



Twizel Area School

*'Confident, connected,
lifelong learners with a
passion'.*

Twizel Area School

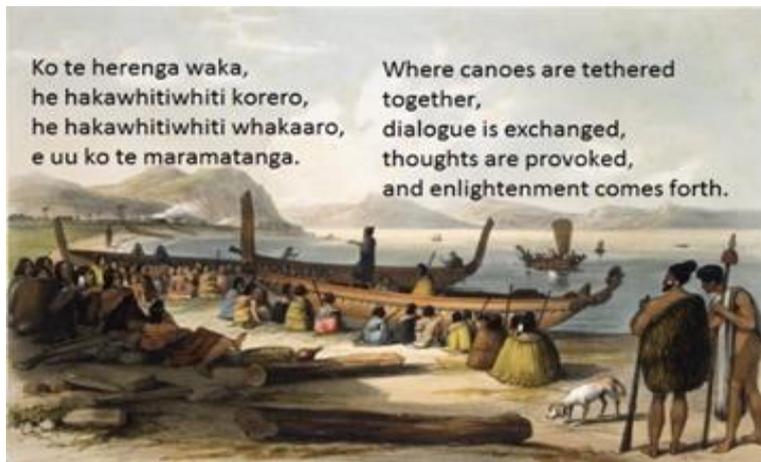


Maniototo Area
School

'By learning we live'.

Maniototo Area School

Kāhui Ako Ki Te Tai Tonga



Ko te herenga waka,
he hakawhitiwhiti korero,
he hakawhitiwhiti whakaaro,
e uu ko te maramatanga.

Where canoes are tethered
together,
dialogue is exchanged,
thoughts are provoked,
and enlightenment comes forth.

Southern Area Schools Kāhui Ako



Roxburgh Area
School

'Creating our future'.

Roxburgh Area School



Lawrence Area
School

*'We develop lifelong learners
who are motivated, confident
and willing to contribute'.*

Lawrence Area School

Introduction

The original proposal to become a Kāhui Ako came from a joint desire from our schools to work more closely together in achieving better outcomes for our rangatahi. There was already some contact between our schools:

- We had regular sporting contact through our Area Schools Tournament which brought the school together once a year.
- We came together to form the South of the South Team which competed in the National Area Schools Tournament each year.
- The principals of the schools shared close relationships including attending the Area Schools Conference each year.

It was felt at the initial meeting that we could do more together and that this would make us stronger individually and collectively. The contact above was mostly sporting in nature and was focused on connecting students which is beneficial given the small cohort groups in our schools. There was a desire to see more professional contact between our staff in order to offset some of the difficulties we had experienced in accessing regular PLD due to distance. We also felt that our staff would benefit from connecting with teachers and leaders in schools similar to their own.

The Significance of our Whakatauki

***Ko to Herenga waka
he hakawhitiwhiti korero
he hakawhitiwhiti whakairo
e uu ko te maramatanga***

Sometimes early Ngāi Tahu in Te Waipounamu would travel quite some distance to meet and hold discussions. Using waka, awa and other natural waterways was the easiest way to do this. The schools in our Kāhui Ako felt that this resonated with them. The idea that we travel to many of our meetings over long distances to exchange dialogue, discuss ideas and ako (learn for each other). It is this process that we have used to refresh our achievement challenges.

One of the most important things that we did in our early meetings was to decide on our purpose and values and these are still relevant today.

Our Purpose

To create a vibrant, inclusive and collaborative community that will enhance the educational outcomes of our students.

Our Process

Developing a strong community of learners based with clear goals and outcomes.

Appointing staff who support and articulate the purposes of our Kāhui Ako.

Recognising the special nature of our schools and our students and respect the autonomy of each school.

Developing the platform and the capacity of staff to collaborate both face to face and on-line.

Addressing our distances apart as a challenge rather than a problem.

Our Values

Trust based on strong positive relationships among Kāhui Ako members.

Respectful and honest collaboration and communication between Kāhui Ako members.

Being empathetic to the needs of the staff and students in all of our schools.

Sharing the desire to see all students in our Kāhui Ako reach their educational potential.

Support teachers to engage in PLD and on-line collaboration between our schools.

Our Characteristics

The Southern Area Schools are Maniototo Area School, Lawrence Area School, Twizel Area School and Roxburgh Area School. These schools are spread over a large geographical area of inland Otago and the Mackenzie Basin.

By nature of their area school status, the schools have a strong existing relationship based on a commonality of interest that includes sporting tournaments and e-Learning networks.

At a national level, these schools are connected through Area School Executive, on which the Southern Area Schools have two representatives.

Being Area Schools, they cater for all year levels from Year 1 through to Year 13. They are comparatively small in size, with 140 to 240 students. Secondary year levels typically have a dozen or fewer students. This makes statistical analysis based on percentages problematic. Students in senior school have individualised programs tailored to their career and tertiary pathway/needs.

The communities are rural and isolated from major centres. They share similar challenges in providing quality education to their community. Some of these challenges include teacher recruitment and retention, professional isolation through being the sole teacher of a year level or a subject, access to professional development, low aspirations of some students and limited numbers of student pathways. These schools make extensive use of ICTs to maintain subject choice at senior levels and support connections to wider contexts but maintaining good connectivity in some areas is another challenge.

Our schools also share a strong sense of community both within schools and between schools. The structure of area schools allows for many opportunities for our senior students to show leadership to our younger students. Young students look up to the older students and it is not uncommon for older students to be seen helping and supporting the younger students. Area schools also allow for the opportunity to track our students through all 13 years of their compulsory education; improvements over these years can be clearly seen and interventions put in quickly and then tracked to see their impacts. Curriculums can run seamlessly through all age levels. Transitions between schools for students is not such an issue for us and we can take advantage of this by reducing any possible adjustment time for the students that might impact on their learning.

Initially we developed systems for utilising expertise from within the Kāhui Ako for the benefit of student achievement at each school. Our Kāhui Ako is unusual in that it does not have a straight linear structure where one school feeds another. We are more like 4 similar structures side-by-side, and this has brought its own challenges and rewards when working together.

Our Kāhui Ako also has the geographic barriers as described above as well as the other significant costs and challenges of isolation and distance. An example of the challenge of distance is the greatest distance between two of the schools is 264km which represents 3.3hours by road (Lawrence to Twizel) and the shortest is 58km 50 minutes by road (Roxburgh to Lawrence).

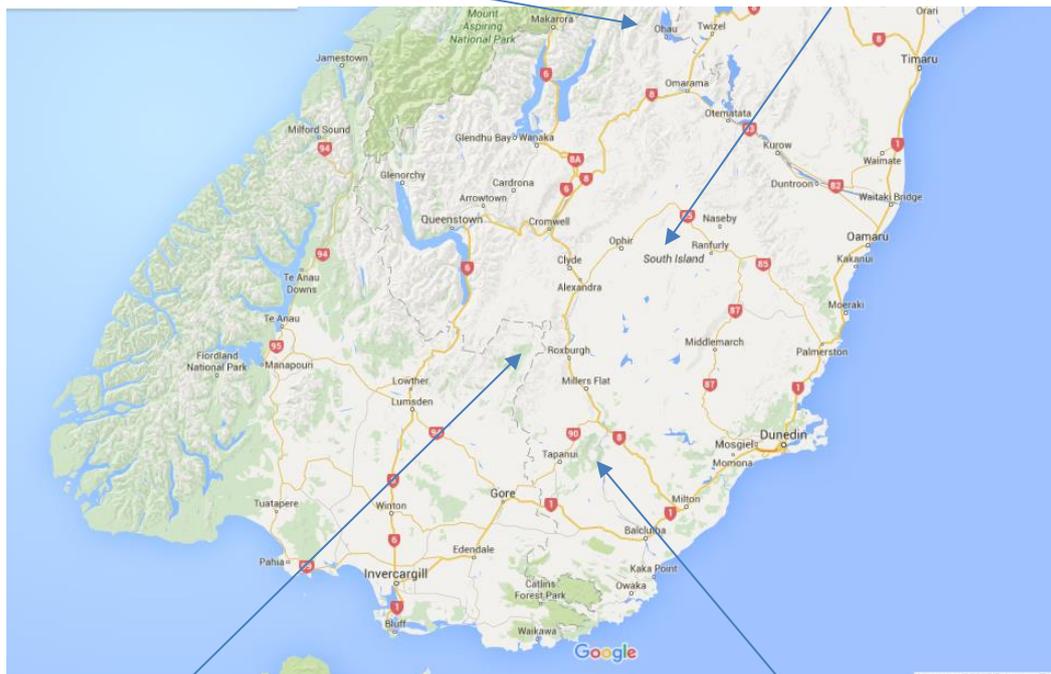


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**Maniototo Area
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'Creating our future'



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Our Kāhui Ako has 686 students. The ethnic and age breakdowns are represented below.

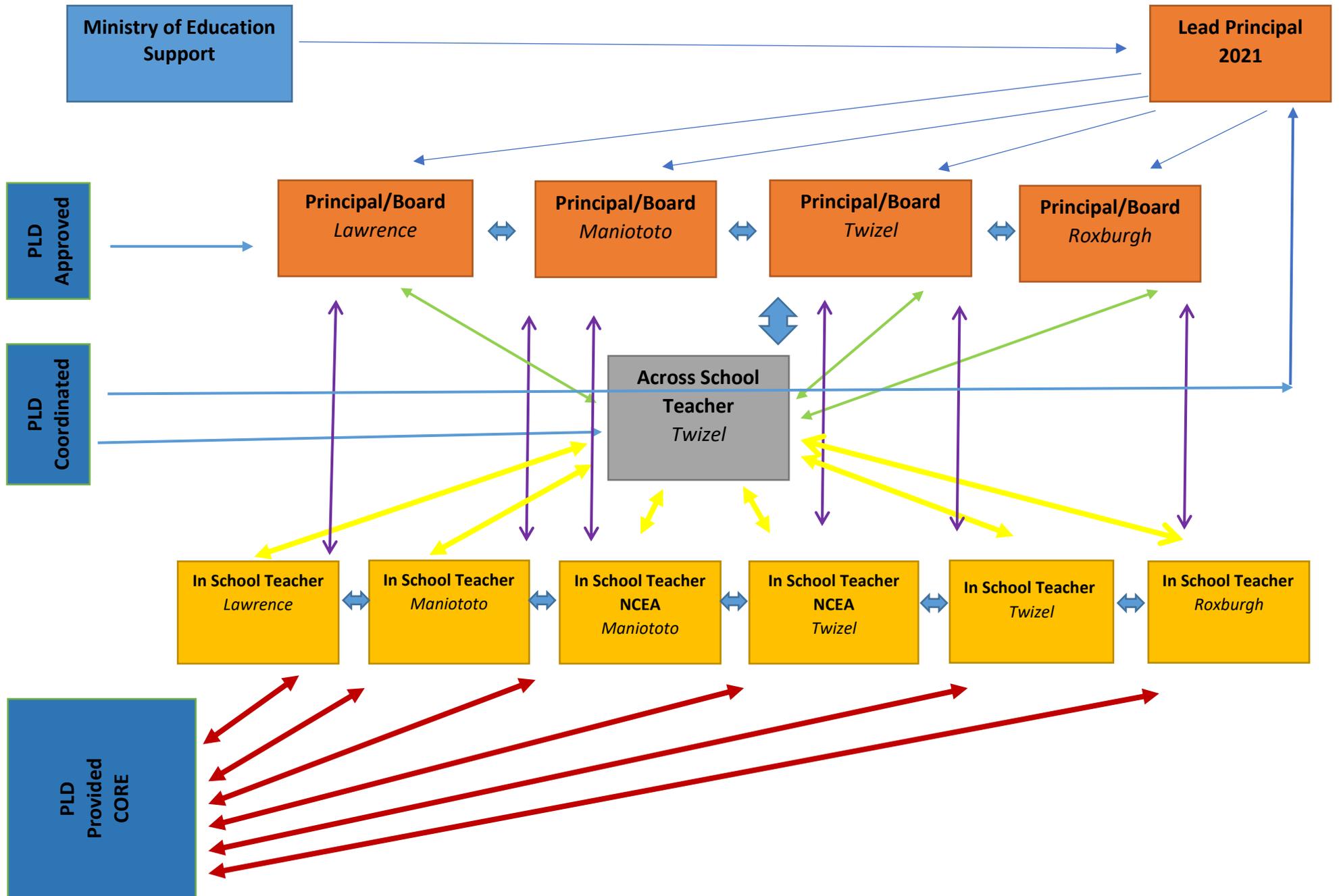
Students by ethnicity:

Ethnic Groups across schools	Per cent
Māori	24.6
European / Pakeha	1.7
Pacifica	4
Asian	1.4
Other	68

Students by year levels:

Students by area of school	Year 1-6	Year 7-10	Year 11-13
Maniototo Area School	65	53	30
Roxburgh Area School	76	60	27
Lawrence Area School	71	57	22
Twizel Area School	117	87	37
TOTAL	339	257	116

Our Structure



Our journey so far

After the initial meetings to establish the Kāhui Ako we put a proposal to the Ministry of Education. This included three achievement challenges. Writing in Years 1-10, Reading in Year 1-10 and NCEA Level 2 (Engagement). While we did not see a consistent or statistically meaningful improvement in these areas, there were many other positives that came out of these initial years.

- We developed a strategic plan which is based on the dimensions of development of a Kāhui Ako
- We also developed communication protocol which was really important when we were using digital forms of communication.
- We created a Google Community where we could share ideas with each other and our PLD facilitators.
- We held an annual Jumbo Day where all teachers gathered for professional development and networking.
- We had access to quality facilitation from PLD providers made possible by financial support from the Ministry of Education through their PLD contracts.
- We developed a strong and cohesive leadership team of Principals, Across School Teacher and Within School Teachers.
- We networked with other Kāhui Ako; the Otago-Southland cluster and the only other Kāhui Ako of area schools in the South Island (West Coast and top of the South Island).
- Connections were established across cohorts of teachers relating to student year level and NCEA subjects.
- We held annual support staff days which included sessions on wellbeing for them, as well as a focus for teacher aides on supporting student writing across levels and ability levels. These days included all support staff not just teacher aides.
- We found an excellent venue in Cromwell that is centrally located for our schools as a venue for face-to-face contact.
- During this time we continued to have strong support from the staff in our school as evidenced by our annual surveys.
- We supported staff to self-reflect on their teaching (inquiry).
- We started to develop the leadership capacity of our across school and within school teachers with some coaching PLD from Jan Robertson our expert partner.

At the end of 2018, after reviewing our progress and consulting with the schools and staff in our Kāhui Ako, we decided to slightly change our focus. We wanted to move away from the one-dimensional focus on student achievement and look at a more holistic approach that would still have an impact on student achievement.

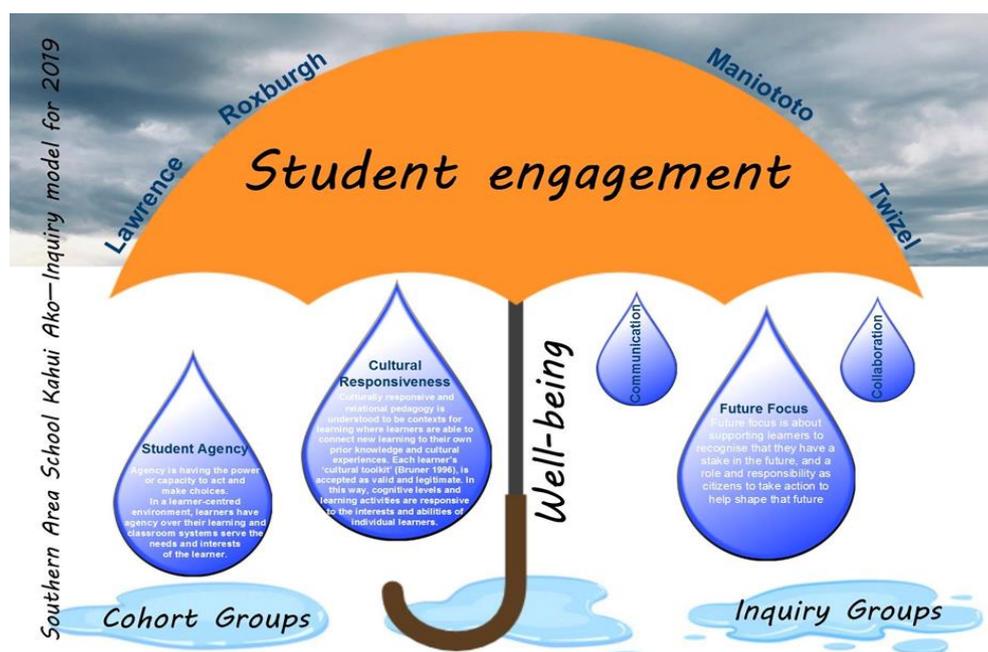
We identified the following issues in our review:

1. The need to allow teachers to inquire into and develop their practice in an area that best meets the needs of their students.
2. Some students are reluctant to challenge themselves or strive to achieve their potential. At NCEA levels in particular, low levels of engagement impede achievement.
3. Increasingly, teachers have raised concerns about student wellbeing and their own wellbeing and the impact this may have on learning outcomes.
4. Our schools are all Pakeha dominated in both student ethnicity and staff composition. However our collective Māori roll is 24 percent. Each of our schools is committed to building culturally responsive practice to engage and empower our tangata whenua and build cultural awareness among all students.
5. Teachers expressed an ongoing interest in and commitment to increasing the levels of student agency in their classrooms, and to delivering a curriculum that explores future focussed issues and encourages students to recognise that they have a stake in the future and a role and responsibility to help shape in.

In 2019 we changed our focus to raising student achievement through a focus on increased student engagement and wellbeing. This was set up as a two-year model.

Framework

Following extensive consultation, an analogy of an umbrella was developed with the skin of the umbrella being engagement, the handle being wellbeing, and the ribs of the umbrella being connections between cohort groups and between teachers conducting reflective practice inquiries into aspects of 1. Culturally Responsive Practice, 2. Future Focus, or 3. Student Agency. In reality, there is considerable overlap between some of these groups.



There were a number of positives that came out of this framework:

- 1) The focus on wellbeing was well received and was especially important when the schools went into COVID lockdown. This was the wellbeing of both the students and the staff. All of the staff including support staff had the opportunity to listen to Dr Denise Quinlan and Dr Lucy Hone from the New Zealand Institute of Wellbeing and Resilience. Wellbeing became a focus in each school. NZCER's engagement and wellbeing surveys were to be used to gather baseline data across our Kāhui Ako in 2020 but unfortunately the impact of COVID would have made any results unreliable.
- 2) We continued to build connections in a range of ways
 - Our annual Jumbo Day - a teacher-only professional development day. Themes have included collaboration, well-being, and culturally responsive practice.
 - Cohort Groups - strengthening connections between cohorts of teachers related to teaching and learning areas. This is particularly important in our small schools where most teachers are the only ones at their levels or in their NCEA subjects.
 - Inquiry Groups - encouraging and supporting collaborative inquiries within and across schools and providing opportunities for teachers inquiring into similar areas to communicate both face-to-face (Inquiry Group Days) and in online meetings.
 - Strengthening connections and mutual support between Principals including a new Acting Principal.
 - Starting to support and encourage further connections between Deputy and Assistant Principals on matters related to their roles within our similar schools.
 - Building connections between students e.g. Sports tournament (our historic connection), Y7-10 debating, Y13 leadership hui
 - Two marae days to connect students who identify as Māori.
 - Support Staff Days - we have held two days to connect and provide professional development opportunities for teacher aides, librarians, caretakers and administration staff. Themes have been well-being and culturally responsive practice. Both days have included valuable opportunities for networking and sessions for teacher aides with a Resource Teacher of Learning and Behaviour.
 - Groups of teachers across our schools working together on implementing the new Digital Technologies curriculum and on a Reo and Tikanga plan
- 3) The connections that we had already established enabled us to connect and support the staff of all the schools. We also accessed PLD time from our facilitators from CORE to participate in zoom sessions and provide some follow-up when schools returned from lockdown.

At the start of 2020 we engaged a change manager who worked with the principals and the Kāhui Ako staff looking at the risk profile for our cluster. The major risk identified was a change in leadership personal. We were faced with just this situation during the COVID lockdown when our Lead Principal resigned. The previous Lead Principal covered for the rest of the year, but this disruption meant that we did not make the progress we anticipated during 2020. At the start of 2021 we applied for a variation in the leadership model and were successful. The previous lead principal now retired will continue in the position for 2021.

At the same time as this change, we decided to renew our achievement challenges. This is timely as we needed to clarify our direction considering the disruptions of 2020 and was a chance to integrate two new principals into our Kāhui Ako. This refreshing will be based on a revised framework that was developed by Kāhui Ako staff at the end of 2020 and the start of 2021

The achievement challenges are integral to the development of each school's local curriculum.

We will use this context to develop our capabilities and behaviours in the four high impact practices of local curriculum design.

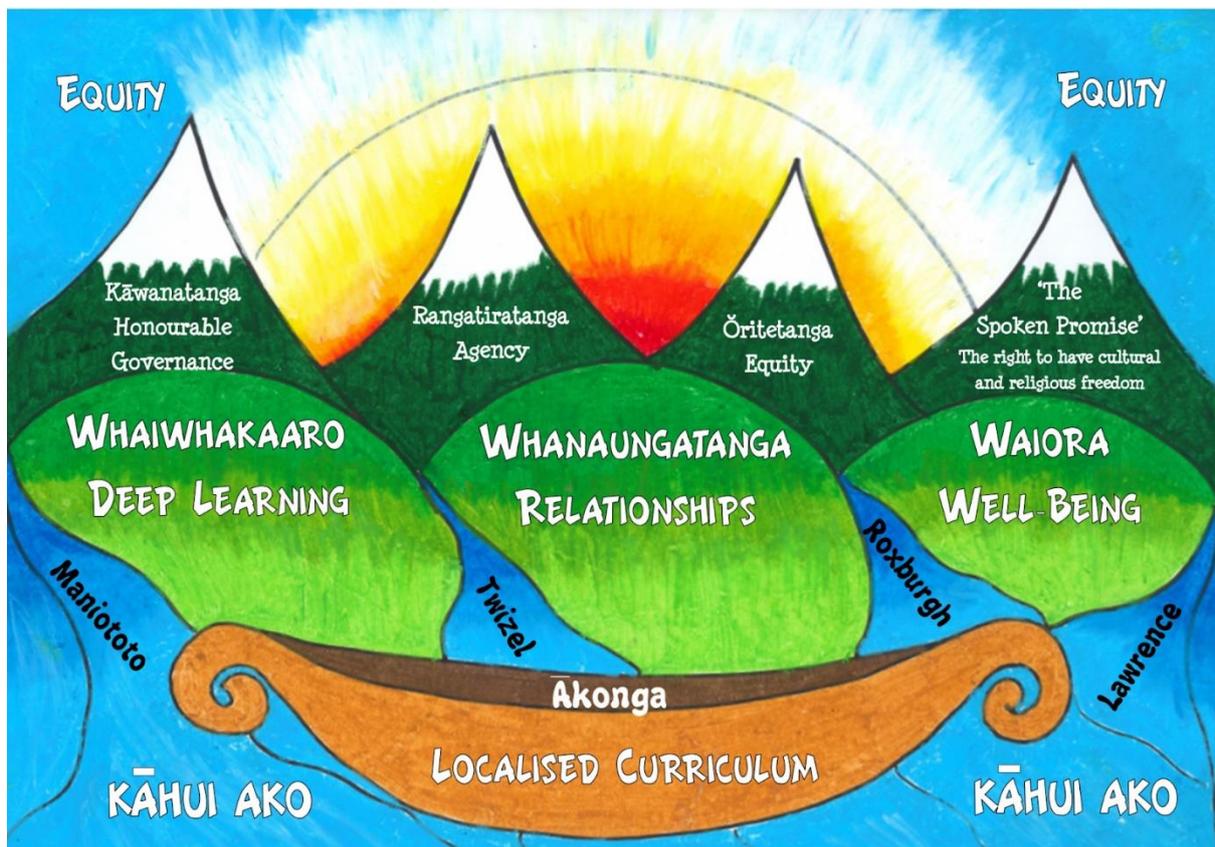
- Collaborative Inquiry
- Coherent pathways
- Relationships for learning
- Rich Learning Opportunities

The Key visible outcomes of this focus will be:

- 1) Collaboratively develop and document a wide and deep Localised Curriculum, that is planned for and is the lived experience of all our learners. Ensure that this is coherent and describes with clarity and precision the pedagogical expectations for staff.
- 2) Through the implementation of the NPDL 6Cs we will maximise our physical and learning environment, and through student and whānau feedback check-in to ensure this is the case. We aim to foster deep learning so that all learners contribute to the common good, address global challenges and flourish in a complex world
- 3) Ensure the design and implementation of programmes are equitable and free from bias
- 4) Strengthened communities of practice within and across our schools with a focus on improving equity and outcomes
- 5) Accelerated levels of engagement, wellbeing and achievement, particularly for focus groups of students and in priority areas.

Refreshed Achievement Challenges

After a rather disrupted year with leadership changes and COVID lockdowns we decided to refresh our achievement challenges. We were mindful of the findings of the ERO document “Communities of Learning/Kāhui Ako in Action” which stated, “*Effective Communities of Learning | Kāhui Ako are clear about the purpose and focus of their collaboration.*” So as a starting point we used the framework diagram designed last year. However we found that this did not adequately reflect our purpose or relationships adequately, so we decided to redo it. Our main issue was that we wanted to focus on supporting schools to develop their local curriculums and so this needed to be at the heart of the diagram along with our akonga. We also wanted to be clear that equity was to be a part of everything we did as a Kāhui Ako. The second iteration of the diagram is:



Framework Narrative

This diagram represents our achievement challenges.

1. Our work on local curriculum development (the waka)
2. Our focus on equity and challenging biases (sun and sky)
3. Our emphasis on sustainability, connection and community (values).

Akonga (students) are at the heart of everything we do.

Equity - Represented by Te Ra and Te Rangi

All the mahi (work) we do as a Kāhui Ako will be done through the lens of equity. This is represented by the sun and sky shining the light of equity across all we do. Teachers and students will be supported to grow their understanding of equity. Equity must reach every corner of our work. Biases must be challenged through self-reflection and examining society's norms and the reality lived by different groups of people. Fairness and inclusiveness will be actively encouraged in order to reduce barriers to learning.

Te Tiriti - Represented by Te Maunga.

We are guided by the four articles of Te Tiriti o Waitangi, represented by the maunga (mountains). We acknowledge that as English-medium schools with very few staff who identify as Māori, we have considerable work to do in this area.

[Te Tiriti o Waitangi in Education](#) - Link to CORE Education Te Tiriti document.

Values - Represented by the foothills

Whaiwhakaaro (deep learning) will be supported through use of the New Pedagogies for Deep Learning framework.

Whanaungatanga (relationships) are vital to all that happens in our schools and across our Kāhui.

Waiora (well-being) is an ongoing identified need for both students and staff that schools are seeking ways to address.

These values overlap and support each other.

Connections - Represented by the water

Our Kāhui Ako is represented by the moana (ocean/lake) that supports each school's work in local curriculum review, protecting and underpinning all we do and bringing us together for the benefit of the learners in our schools. Positive relationships between staff/students/communities/Kāhui schools/facilitators/MOE are recognised as vital for positive outcomes. Whakawhanaungatanga is valued in its role of establishing and maintaining relationships.

School Identity - Represented by awa

Each school is represented by an awa (river). Awa are important landscape features in the environments our schools are located in, both as the connection between mountains and ocean, and for their importance for people across time.

Each school will bring their own culture, values and priorities to this work, and will be supported by the Kāhui Ako to make progress at their own pace.

Learners - Represented by the waka

The waka carries akonga (students) on their pathway, along with other learners (staff, BOT, communities). We are all lifelong learners.

Smooth transitions both in and out of school and from one part of the school to another are recognised as important and are supported.

Our achievement challenges were refreshed based on this framework. They are the result of a meeting between our Principals and Across school teacher and our Within-School teachers. We all agreed that reviewing our curriculum taking into consideration our local contexts would allow us to better align our school curriculums to our learners needs. We also agreed that equity was essential in all of our work and that sustaining our community and link us to global communities was also very important.

Achievement Challenges

Achievement Challenge 1 Local Curriculum Design	Collaboratively develop and document a wide and deep Localised Curriculum, that is planned for and is the lived experience of all our learners. Graduate profiles to be developed and lived. Ensure that this is coherent and describes with clarity and precision the pedagogical expectations for staff. The Localised Curriculum framework is to be developed through the lens of NPDL.
Achievement Challenge 2 Sustainability and Community	Strengthen and sustain local and global communities of practice within and across our schools with a focus on improving equity and outcomes
Achievement Challenge 3 Addressing Equity Issues	Ensure the design and implementation of programmes are equitable and bias is challenged

Achievement Challenge 1 Local Curriculum Design

We all also agreed that we would like to review our curriculums through the lens of the New Pedagogies for Deeper Learning (NPDL) framework. Schools will be supported in this with our PLD facilitators. Everyone agreed that reviewing our curriculums would enable us to better meet the needs of our students.

We also decided to use the NPDL programme to facilitate our curriculum reviews. New Pedagogies for Deep Learning (NPDL) is a global initiative launched by Michael Fullan. At the heart of NPDL are the 21st century skills of Creativity, Citizenship, Critical Thinking, Communication, Collaboration and Character, known as the 6Cs and the 4 Quadrants Learning Partnerships, Learning Environments, Pedagogical Practices and Leveraging Digital.

We will use a self-assessment rubric based on the 4 quadrants to allow teachers to measure changes in their practice. Students will be using a self-assessment rubric to measure their progress in collaboration as part of the second achievement challenge. By using these skills as a basis we will be reviewing our curriculums with a future focus. These 6C's and 4Q's focus on:

- the development of learning partnerships between and among students, teachers, families and whanau.
- exploring a range of learning environments.

- embedding the use of technology (using digital tools and resources in ways that accelerate and deepen learning)
- creating learning tasks that are authentic, meaningful and allow for students to take responsibility for their own learning.

This group also identified the following as important drivers for local curriculum review:

- embrace the uniqueness of our schools, and similarities between our schools.
- support wellbeing and connectedness.
- use local resources.
- gives purpose to our learning, example: Lawrence skateboard.
- rich learning experiences.
- enabling teachers to connect to Te Ao Māori.
- sense of belonging and connection.
- start local/use own community's expertise/own neighbourhood
- some school lose students to boarding school, this is about valuing own school, community sense of ownership.
- developing graduate profile – reflect what our communities want.
- revisiting our school visions.

We also have two schools with new principals and 3 schools who are going through or about to go through significant school rebuilds. We think the Kāhui Ako can have a valuable role in supporting these schools during these times of change.

Achievement Challenge 2 Sustainability and Community

The sustainability of our community is a major focus for us and also more of a challenge because of the distance between our schools. Therefore, we try to focus on activities that increase the opportunities for our schools to collaborate while at the same time reducing the need for excessive travel.

We know that effective collaboration between students will improve achievement. As part of this achievement challenge, we will measure the improvement in students' collaboration using the collaboration self-assessment rubric from the NDPL framework.

We realised early on that much of our contact will be on-line to reduce this travel. Through our experience we also realised that trusting on-line relationships cannot be developed without some opportunities for staff to meet face-to-face. There was also a need for protocols to be agreed upon when operating in a virtual environment.

To address the face-to-face issue, we run a Jumbo Day each year where the staff can meet each other. This has proven to be highly successful and an essential aspect of our community. These Jumbo Days also allow us to ensure everyone in the community has some input into the direction the Kahui Ako is taking and how this relates to our framework and our achievement challenges.

This year we have also instigated more regular meetings of the within-school teachers which is another prong of our sustainability focus. By holding these meetings in each of our schools we will develop their leadership in local curriculum design while appreciating the individual environments of each of our schools.

Having a strong and supported group of within-school teachers is essential to our continued sustainability. Therefore, we are focusing on how we can develop their leadership especially in the area of local curriculum design. Developing our principals group into a strong leadership group is also a priority.

There are a number of other things that we do to connect our schools and strengthen our community focus:

- Joint marae visits
- Debating competition
- Joint leadership course
- AP/DP's meetings
- Cohort group meetings
- Support staff day
- Regular principal meetings

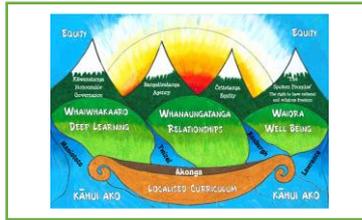
As part of our membership of the NPD L programme we are also connected to this global community.

Achievement Challenge 3 Addressing Equity Issues

The need to ensure all of our programmes and practice where equitable and free from bias was evident in all of our discussions. This achievement challenge is linked quite closely to the first one as ensuring equity must be key to any curriculum review. Nationally schools achievement data show that Māori and Pacifica students are not performing as well as European and Asian students. This is reflected to some extent in the data from the schools in our Kāhui Ako. However, we are not just focusing on ethnicity here but also gender equity and rural/urban equity.

Southern Area Schools

Kāhui Ako



Local Curriculum Design

What your school will receive:

- 1) Expert support to revise your local curriculum and develop curriculum partnerships using the NPDL framework,
- 2) PLD for your Within School Teachers to support this process

What staff will receive:

- 1) Help with the curriculum revision process in their curriculum areas and levels. Also, opportunities to work with the other Kāhui Ako schools to discuss NCEA changes.
- 2) Improved classroom practice as measured by progress in the 4 NDPL quadrants.

What students will receive:

- 1) Access to a revised curriculum which is based on local priorities and is future focused.

Sustainability and Community

What your school will receive:

- 1) Opportunities for staff and students to connect with the other Kāhui Ako schools.
- 2) Opportunities for your WST to get support and develop their leadership
- 3) The opportunity to share ideas and issues with the other schools

What staff will receive:

- 1) The opportunity to connect with and discuss ideas with staff in the other schools.

What students will receive:

- 1) Opportunities to connect with the students from the other Kāhui Ako schools
- 2) Improved achievement as measured by their improved collaboration.

Addressing equity issues

What your school will receive:

- 1) Expert support to develop Culturally Responsive Practice
- 2) Expert support in identifying equity issues e.g., ethnic, gender, distance etc.

What staff will receive:

- 1) Support with identifying equity issues in their curriculum areas

What students will receive:

- 1) Access to a curriculum which is free from biases and is equitable for everyone.
- 2) Improvement in achievement (especially Māori) as measured by selected achievement data agreed on by the schools.

Each school will develop a local curriculum which will address equity

WST and AST will have developed their leadership skills and confidence especially in the area of local curriculum

Our Kahui Ako will be sustainable and will be an active part of local and global communities.

Staff will review and self-reflect on their classroom practice as part of the school review

Students will review and self-reflect on their achievement measured by their collaboration

Achievement Challenge 1 Local Curriculum Design

We have four work streams as part of this achievement challenge

Curriculum Partnerships

- 1) Whanau
- 2) Iwi
- 3) NCEA Changes
- 4) Culturally Responsive Pedagogy

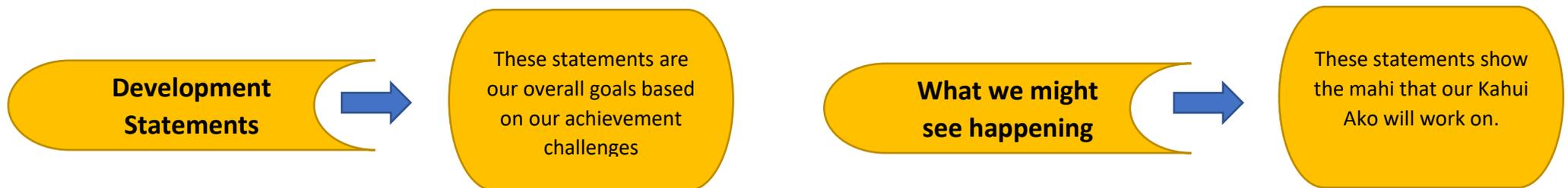
Achievement Challenge 2 Sustainability and Community

We have four work streams as part of this achievement challenge

- 1) Developing leadership in our Within-School and Across-School teachers
- 2) Developing trusting relationships among the Kāhui Ako leadership
- 3) Collaborative practice between teachers
- 4) Collaborative practice between students

Achievement Challenge 3 Addressing Equity Issues

We are addressing equity issues through the implementation of the other two challenges. It is a lens that we will bring to all of our work including Culturally Responsive Practice.



Achievement Challenge 1 Local Curriculum Design

Curriculum Partnerships

As a Kāhui Ako we will support schools to form curriculum partnerships as they develop their local curriculums. We will use the following plan

Development Statements

Limited

We are developing a common language for describing the curriculum and equity considerations.

Emerging

We are developing a shared understanding of curriculum expectations including equity.

Accelerated

We are developing and refining our local curriculums together.

Advanced

Our local curriculum is connected, complementary, contextualised and equitable to our students in each of our schools.

What we might see happening

Curriculum Partnerships

Limited

Emerging

Accelerated

Advanced

Parents and Whānau

We are discussing how local curriculum is being used in our schools across the Kāhui Ako to identify common language for describing the curriculum. We are also discussing equity issues.

Schools in our Kāhui Ako are developing systems and processes for collecting teacher, student, whānau, and iwi voice about how the curriculum is taught and experienced by their children and young people.

Schools in our Kāhui Ako are collecting teacher, student, whānau, and iwi voice about how the curriculum is taught and experienced by their children and young people.

Students, parents, family and whānau, and iwi are involved in a productive partnership in the curriculum development decision process in each of our schools. Equity is a major consideration of this development.

Iwi

Each school is talking with our local iwi leaders about their relationship with their school.

Schools are developing relationships with iwi and involving them in the work of our Kāhui Ako

Schools in our Kāhui Ako collaborate with iwi in key areas of that will have a positive impact on learning outcomes

Iwi are partners in our schools. We plan together and have shared goals for improving student progress and achievement.

NCEA

Each school is using the Ministry of Education resources to learn a common language and purpose for the NCEA changes. Equity issues will be a part of these discussions.

Our schools are planning to meet and develop relationships between staff teaching NCEA subjects.

Our schools are meeting and discussing the NCEA changes and how they link to each schools local curriculum. Collaborative working relationships are starting to be developed.

Staff in our schools are meeting regularly in subjects areas and collaborating on developing the new NCEA assessment standards. They are also supporting each other with moderation and addressing equity issues.

Schools in our Kāhui Ako are discussing shared language, information and skills that are required when working with Māori learners and their parents, families and whānau

Schools in our Kāhui Ako are developing systems and processes for working with Māori learners and their parents, families and whānau

Schools in our Kāhui Ako are well informed and skilled at working with Māori learners and their parents, families and whānau in a timely and responsive way that assumes a position of joint responsibility and takes account of the social and cultural contexts of Māori learners and their parents, families, whānau, hapū and iwi

Schools in our Kāhui Ako are extremely well informed and highly skilled at working with Māori learners and their parents, families and whānau in a timely and responsive way that assumes a position of joint responsibility and takes account of the social and cultural contexts of Māori learners and their parents, families, whānau, hapū and iwi and benefits all

Achievement Challenge 2 Sustainability and Community

As a Kāhui Ako we will encourage and facilitate connecting our staff and students. The ultimate goal is to have strong leadership with our Kāhui and strong collaborative relationship between our Kāhui Ako members. We will use the following plan:

Development Statements

Limited

Emerging

Accelerated

Advanced

Leadership

We are identifying the roles and responsibilities of leaders in the Kāhui Ako and identifying what leadership skills, knowledge and attributes we want in our Kāhui Ako Leader, Across and Within School Teachers including equity.

Our Leaders are learning from each other and starting to collaborate. We are supporting our Kāhui Ako Leader, Across and Within School Teachers to establish themselves as leaders of learning.

We are growing leadership capability across the community. Our Leader, Across, and Within School Teachers are leading equitable change across the Kāhui Ako.

Our Kāhui Ako has a strong leadership capability that is self-sustaining. Our Leaders support and encourage equitable professional growth in all schools across our Kāhui Ako.

Collaborative Practice

We agree on how we will collaborate equitably within our Kāhui Ako.

We are planning how we will grow and improve equitable collaborative teaching practices across the Kāhui Ako.

Our teachers are using equitable collaborative teaching

There is a culture of equitable collaborative teaching.

What we might see happening

Leadership

Limited

Emerging

Accelerated

Advanced

Across and Within School Teachers are building relationships with one another, establishing themselves as a team, identifying their roles and responsibilities and identifying what leadership skills, knowledge, attributes and equity we want in our Kāhui Ako.

The Across, and Within School Teachers are developing their understanding about the differences in leadership and what this means in relation to their roles in their schools and in the Kāhui Ako. They are investigating options to collaborate equitably with each other.

The Across and Within School Teachers are helping to build teams in their schools to best be able to support equitable local curriculum development and to lead change in their schools and Kāhui Ako

The Across and Within School Teachers are part of well-functioning curriculum committee which is overseeing the local curriculum review in each school. They also contribute to a strong leadership capacity throughout our Kāhui Ako.

The Kāhui Ako is creating a collective Principal leadership group that includes Principal's from all of the schools in the Kāhui Ako. We are identifying roles and responsibilities in our Kāhui Ako

The principal leadership group is building relationships through awhinatanga and establishing themselves as leaders of learning. We are starting to learn and support each other.

Leaders celebrate each other's successes and use their partnerships for support when working through complex or difficult situations.

Awhinatanga is evident in relationships across all of the schools in our Kāhui Ako. We have developed a strong leadership capacity based on mutual respect and trust.

Collaborative Practice

Limited

Emerging

Accelerated

Advanced

Teachers

The Across and Within school teachers are discussing how they will collaborate equitably across the Kāhui, the benefits of collaborative inquiry, what good collaborative teaching looks like, and the barriers that prevent this from happening

The Across and Within school teachers are working with teachers to identify opportunities for equitable collaboration and what sort of training and facilitation is required.

There is evidence of an increase in the quantity and quality of collaborative activities that are focused on responding to children and young people's needs.

Teacher collaboration occurs naturally. The learning environment rewards and encourages teachers working together and teachers are looking more broadly for key people and organisations to collaborate with. Equity is a key consideration.

Students

The Kāhui Ako will agree on how and why we will provide equitable opportunities for students from each school to meet and work together

The Kāhui Ako identify equitable opportunities for students to meet and work collaboratively

Students seek out opportunities to work collaboratively with students from the other Kāhui Ako schools. Students feel that they are being offered equitable opportunities.

Students feel comfortable working collaboratively with students in the other Kāhui Ako schools. Students feel that their relationships are equitable

Achievement Challenge 1

Local Curriculum Design

Goal

Each school will have the opportunity to develop a local curriculum for their school community. The New Pedagogies for Deep Learning Framework will be used to focus this development. Rubrics from this framework will be used to measure progress in each school

Target

By the end of 2022 staff all staff in each school will have self-assessed themselves in the 4 quadrants. Learning Partnerships, Learning Environments, Pedagogical Practices and Leveraging Digital. This will be compared to based line data collected at the start of 2022 and our target is at least a 1 stage improvement in all four areas

Why

Strengthening connections within our Kāhui Ako community. Developing a common language when discussing the curriculum. Providing greater opportunities for all of our ākonga by providing a curriculum that is student and future focused and based on their local community values.

How

PLD support through CORE facilitators, curriculum support from the Ministry of Education, jumbo days with local curriculum as the main theme, facilitator meetings at each of the schools (1 per term), leadership support for Within School Teachers and school curriculum teams

Measurable

By the end of 2022 staff in each school will have measured their progress using the Teacher Self-Assessment Tool and compared this to their base-line data from the start of the year.

Achievement Challenge 2

Sustainability and Community

Goal

Each school will contribute to the ongoing sustainability of our Kahui Ako and improved achievement of our students by encouraging their staff and students to work collaboratively with staff and students in their own and other schools.

Target

By the end of 2022 students in each school show improvement in their collaboration. This will be measured by using a self-assessment rubric based on the NPDL framework. All students will complete the rubric at the start of 2022 to provide base line data and our target is at least a 1 stage improvement.

Why

Our sustainability as a Kahui Ako is dependent on the involvement of our school and the commitment of the staff in each school. Ongoing collaboration will support schools in their work on local curriculum and collaborative relationships between staff will enable them to continue to develop their own pedagogy create a community of learning. Connections between our students will enhance their peer groups allowing greater connections to be made.

How

Students: Joint marae visits, debating competition, joint field trips, joint leadership course. Staff: DP/AP's meetings, cohort group meetings, support staff day, principal meetings, jumbo day, combined NCEA days.

Measurable

By the end of 2022 all student will have completed the collaboration rubric and results will be compared with their base line data collected at the start of the year.

Achievement Challenge 3

Addressing equity issues

Goal

Each school will ensure that the design and implementation of programmes are equitable and bias is challenged

Target

By the end of 2022 each school will format a plan to address equity issues with their schools, specifically but not exclusively in relation to Māori students. Our target is to see an improvement in Māori achievement between the start and end of year data.

Why

The need to ensure all of our programmes and practice where equitable and free from bias was evident in all of our discussions. This achievement challenge is linked quite closely to the first one as ensuring equity must be key to any curriculum review. Nationally schools achievement data show that Māori and Pacifica students are not performing as well as European and Asian students. This is reflected to some extent in the data from the schools in our Kāhui Ako.

How

Each school connecting with their local iwi and runanga, school undertaking work in Culturally Responsive Practice offered by the Kahui Ako

Measurable

By the end of 2022 each school will format a plan to address equity issues with their schools, specifically but not exclusively in relation to Māori students. They will also be able to show improvement in Māori achievement and an increase in the use of Māori Tanga and Reo within each school.

