work of the ASLs is acknowledged.
- Thirty seven WSLs were appointed by our kahui ako schools to lead the development of spirals of inquiry and work towards our achievement goals. These are 1 year terms. At the end of 2017 when the roles were re-advertised 27 WSLs were re-appointed, 10 new appointments.
- Our Expert Partners - Piritahi is very fortunate to continue to have the guidance and support of our expert partners Emeritus Professor Helen Timperley and Associate Professor Anne Hynds.

Student Achievement/Progress 2017

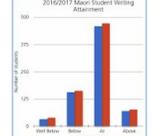
2017 Piritahi Yr 1-8 Attainment Levels



2015-2017 Comparison



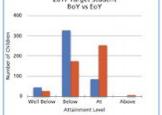
2017 Piritahi Male Student Writing Attainment



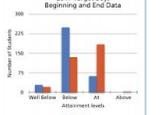
2017 Piritahi Male/Female Writing Attainment



2017 Target Student Boy vs Girl



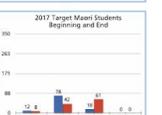
2017 Target Boys Beginning and End Data



2017 Target Pasifika Students Beginning and End



2017 Target Maori Students Beginning and End



ASSESSMENT

- LLP: All schools familiar with and using the Literacy Learning Progressions.
- PaCT: Introduction of Progress Assessment Consistency Tool. 11 schools using PaCT focusing targeted priority learners.
- Cross school/sector moderation: 80 Principals, WSLs, and Literacy teachers were involved in a moderation exercise to determine level of consistency across the Piritahi.

Next steps

- Further strengthen progress measurement and OT's now that the government has removed National Standards.
- Further development of Piritahi-wide protocols and procedures for use of LLPs.
- Further introduction of PaCT to schools not yet on board.
- Continue cross school/sector moderation exercises with extending to broader range of teachers.
- Piritahi's data collection and analysis systems strengthened.

TEACHING PRACTICE

Spirals of Inquiry have been embedded in and across most schools in 2017. The process of examining teacher practice, knowing the impact of their practice on learners and the research base to support practice growth has been the language of Piritahi in 2017. This work has featured across school/sector staff collaboration, PLD, Piritahi wide "Writers Week" and opportunities for practice sharing led by our Across School Lead Teachers, Kindergarten, Primary and Secondary teachers all working together with a clear focus on strengthening capacity and capability and lifting achievement of our priority learners.

Next steps

- To develop effective teacher writing practice indicators.
- To develop learner achievement indicators for writing across the curriculum.
- Continued teacher development of rich and deep spirals of inquiry for priority learners.

PLD

- 770 hours of PLD delivery were sourced for three primary school clusters over two years
- New Pedagogies for Deeper Learning - 6 schools,
- Visible Learning - 4 schools,
- Digital Literacies - 8 schools,
- Write that Essay - Colleges
- Readiness to Write - Kindergartens
- Varying success was experienced in shifting teacher practice and impacting on student achievement
- 5 schools and kindergartens participated in the Poutama Pounamu PLD pilot in term 3&4

Next steps

- Some schools will withdraw from their 2017 PLD to engage in other PLD activities most likely to make a difference in their particular context.
- Clusters will manage their PLD with cluster Theory of Improvement links to Piritahi priority goals.
- Poutama Pounamu will be roll out to Cohort 2 (5 schools) in Term 3 2018, and Cohort 3 (the remaining schools) in Term 1 2019.
- Piritahi will collect data on the impact of cluster PLD on student writing outcomes.
- Piritahi will develop effective cultural and relational practice indicators to raise consistency of practice across the community of learning.

LEADERSHIP PRACTICE

Our Principals, MKA, RTLB and Across School Leads met twice termly - one full day at the beginning of each term and one half day at the end. The key foci of these meetings is to:

- Develop, revise and implement our Theory of Improvement.
- Review progress and problem solve.
- Co-create and embed agreed protocols, vision and values for our leadership work.
- Share practice and consider future direction.
- Build and strengthen relational trust at a leadership level.

Our two Co Lead Principals presented the work of Piritahi Kahui Ako at:

- The International Congress for School Effectiveness and Improvement in Ottawa, Canada in January alongside our Expert Partner Emeritus Professor Helen Timperley.
- National Education Forums with Ministry of Education and Education Council Aotearoa NZ.
- Top of the South Kahui Ako Lead principal Forums.

The outcomes of this work is an evolving Theory of Improvement methodology that is leading Piritahi Kahui Ako and a growing evaluative capability to examine our impact both at practice and student outcome levels.

Next steps

- To strengthen our approach to gathering data across Piritahi that informs practice
- To further define the roles and responsibilities across the levels of leadership within Piritahi and engage our APs/DPs/Middle Leaders/Head Teachers/Heads of Department in the work.

Notes Re Achievement

- There have been marginal achievement gains across Piritahi in this first year of implementation
- Girls continue to out perform boys
- There is a noticeable lift in Maori and Pasifika student achievement
- 20% of students are below achievement expectations in writing
- Noticeable acceleration of achievement for targeted priority learners Boys, Maori & Pasifika

Next steps

- Effective teacher practice indicators for writing across the curriculum to be developed
- To strengthen our approach to gathering data across Piritahi that informs practice
- To further define the roles and responsibilities across the levels of leadership within Piritahi and engage our APs/DPs/Middle Leaders/Head Teachers/Heads of Department in the work
- Explore the impact of PLD across Piritahi

BUDGET PERFORMANCE

Income	\$36,186	Carried forward from 2016
	\$21,000	Piritahi Schools
	\$57,186	Total Income for 2017

Our main investment areas for piritahi kahui ako were:

\$4,676	Professional Learning & Development Support
\$7,461	Leadership Support & Development and Venue Hire
\$3,321	Administration Support
\$577	Lead Principal Meetings & Piritahi Printing Costs
\$16,035	Total expenditure for the year
\$38,990	Balance brought forward for 2018

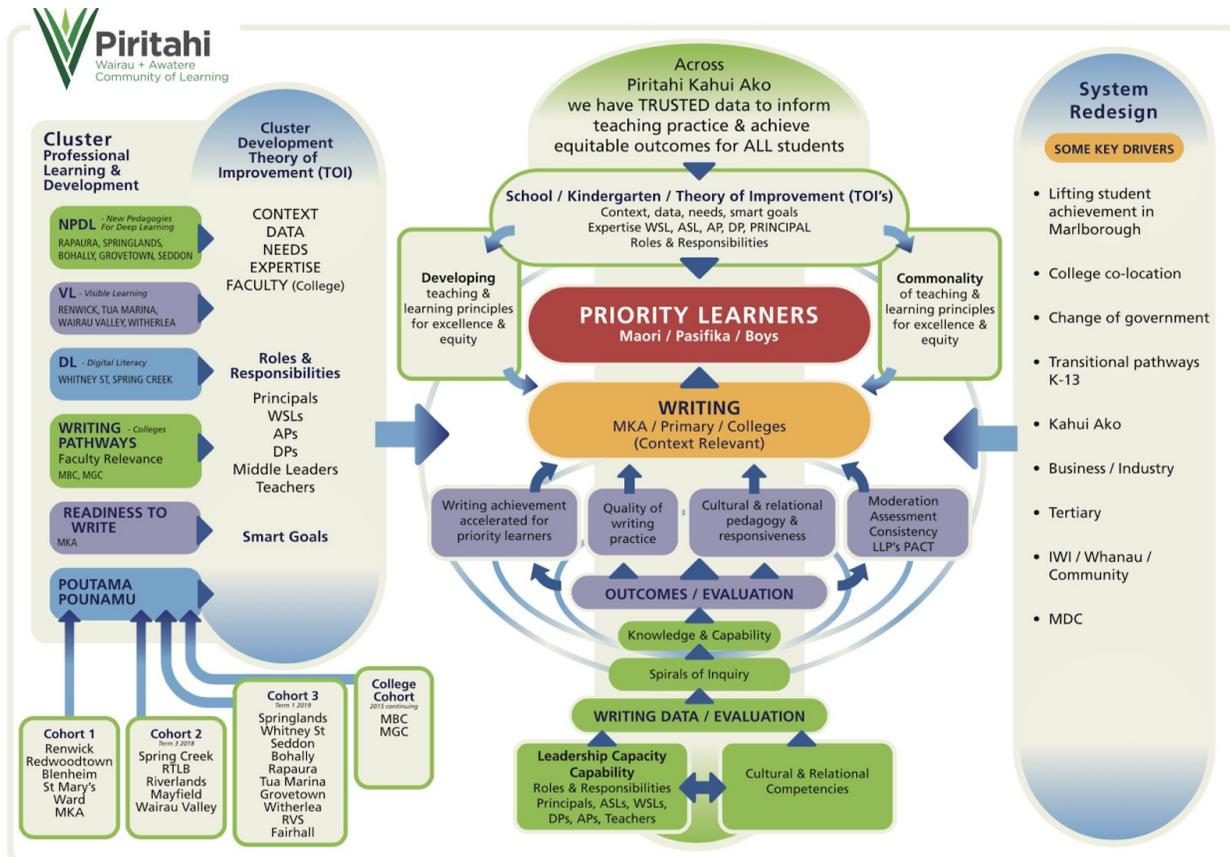
Next steps

- We have been able to carry forward funds due to having very little expenditure in 2017/16. These funds are earmarked for special projects within Piritahi that will require additional resources such as release costs for teachers/principals or to help meet the costs of additional PLD.
- The investment in PLD and Leadership support provides additional support across Piritahi bringing teachers and leaders together to share, plan and strengthen practice.

2018

To start the 2018 year an Operational Framework was developed to clarify the Piritahi work focus and place this in a framework that enabled Principals to feel less conflicted about involving their staff and communities in growth and development beyond the Piritahi goals. This was an important step in re-emphasising our commitment to our common goals, directing the Piritahi work, clarifying where school and cluster PLD fitted in the Piritahi structure and strengthening relational trust. The lead principals met staff in their schools to discuss the intent and benefits of the framework.

PIRITAHU OPERATIONAL FRAMEWORK 2018



The core work of Piritahi was established at the centre of the model, while the influencers on our work sat to the side. Schools developed a theory of improvement that established the links between the in-school and Piritahi work with conduits to sharing successful strategies and interventions.

Cross school moderation, PLD, and leadership capacity building were outcomes to feature in the 2018 year. Two new cohorts were immersed with Cultural Relational and Responsive Pedagogy delivered by Poutama Pounamu, supported by and supporting the two Colleges which had begun this work prior to Piritahi. The third and final group began this work in 2019. The New Pedagogies for Deeper Learning PLD cluster developed strong learning relationships across their schools and began Cultural Relational and Responsive Pedagogy through their provider. In 2019, to utilise the special strengths of our expert partner, we addressed the workstream around building leadership and teaching capacity with a series of PLD sessions for our Principals, ASLs and Middle Leaders.

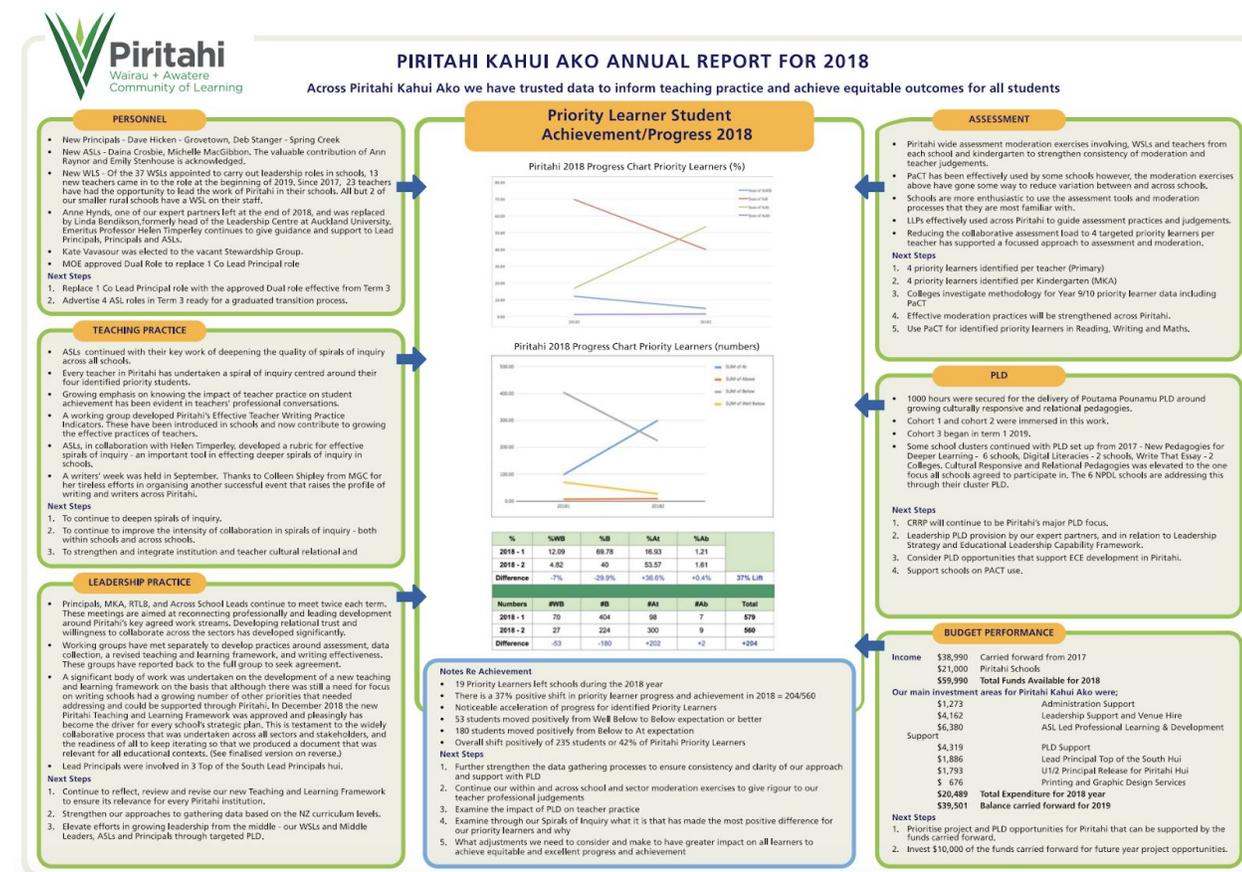
In September 2018, after useful PLD at the National Kahui Ako hui in Wellington and the top of the south Kahui Ako Principals' hui in Motueka, Piritahi began an extensive review of their achievement goals and

their needs for goals in other aspects of learning, especially well-being. A wide selection of principals, ASLs, WSLs, Senior and Middle leaders, Kindergarten representatives, and RTLB contributed to the initial review. A working group distilled the responses and identified the key priorities. A draft framework was distributed to school Principals, Boards of Trustees and community leaders for consultation. Boards fed-back positively on the framework and Piritahi's work. After further refining the 2019 Piritahi Teaching and Learning Framework was approved.

Piritahi co-lead Principals attended Board meetings to explain the new framework, listen for opinions and answer questions.

Piritahi responded to the offer of a change manager to provide guidance on how we can more effectively engage with, and develop our relationships with our 8 iwi. This began by establishing relationships and understandings at the level of the community's new bi-lingual satellite Pa Wananga, which is attached to Renwick School. The learnings from this work are being applied to the framework work-stream around community, iwi and Māori engagement.

PIRITAHĪ KAHUI AKO ANNUAL REPORT FOR 2018



Key Points:

- 42% (235) of our priority learners accelerated their achievement in writing
- There was a much higher confidence in the consistency of writing moderation across the Kahui Ako, and therefore a higher level of trust in what the data was telling us.
- The impact being made on our priority learners was not significantly carried over to similar impact on other learners - an area for deeper examination.



Principals and senior leaders collaboratively develop the new Framework

PIRITAHĪ ERO REPORT (2019)

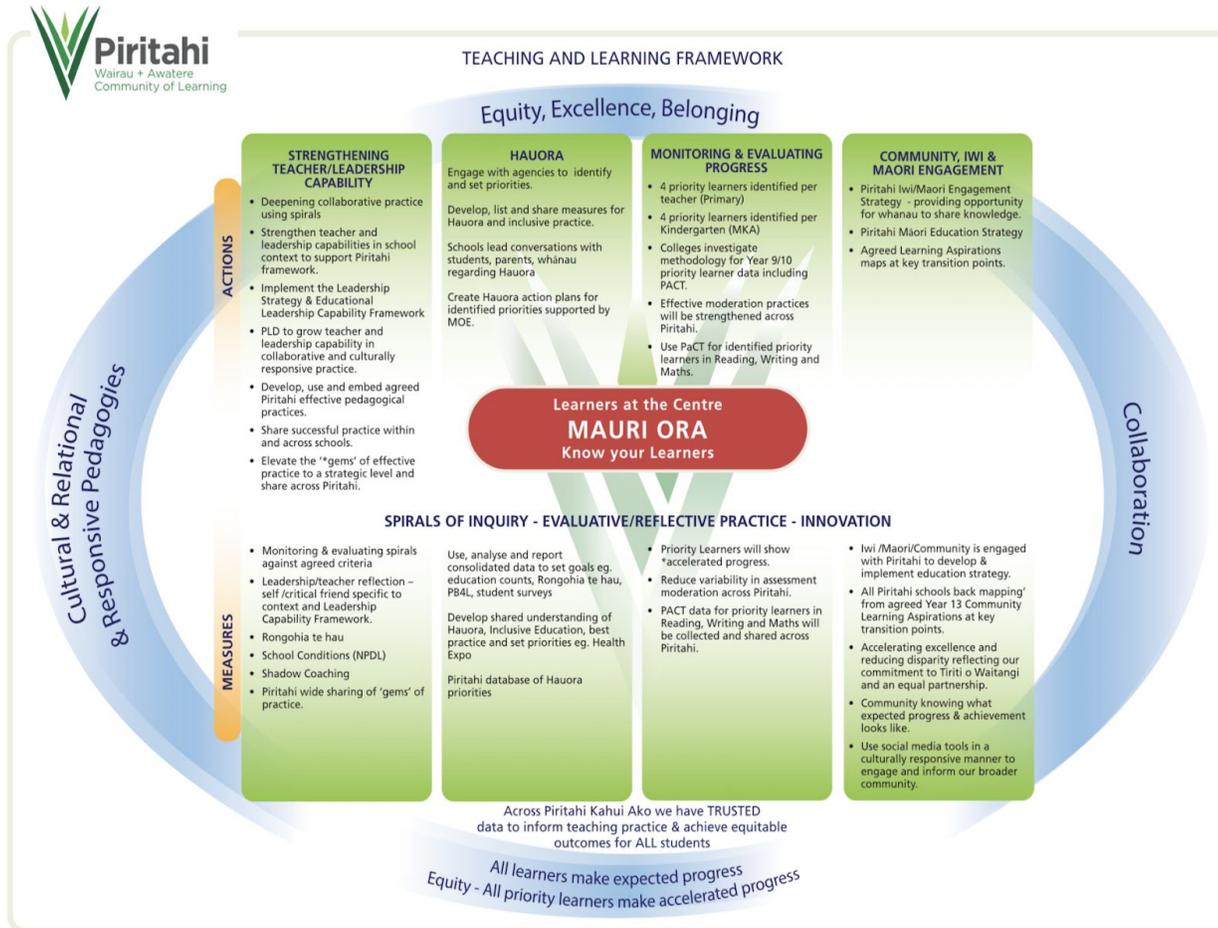
Common strengths include:

- a focus on effective teaching and building teacher capacity to respond to students' needs
- a collaborative, collegial culture professional, improvement focused leadership/effective change management
- a broad, rich meaningful curriculum - child responsive in kindergartens
- culturally responsive curriculum
- clear, active vision and values
- positive relationships with whānau
- partnerships for learning with whānau
- useful transition processes (kindergarten to school)
- a focus of children's wellbeing – kindergartens

Common areas for improvement include:

- raising student achievement in literacy and/or mathematics
- improving internal evaluation practices
- increasing cultural responsiveness
- strengthening stewardship
- deeper inquiry into the effectiveness of teaching
- strengthening assessment, planning and evaluation practices – kindergartens

2019 Teaching and Learning Framework



The 2019 Teaching and Learning Framework clearly defined the 4 main work streams. Our schools and kindergartens have committed to these through their own strategic plans. At the centre always are our learners.

Of special satisfaction has been the extent to which Principals and Head Teachers have embedded the framework into their workplace charters and strategic plans. Without any doubt we can confidently state that every learning centre in Piritahi is fully integrating the work of Piritahi in to the work of their schools - in a manner that is relevant to their context, authentic to their priorities, articulated across teaching staff and all Piritahi members.

Our overarching expectation is - In learning environments that drive towards Equity, Excellence and Belonging, through the application of Culturally Relational and Responsive Pedagogies, and with genuine collaboration across all of Piritahi, all learners will make expected progress and all of our priority learners will make accelerated progress.

2019 Workstreams

We have applied 4 workstreams to help us achieve the Teaching and Learning Framework:

1. Strengthening Teacher/Leadership Capability

We will implement strategies to strengthen teacher and leadership capability to improve student outcomes:

- Deepen collaborative practice using spirals of inquiry, that leads to student acceleration in progress, and improvement of teacher practice.
- Strengthen teacher and leader capacity through effective PLD, and sharing quality practices including Poutama Pounamu, New Pedagogies for Deep Learning, Leading Adult Learning.
- Develop and implement Piritahi effective teaching practices/assessment/culturally responsive practices.
- Every teacher identify 4 priorities students and conducts a spiral of inquiry around accelerating their progress.
- Share effective, successful practices across Piritahi.

Evidence of progress:

Current state Term 4 2019: Quality of teachers' Spirals of Inquiries is inconsistent - some high quality models are shared across the kahui ako. Focus on 4 priority students has enabled acceleration of these students, but not yet showing an associated improvement in achievement of all students. Exploration continues in to why this is.

Professional Development is having a positive influence on teacher practice and school curriculum. Piritahi has yet to develop effective evaluative processes to evidence the extent of PLD on teacher practice and student improvement.

Effective practices are being shared each term across Piritahi - our ASL team organises and promotes this, feedback from schools and centres has been positive.

Smart Goals

- Extend effective teacher moderation practices.
- Develop writing best practice indicators.
- All teachers to use spirals of inquiry to reflect on their teaching and learning practices.

2. Hauora

We will implement strategies to improve student well-being which will be reflected in improved engagement, attendance and achievement:

Current state: Piritahi definitions of Equity, Excellence and Belonging have been agreed. They now need to be embedded in school practice. Working on an agreed understanding of Mauri ora and how this is developed in our schools and centres.

All schools have registered for Education Counts - we will use this data to set priorities and strategies going forward, including engaging with appropriate agencies. Develop and apply agreed understandings of Mauri Ora, Equity, Excellence and Belonging.

Smart Goals

- Analyse a range of data to create a clear picture of the factors in schools that affect student hauora and therefore achievement and progress.
- Develop strategies that can be applied across all sectors to address significant hauora factors.
- Engage with agencies to support effective outcomes around our hauora priorities.

3. Monitoring and Evaluating Progress

We will strengthen our monitoring and evaluation processes to achieve consistency and confidence in our student achievement data:

Current State: There is greater consistency in teachers' moderation of writing across Piritahi. Our approaches leading to this improvement will now be extended to maths and reading.

A range of assessment and moderation tools are being used, with the emphasis being on consistency.

Piritahi has developed a schedule of achievement and progress expectations. Data from this will provide valuable data on student progress and achievement levels across a range of fields in Reading, Writing and Mathematics in 2019. In 2020 the challenge will be to analyse and address the findings. We will report in terms of both progress and achievement in line with our achievement expectations in 2020 and 2021, and will have a body of comparative data to measure impact.

Smart Goals

- Use consistent assessment practices and tools.
- Measure the progress of all students and the impact across Piritahi following agreed requirements.
- Accelerate the progress of Target/SOI students for Reading, Writing and Maths.

4. Community, Iwi, and Māori Engagement

We will design and apply culturally responsive pedagogy and practices to maximise family and whanau engagement in student learning:

Current state: Our working party has engaged with the Resource Teacher Māori to support us with effective approaches to develop a Māori Education Strategy.

Some schools are well advanced with developing their local curriculum.

Piritahi leadership hui open with a local story being shared, and these are posted on our kahui ako website for the benefit of all schools.

Achieving a Māori Education Strategy development is a target by 2021.

Smart Goals

- Develop local curriculum in collaboration with iwi and community.
- Increase engagement with Māori through local curriculum initiatives.
- Co-create a Māori Education Strategy
- Strengthen transitions across Piritahi.

Monitoring and Measuring Progress - Tools and Sources of Evidence

Writing: Piritahi agreed form of LLPs, PACT, e-asTTle, PAT, STAR, Piritahi developed Achievement Expectations 2019, NCEA Level 2, Piritahi developed Effective Teaching Indicators for Writing

Hauora: Education Counts data, NZCER Wellbeing@School survey, School pastoral data, Principal and Leader voice, MGC attendance project.

Cultural Responsiveness/Community and Iwi Engagement: Classroom Observations and co-inquiry conversations, Rongohia te Hau

2020 Teaching and Learning Framework

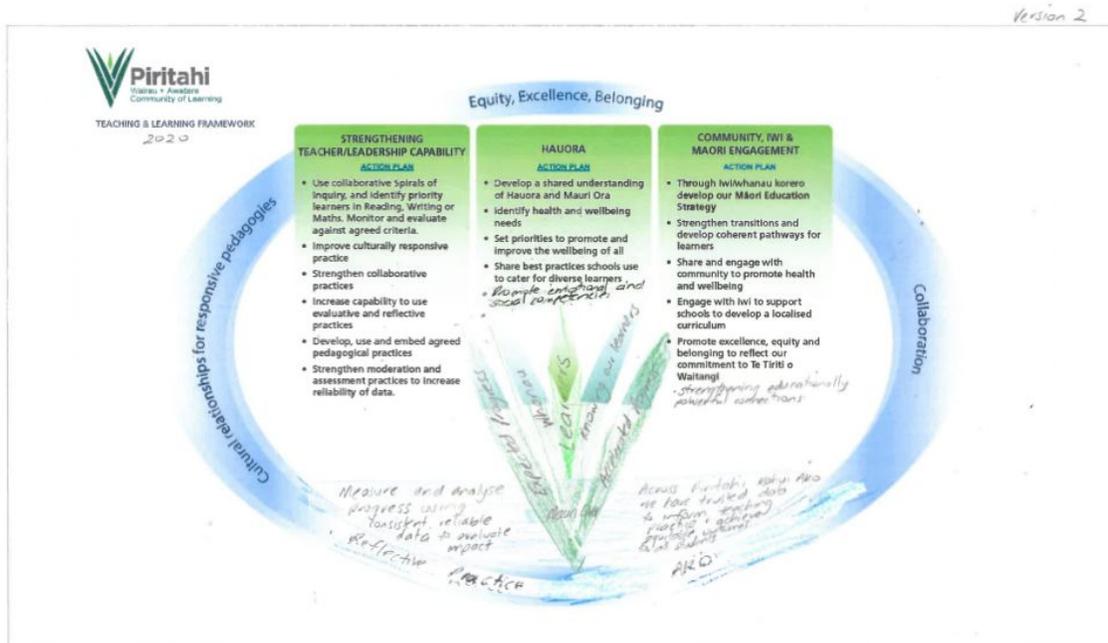
Piritahi leaders are currently developing an updated framework based on the reviewed achievements and challenges experienced in 2019. This Framework is likely to have Strengthening Capability, Hauora, and Community, Iwi, Māori Engagement as workstreams. The goals and actions of the monitoring and evaluating progress will be absorbed into these workstreams where most relevant. This Framework is expected to be approved by the leadership group before the beginning of the 2020 school year.

2020 DRAFT Teaching and Learning Framework Iterations

Version 1



Version 2



Murray Hewson, Gaylene Beattie, Cheryl Wadworth (Co-Lead Principals)