



**Te Tùtohinga o  
Waimairi-iri  
2021 - 2023**

## Waimairi-iri Kāhui Ako

The Waimairi-iri Community of Learning (Kāhui Ako) was formed in March 2017 as the result of the Burnside Cluster joining the Waimairi-iri Kāhui Ako.

The Hereora Cluster and the Burnside Kāhui Ako (L.C.C) were formed in September 2012 through the Greater Christchurch renewal programme. Schools and early childhood education (E.C.E) services were grouped into 'Kāhui Ako' with other education providers located in similar geographic areas.

The aim was to move away from individual institutions and services, to enhance collaboration and innovation across the education sector and to improve resources, facilities and opportunities within our communities.

We are a community of educational services which include Early Childhood Centres, Contributing Primary, Intermediate and Secondary Schools. We have implemented plans to develop open communication in order to work in a collaborative way and have a desire to strengthen links within our community to benefit every learner.

We have worked to develop a strong feeling of collegiality and a sense of belonging within our community with a genuine supportive and collaborative desire for every learner to achieve the best possible educational outcomes.

The learners in our community are students, staff and whānau. Our vision is that all participants in our Waimairi-iri Kāhui Ako collaborate using an inquiring mindset. We all have ownership of our vision and a role to play in achieving it.

# Waimairi-iri Core Vision, Values and Principles

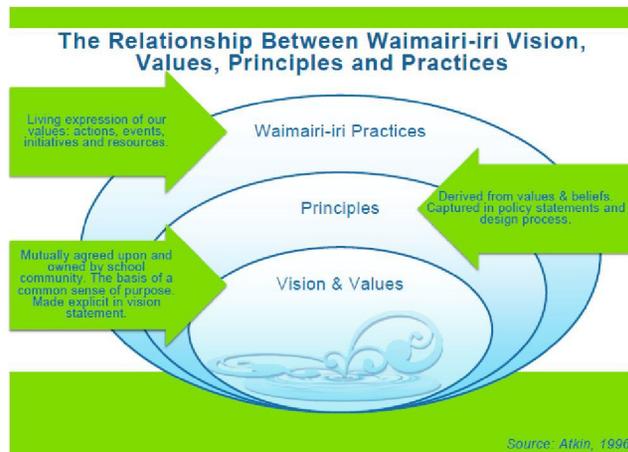
Our Waimairi-iri Kāhui Ako vision, values and principles have been developed collaboratively and reflect the similarity of both cluster's original vision, values and principles

Our Waimairi-iri vision provides us with powerful mental images of what we want to create in the future for our learners. It reflects what we care about most, and is harmonious with our values, principles and practices. The learners in our community are students, staff and whānau and we all have ownership of our vision and a role to play in achieving it.

Our vision for all learners across our Waimairi-iri Kāhui Ako is for exploring and reflecting together; valuing diversity for enriched, empowered learning.

The three key principles of whānau engagement, collaborative learning and teaching and cultural responsiveness are derived from our vision and values and to help clarify our community beliefs and actions.

All community practices are a living expression of our Waimairi-iri Vision, Values and Principles. Therefore, all community events, initiatives, actions and goals feed directly from what we hold at the core of our cluster, these also guide our decision making and future direction.



# Spreading Engagement with our Waimairi-iri Vision Values & Principles

Exploring ways for our Kahui Ako to better engage our teachers, staff and community withour Waimairi-iri VV&P



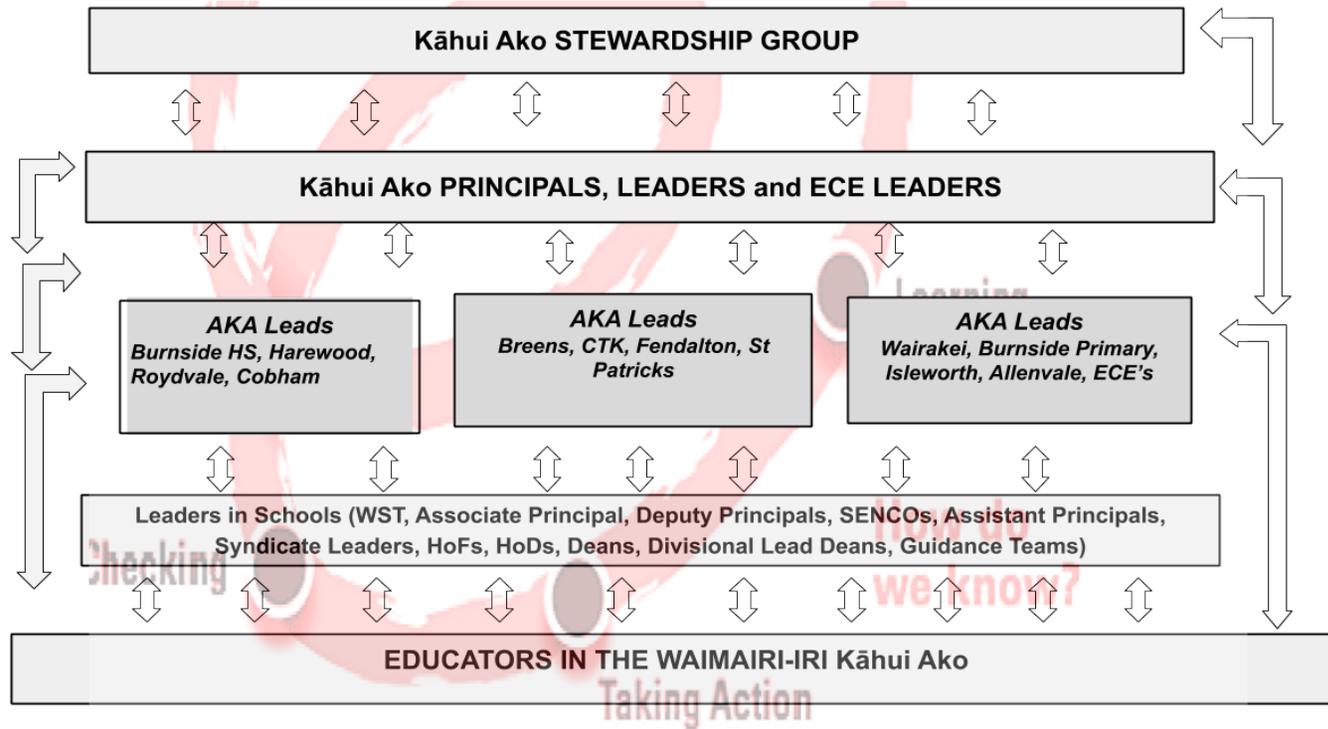
- ☉ Staffroom Display
  - \* Vision, Values Principles & supporting explanations and document display
- ☉ Waimairi-iri website vision section that details our VV&P's for our staff and community to access.
  - \* Hail – regular updates that share and celebrate Waimairi-iri events.
  - \* How do we get people actually using this
    - Links from all school/centre websites
    - Reference to and sharing of specific sections/articles in school newsletters, focus on a specific Waimairi-iri VV&P in each newsletter
- ☉ Incorporating Waimairi-iri VV&P's into daily school practice
  - \* Staff meetings – specific learning development
  - \* Administration meetings
- ☉ School Enrolment Packs
  - \* Include a Waimairi-iri brochure/postcard in each pack

## Our Waimairi-iri Community

Our Community consists of educational services situated in the North-west of Christchurch and include the following schools and pre-schools:

<b>ECE's</b>	<a href="#">Aratapu Preschool and Nursery</a> <a href="#">Best Start Fendalton</a> <a href="#">Best Start Papanui</a> <a href="#">BestStart Roydvale</a> <a href="#">BestStart Wairakei Road</a> <a href="#">Bishopdale Community Preschool</a> <a href="#">Elmwood Preschool</a> <a href="#">Kidsfirst Kindergarten Ilam</a> <a href="#">Isleworth Kindergarten Kidsfirst</a> <a href="#">Kendal Ave Kindergarten</a> <a href="#">Kidsfirst Kindergarten Pitcairn Crescent</a> <a href="#">Kidsfirst Kindergarten Trengrove</a> <a href="#">The Enchanted Garden</a> <a href="#">The Willows</a> <a href="#">YMCA Bishopdale Childcare centre</a> <a href="#">St Andrews Pre-school (not a formal member)</a> <a href="#">Jeffrey Giraffe Preschool</a>
<b>Primary School/s</b>	<a href="#">Burnside Primary School</a> <a href="#">Christ The King School</a> <a href="#">Fendalton Open Air School</a> <a href="#">Harewood School</a> <a href="#">Isleworth School</a> <a href="#">Te Ara Maurea Roydvale School</a> <a href="#">St Patrick's School</a> <a href="#">Wairakei School</a>
<b>Other</b>	<b>Special School</b> <a href="#">Allenvale School</a> <b>Intermediates</b> <a href="#">Breens Intermediate</a> <a href="#">Cobham Intermediate</a> <b>Secondary</b> <a href="#">Burnside High School</a> <b>Private School</b> <a href="#">St Andrews College</a> (not a formal member - as they are a private school)

Waimairi-iri Structure, Alignment and Organisation-Link [here](#)



# Achievement Challenge One

## Cultural Sustainability - embedding language/culture and identity

### Strategic Goal

Improving culturally responsive practice is a fundamental aspect of our work across the Kāhui Ako and is a critical component of our focus on Cultural Sustainability. Our focus is to develop cultural leadership capabilities across our Kahui Ako to coach and mentor leaders and teachers towards culturally sustainable practices.

### Background information (data)

Since 2017 the Kāhui Ako committed to engaging with the Māori Achievement Collaborative, a nationally driven programme with a vision of 'changing hearts and minds of Principals'. The programme is nationally run by a team of facilitators who work with clusters of Principals. The principals participating in the programme are required to set goals (linked to their school goals and appraisal documentation). There is a balance of readings to enrich learning and reference to research which underpin the programme. The facilitator supports the team of principals as a collective as well as individual principal support. The programme is time rich with termly hui and a national wananga to attend. This programme extended our thinking, knowledge of Māori (language, culture and identity) and the need to work with our local mana whenua to understand our Ngāi Tahu context.

In 2019 a number of schools worked with researcher Melinda Webber on a strengths based project about how students learn, succeed and thrive at school with a particular focus on Māori students. Schools were provided with individual data on their own kuras and this provided evidence as we move from standardized testing we would like to support teachers to grow their evaluative capabilities around engagement, wellbeing in particular for our Māori whānau.

In 2018 and 2019 we organised Teacher Only Days for all kaitiaki across the Kāhui with a cultural lens. This work linked with the Cultural narratives that schools received from Ngāi Tahu as part of the Christchurch Renewal programme. There was a focus on place based learning where we worked with Maturaka Mahaanui facilitators to make deeper connections with our community. Leaders in the school saw the importance and possibilities with the New Zealand Curriculum stretching beyond objectives to having a social responsibility and relationship with our localised curriculum.

### Desired outcomes:

- Developing leaders across the Kāhui Ako to provide cultural sustainable practices through a coaching and mentoring process
- To utilise the strengths and capabilities of teachers within the Kāhui Ako to ensure quality cultural sustainable practices are evident
- To ensure bi-cultural evidence based documents like Ka hikitia and Tātaiako are embedded within the schools / ECEs.
- To learn about the local context and share the Ngāi Tahu stories with our tamariki
- For all educational settings to have their cultural narrative embedded in their re-development and their local curriculum.

#### Indicators of Success:

- Māori tamariki having success as Māori
- Māori tamariki to know and connect with their whakapapa.
- All tamariki to know about the Ngāi Tahu stories and Māori history of the area
- Schools and ECEs to utilise Māori resources to support teaching and learning.

#### Actions:

- Utilise research based practice to inform improved teacher practice with CRP lens.
- Utilise research based practice to inform improved learner agency with CRP lens.
- Utilise research based practice to inform improved student engagement with CRP lens.
- Engage in professional development across the Kahui Ako/ ECEs that has CSP at its core (eg DMiC)

## Achievement Challenge Two

### Wellbeing - inclusiveness, transition and pathways

**Strategic Goal** : Promoting the well-being /hauora of everyone is a priority for our Kāhui Ako. To develop networks and pathways that ensure the well-being of all is considered and so that our tamariki develop levels of resilience and strategies to feel confident and secure as learners and with a strong sense of identity and belonging to their educational settings.

**Background information (data)**: The last decade has seen Christchurch schools and our children and whānau have a constant stream of unexpected events that has created increased anxieties and stresses which have severely compromised well-being and increased mental health issues across the city and there is constant reporting that support services are stretched.

The events include the Christchurch earthquakes (2010-11), the Kaikoura earthquakes (2016), the porthill fires (2017), the mosque attack (2019) and now the Covid scenario (2020). Each event has created layers of complexities for school communities to respond to in order to support the well-being and mental health of both children, their whānau and staff.

Mana Ake was established 2018, post Christchurch earthquakes as an initiative between CHBD/MOH and MOE to offer additional support in schools to address the extensive range of well-being and mental health concerns. The Waimairi-iri Kāhui Ako has utilised the initiative to help support the diverse range of needs. We receive regular updates from Mana Ake about the range of needs being addressed. The table below is just one example of the data we receive of needs across our schools. The Mana Ake team work to full capacity so we know the needs are on going and anxieties are constantly the highest percentage of support required.

Range of needs	Number	Percentage
Anxiety	28	16.8

Anger	14	8.4
Family Relationships	11	6.6
Emotional Regulation	11	6.6
Grief	7	4.2
Parental Separation	6	3.6
Social Skills	6	3.6
Family Harm	5	3.0
Coping with change	5	3.0
Self Esteem	5	3.0
Self Harm	3	1.8
Sexualised Behaviour	2	1.2
ADHD	2	1.2
Sleep	2	1.2
Self Care	2	1.2
Attachment	2	1.2
Parent wellbeing	1	0.6
Bullying	1	0.6
Earthquake related	1	0.6
Toileting	1	0.6
ASD	1	0.6
Parenting Support	1	0.6

Even with this Mana Ake support ECE and schools are needing to offer more and so developing initiatives that can be accessed and operated within our settings and across our Kāhui Ako is a priority we are all trying to address.

Inclusive practices to support the range of needs across all ECE and schools remains a focus because of the multiple layers we face in education.

- Varied ethnicities, valuing everyone's language, values, culture and identity and being responsive to their varying needs
- Varied society pressures on young people and the alarming NZ wide statistics around well-being and mental health
- Unexpected events that occur and the role of schools and ECE for sustaining routines, well-being and safety for our tamariki

Desired outcomes:

- Developing coherency of purpose across schools with a focus on 'Student Well-being', 'Student Agency' and 'Student Engagement'
- Transitions between ECE and schools are well supported and children settle confidently to their new setting. Valuable information about children is shared to support transitions and to reduce anxieties associated with change.

- Explored the synergies of individual school positions to analyse school needs and discovered similarities of purpose/challenge/intention across all sectors in relation to well-being and positive mental health.
- Network groups with are maintained (e.g. SENCO/Mana Ake, Principals, AD&DPs, BTs and mentors) to support the flow of information and ultimately support the hauora of all children and staff across all ECE & schools.
- Strengthening the ECE network with 15 ECEs from different models and philosophies (private, state funded) having collective PLD and sharing of practices.

#### Indicators of Success:

- Increased consistency of information gathering and analysis
- Reduced numbers of children requiring additional interventions to support their well-being and mental health.
- Supports and initiatives occurring in schools and ECE to address all tamariki and whānau with wellbeing and positive mental health.
- Seamless transitions from ECE, and from school to school with information and support following tamariki.
- Data demonstrating positive attitudes and confidence (NZCER Me and My School and/or Wellbeing @School).

#### Actions:

- Identify needs, design and monitor interventions to support well-being and positive mental health.
- Utilise research based practice to inform improved teacher practice to support tamariki well-being and mental health.
- Utilise research based practice to inform improved learner agency and self awareness to support personal well-being
- Utilise research based practice to inform improved student engagement

## **Achievement Challenge Three**

**Quality teaching and learning - Delving deeper, improving the quality of teaching and learning.**

#### Strategic Goal:

Promote collaborative teaching and learning in order to improve the quality of teaching and learning through the process of inquiry across the Kāhui Ako.

#### Background information (data):

In 2019 we developed a process of gaining some initial information from students through using tools from a kete which encourages student voice. This was an alternative way of gathering student data, we used the Grow Waitaha concept of a student hack, we developed these for an ECE, Primary and Secondary context and implemented these in Term 1. This data was used to help teachers listen to their student voice and increase the rights of children and levels of participation in learning. Listening, responding and exploring increased

student participation which assisted teachers to develop their practice in response to the needs, interests, strengths and rangatiratanga identified by the students.

The Kāhui then engaged in the NZCER to undertake the 'Me and My School' survey. A team of leaders created an ECE- Year 2 based on the NZCER Year 4-6 survey and then all schools engaged in their respective surveys in Year 3-10. The leaders across the Kāhui worked with an NZCER researcher to analyse the data gained and identify commonalities and possible practices to implement in response, which formed the basis for a range of collaborative inquiries. The results of these sessions lead the Kāhui to pursue 'Learning Agency' and 'Student Engagement as the driver for the future focus.

- Centre leaders were informed on the research depth and design of each of the surveys and where they fit with the New Zealand Curriculum
- Leaders explored their thinking and ideas about these connections to the New Zealand Curriculum and their importance
- Leaders were asked to describe the connection they felt with one or other
- Leaders were challenged to identify their own contextual purpose for the use of the surveys to expose common themes and reasons for the choice
- An exploration of engagement in ECE/primary/intermediate/secondary highlighted commonalities and their importance - NZC/Te Whariki

Leaders were challenged to identify their own contextual purpose for the use of the NZCER surveys to expose common themes, decide on which survey to implement and reasons for the choice. Through this discussion an exploration of engagement in ECE / primary / intermediate / secondary highlighted commonalities to focus on and their importance ie. links to NZC/Te Whariki and aligning with the Kahui Ako Achievement Challenges. After this analysis and work across the schools / ECE a deeper understanding of the student voice was required.

#### Desired outcomes:

- Developing coherency of purpose across schools with a focus on 'Student Agency' and 'Student Engagement'
- Utilising evidence based practice to inform teaching and learning
- Explore the synergies of individual school positions to analyse school needs and discover similarities of purpose/challenge/intention across all sectors as an evaluative process to focus on next steps.
- Placing value on what the teacher does and what the student brings means we are better informed as leaders

#### Indicators of Success:

- Increased quantitative practices to provide consistency of information gathering about 'learners'
- Improved connections and links with whānau and students through 'learner maps'
- Access to professional learning for all staff

#### Actions:

- Utilise research based practice to inform improved teacher practice

- Utilise research based practice to inform improved learner agency
- Utilise research based practice to inform improved student engagement

## Waimairi-iri Kawa

These are our kawa (protocols and guidelines) that were developed collaboratively through our Cultural Responsiveness Hui in consultation with whānau, tamariki and kaiako with the intention to be used across our Waimairi-iri Cluster Schools and Early Childhood Centres. These are used for our various gatherings including: meetings, PLGs, hui, wānanga, assemblies and community events

As a cluster we are developing clear guidelines and expectations for the inclusion of the following protocols in all cluster activities across both formal and informal situations.

We have identified key areas and are starting to develop guidelines and resources for clarity and consistency across our cluster. We have identified areas for future development and are engaging the expertise of our Cultural Leaders (Across Schools and In School Teachers) and our Mana Whenua to continue to develop, share and support the implementation of our Waimairi-iri kawa.

### Te Kete Hui – Waimairi-iri Hui Resources

We have a set of resources to support our community in the implementation of our identified kawa for gathering across the cluster. These consist of an initial set of protocols and guidelines and are available in our Hui Kete on the Waimairi-iri Website. This resource will be updated as we continue to clarify and develop and our kawa.

#### Current Hui, PLGs, Meetings Protocols and Guidelines

- Ngā Mihi - From the host to welcome the group.
- Karakia Timatanga - Karakia to start .
- Waimairi-iri Waiata - Adult and tamariki waiata.
- Mihimihi - Introductions.
- Karakia Kai - Karakia before food.
- Kai - Sharing of food.
- Ngā Mahi - Agenda, korero, activities.
- Karakia Whakamutunga - Karakia to end.



Our cluster hugely appreciate and treasure our two Waimairi-iri Waiata. These wonderful taonga were originally especially crafted for Waimairi-iri Learning Community Cluster and have been altered with permission. They reflect the Vision, Values and Principles that we hold at the heart of our cluster.

*A huge thanks to Lynne Harata (2014) and the Teachers & Tamariki for creating these truly precious gifts.*

#### Areas for Future Development

- Ngā Mihi - Greetings and mihimihi
- Hosting Manuhiri - Responsibilities of manaakitanga (hospitality) to host and care for their visitors
- Karakia - Expanding resources for multiple situations: Adult, Early Years (start, kai, closing)
- Kai - Clarify processes, when is it appropriate to eat, karakia
- Whaikōrero & Korero - Guidelines and protocols for formal and informal speeches and discussions
- Pōwhiri - Hosting guests in meetings, school/centre visits, hui (formal and informal guidelines)
- Appreciation - Showing gratitude protocols - closing, thanking, koha

## Appendix

# Waimairi-iri CoL MATES

### Mutually Agreed Terms of Engagement

The MATES process provides an opportunity to discuss items with individuals or groups and we agree to abide by the following guidelines:

- State that this is a MATES discussion.
- Clearly outline the issue using 'I statements' and always have a possible solution.
- Use active listening skills.
- Respect the issue under discussion.
- Be prepared to discuss alternative solutions.
  - Commit to try possible solutions with a review time frame if necessary.
- At times it may be necessary to respectfully agree to discuss and seek an advocate to help broker a solution.



## Waimairi-iri Karakia and Waiata Kete

### Karakia Timatanga – *Karakia to Start*

Whakataka te hau ki te uru,  
Whakataka te hau ki te tonga

Kia makinakina te uta  
Kia makinakina ki tai

E hi ake ana atakura,  
He tio, he huka, he hauhunga.

Haumu e! Hui e! Taiki e!

*Cease the winds from the  
West  
Cease the winds from the  
South  
Let the breezes blow over the  
land  
Let the breezes blow over the  
ocean  
Let the red tipped dawn come  
With a sharpened air, a touch  
of frost,  
A promise of a glorious day*



### Karakia Kai - *Karakia before food*

E te Atua  
Whakapainga ènei kai  
Hei orange mò ò mātāou tinana  
Me ò mātou wairua hoki  
Amine

*O God  
Bless this food  
Healthy for our bodies  
Nourish our spirit with  
The bread of life*



## Karakia Whakamutunga – *Karakia to end meeting*

Kia tau ki a tātou Te atawhai o tō tātou Ariki  
O ihu karaiti  
Me te aroha o te Atua  
Me te whiwhinga tahitanga  
Ki te Warua Tapu  
Ake ake, Āmine

*Let the grace of our lord be  
bestowed upon us  
For his love will guide and  
protect us forever in his  
presence  
May we be cloaked with the  
fellowship and the Holy Spirit  
For ever and ever  
Amen*

## Waimairi-iri

[Waimairi-iri](#) nà Lynne Harata Te Aika, Tuahiwi Marae June 16 2014  
*Waiata for a hui for staff/adults. Altered, by permission, August 2017*

Ko Waimairi-iri

He Kāhu kura  
Ki Ōtautahi  
Karanga mai

*Waiata for Waimairi-iri Kahui Ako  
Waimairi-iri is a cluster of schools  
in Christchurch  
We greet you*

*Our children  
Are treasures handed down  
Look after them  
Nurture them*

Ko ngà tamariki  
He taonga tuku iho  
Manaakitia  
Poipoia e

*Teachers  
Parents  
Families  
Community  
Iwi  
Be strong*

Kaiako  
Mātua  
Whānau e  
Hāpori, iwi,  
Kia kaha rā

*Support our young ones  
To become leaders  
And stand strong & brave*

*He auē h  
He auē ha*

Tautoko ngà mokopuna  
Kia tū rangatira

Kia tū maia

He auè hi  
He auè ha  
He auè hi

## Ngà Tamariki o Waimairi-iri – *Waiata for students*

*Composed by Waimairi-iri Learners in collaboration with the  
Cultural Responsiveness Hui Group – 2015*

Ànei mātou o Waimairi-iri  
E tipu ake ana  
Kaaitiaki o ngà tamariki  
Kaitiaki o te wairoa  
Manaakitanga

Ànei ra  
Waimairi-iri  
Tipu ake

Finding out about the world  
Listen, observe to learn  
Discover more each day

Ànei ra  
Waimairi-iri  
Tipu ake  
cc  
There is nothing too big for us  
Aim high, climb high, reach high  
Be brave, take risks, have dreams

Ànei ra  
Waimairi-iri

Tipu ake

Ànei mātou o Waimairi-iri  
E tipu ake ana  
Kaaitiaki o ngā tamariki  
Kaitiaki o te wairoa  
Manaakitanga

[Waimairi-iri website](#)

## Waimairi-iri Tikanga

### Waimairi-iri Leadership Group

The Waimairi-iri Leadership Group is composed of the Principal or Service Leader of each of our Waimairi-iri Schools and Early Childhood Centres. The core purpose of this group is to work collaboratively at the strategic level to lead, evaluate and support the COL practices to achieve our vision and goals for our learners and to ensure the Waimairi-iri Vision, Values and Principles are at the heart of the cluster.

## Waimairi-iri Group Tikanga

Meetings	Actions	Communication	Conflict	Decision Making
<p>Set up Pre-meeting: Agenda set by COL Leaders for everyone to contribute to.</p> <p>Agenda will have:</p> <ul style="list-style-type: none"> <li>• A clear purpose of each part of the agenda</li> <li>• Linked to Waimairi-iri Vision</li> </ul> <p>Regular scheduled meeting with details on the Waimairi-iri calendar and in the Waimairi-iri website (details include location, time, participants, a brief outline of the agenda/purpose and links to relevant agenda/documentation).</p> <p>Roles in meeting: Everyone contributes to discussions. We recognise that participation in cluster work is not limited to attendance at hui and it is the responsibility if all members/leaders to be informed and contribute.</p> <p>Communication: Agree to use Assist substantive Dialogue type protocols and Actions that Engender Trust. Set up MATES as an agreed protocol for interactions if issues arise. Email communications will have the action needed in <b>bold</b> along with the deadline for reply. Majority decision at deadline will apply.</p> <p>Minute taking: Minutes of these meetings will be</p>	<p>Ensure any action relates to the Vision and cluster achievement challenge.</p>	<p>Through the Facilitator the Leadership Group will ensure that:</p> <ul style="list-style-type: none"> <li>• The website is updated regularly.</li> <li>• Decisions will be communicated to the PLG, staff and community.</li> <li>• Update calendar.</li> <li>• Email reminders.</li> <li>• Communication from PLGs to the Governance Group.</li> </ul> <p>People need to take personal responsibility for checking calendar, documents, reading minute and completing agreed actions.</p>	<p>Set up MATES as an agreed protocol for interactions.</p> <p>Refer to and use the Waimairi-iri decision-making protocols.</p>	<p>See the Waimairi-iri decision-making protocols document to decide on which protocols to use to make any cluster decisions.</p>

kept on the agenda document. Agreed actions will be confirmed and clarified at the end of each meeting.				
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### Waimairi-iri Professional Learning Groups

The Waimairi-iri Professional Learning Groups (P.L.Gs) are more defined groups of representatives who have shared areas of interest and expertise from each service across our Waimairi-iri Schools and Early Childhood Centres and may include ākonga, whānau, teachers, support staff and leaders. Waimairi-iri Professional Learning Groups work collaboratively with a key focus on student learning and engagement related to enacting the principles or undertaking inquiries of the cluster. These groups build collegiality by sharing expertise and using commonalities to inquire and develop best practice.

## Waimairi-iri Professional Learning Groups Tikanga

Meetings	Actions	Communication	Conflict	Decision-making
<p>Set up pre-meeting: Agenda set by the facilitator/host for everyone to contribute to.</p> <p>Agenda will have:</p> <ul style="list-style-type: none"> <li>• A clear purpose of each part of the agenda</li> <li>• Linked to Waimairi-iri Vision</li> </ul> <p>Regular scheduled meeting with details on the <i>Waimairi-iri Calendar</i> and in the <i>Waimairi-iri Website</i> (details include location, time, participants, a brief outline of the agenda/purpose and links to relevant agenda/documentation).</p> <p>Roles in Meeting: Everyone contributes to discussions. A Facilitator role is required for the Waimairi-iri Future Focused Team and other P.L.Gs as requested. We recognise that participation in cluster work is not limited to attendance at hui and it is the responsibility if all members/leaders to be informed and contribute</p> <p>Communication in Meeting: Agree to use <i>Assist Substantive Dialogue</i> type protocols and <i>Actions that Engender Trust</i>. Set up <i>MATES</i> as an agreed protocol for interactions if issues arise.</p> <p>Record Taking: Evidence of work through minutes, notes, photos etc. will be</p>	<p>Ensure any action relates to the Vision and cluster achievement challenge.</p>	<p>The Waimairi-iri Facilitator will:</p> <ul style="list-style-type: none"> <li>• Ensure Waimairi-iri Website is updated regularly</li> <li>• Develop and share the Waimairi-iri Events and Initiative document to provide a guideline/plan of termly events</li> <li>• Communicate decisions and/or proposals to and from PLG/Governance Group, staff and community</li> <li>• Update Waimairi-iri Calendar</li> <li>• Email reminders</li> <li>• Communication from PLGs to the Governance Group</li> </ul> <p>School/service representative are required to communicate back to their school/service.</p> <p>Host school is responsible for providing an update/article for our Waimairi-iri Website.</p> <p>People need to take personal responsibility for checking the Waimairi-iri Calendar, documents, reading minutes and completing set tasks.</p>	<p>Set up <i>MATES</i> as an agreed protocol for interactions.</p> <p>Refer to and use the <i>Waimairi-iri Decision-making Protocols</i>.</p> <p>Any issues that can't be resolved will communicated with the Governance Group.</p>	<p>See the <i>Decision-making Protocols</i> in this document to decide on which protocols to use to make any cluster decisions.</p>

<p>recorded and shared on appropriate PLG agenda, Google folders/documents and in the relevant sections of the Waimairi-iri Website. Agreed actions will be confirmed and clarified at the end of each meeting.</p>				
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ANNUAL PLAN 2019-20

GOAL	ROLES AND RESPONSIBILITIES	EVALUATION 2019 Term 1 / 2 Term 3 / 4	EVALUATION 2020 Term 1 / 2 Term 3 / 4
Across the COL events and activities			
<p>MOU for 2020 -this has been refreshed and circulated to all schools and ECE</p> <p><u>Reviews</u> -Review 2017 Achievement Challenges</p> <p><u>Staff opportunities</u> Increased AP / DP involvement Increased involvement with the AP / DPs across the COL. Change Manager to work with a group of AP / DPs</p> <p><u>Well being and Engagement</u> From the Me and My Schools Survey we will have some common themes across the school to help with our Achievement Challenges. These themes that are outside the usual measures of Reading, Writing and Mathematics will have 'Hacks' created which we can measure and collect data from across the CoL.</p> <p><u>Staff opportunities</u></p>	<p>COL Leaders to write evaluative comments.</p> <p>Support leaders to organise events</p> <p>Social functions each term to include AP / DPs.</p> <p>Professional Development providers</p>	<p>COL Leaders to inform Stewardship Group on progress and happenings across the COL.</p> <p>Change Manager Cheryl Doig facilitated a session with AP/DPs on network and hierarchical leadership systems. The two lead principals have continued working with the AP / DPs twice a term, running professional development sessions on a needs basis. Twice a term we have endeavoured to provide a social event and invited AP / DPs to strengthen this relationship. Support Leads coordinated a sessions with the AP / DPs Literacy:ELL, PACT tool and oracy. Mathematics: DMIC sessions continue twice a term Digital Technology: One full day once a term and then PLGs. School leaders worked with Cathie Johnson NZCER researcher on the 'Me and My School' results. The COL applied for 100 hours to work with NZCER in 2020</p>	<p>MOU refreshed with 3leaders and Caroline. This has been circulated but responses have been delayed due to the lockdown</p> <p>We have had our two support leaders, Eddie and Nikki provide professional learning for our AP / DPs across the COL. We have ensured the AP / DPs have been included in the social events with the principals in the COL.</p> <p>We initially engaged with Cathie Johnson from NZCER to continue work around the 'Me and My School' data. A team of three leaders started writing a Centrally Funded PLD application which we were co-constructing with Cathie. During this process it was decided that it would not meet the MOE criteria and the application did not proceed. Schools used their own individual data in their own schools to gather further student voice.</p> <p>The Across Kahui leaders introduced themselves to all the teachers across the COL at a social gathering in Term 1. They shared their strengths and provided activities to teachers mix with 'like minded'</p>

<p>Provide professional development for teachers in order to strengthen practice to support the realisation of the Achievement Challenge.</p> <p><u>Professional Learning Groups</u> Attend huis across the COL in the following, week 6, Term 1-3: Digital Technology/ Techie Inclusive CRP Mathematics Literacy Early Years</p> <p><u>Interlead to facilitate and ECE inquiry</u> Interlead to work with all interested ECE in relation to our Achievement Challenges.</p> <p><u>Student opportunities</u> <u>Leadership Symposium</u> Students in the COL engage in a Leadership Symposium whereby role models across the community motivate and supportive leadership connections to further enhance the leadership.</p>	<p>ASL are coordinating a symposium.</p>	<p>to further progress this work. We have worked on supporting teachers through Professional Learning Groups. We have also provided workshops in Digital Technologies.</p> <p>ASL new positions for 2020 will be advertised in Term 3, 2019.</p> <p>Professional Learning Groups week 6, Term 1, 2 and 3. Liz Depree has been working on an inquiry with all the ECEs.</p> <p>We have organised a social function with all the ECEs sharing their inquiries on 7 November, 2019.</p> <p>In September we held a Young Leaders Symposium for all schools, this was a real success. Our Across School Leaders organised this event, with the input of some AP / DPs. Schools sent representatives from Year 5-7 along to the event.</p>	<p>colleagues. This event was coordinated to set up connections with new colleagues and Term 2 PLGs groups.</p> <p>The PLGs did not happen in Term 2.</p> <p>The ECEs have continued to work with Liz Depree as part of their inquiry. The ECEs SELO contract has a further 10 hours that they are entitled to use. They had organised an evening on Play Based Learning with David Spraggs and offered this across the COL. At this point there were 76 teachers (ECE / Primary) who had indicated an expression of interest. This event has also had to be postponed due to the lockdown and we hope to reschedule later in the year.</p>
<p>Well being - inclusiveness, transitions and pathways</p>			
<p><u>Mana Ake Kaimahi</u> Utilise the expertise and support of the Mana Ake kaimahi for whānau, student and staff well being.</p> <p><u>Wellbeing / Engagement</u> Engage in the 'Me and My School' and select two focus areas to improve. Analyse this data with the support of NZCER. Review the data and analyse year group cohorts and Māori and Pasifika.</p>	<p>Lead Mana Ake Kaimahi appointed to each school</p> <p>Create an ECE - Year 2 'Me and my school</p>	<p>Mana Ake keep a database of engagement with each school and across our COL. Schools have continued to engage with Mana Ake, these reports are shared with Principals and in turn shared with Boards. We have now set up two Special Education Coordinators in each school, to meet with Mana Ake twice a term. SENCO/Mana Ake to meet week 4 and wee8 each term (network</p>	<p>Mana Ake continued to work with a number of groups and individuals in Term 1 before the lockdown. They have kept their COL schools updated about their availability over the period of the lockdown. The kaimahi workers were not able to work with groups during Alert Level 2 and in some instances were not allowed to be 'face to face' with some of their clients. Individual schools have liaised with their kaimahi about re-entry back on site to support the families. The SENCOs and Mana Ake workers met in week 4 of Term 1 to share information and practice with each other.</p>

<p>Across School Leaders work with the Principals/ ECE leaders and 'within school leaders to design strategies to delve deep into student voice /</p> <p>Transitions - inquiry into best practices with CORE</p> <p>Organise social events to support connections within the COL, with leaders, Deputy and Assistant Principals and with kaitiaki.</p> <p><u>Strengthening relationships with ECE</u></p> <p><u>Experience Burnside Year 6-8 learners</u> Children have the opportunity to work with Senior Burnside High students and teachers.</p> <p><u>Whanau opportunities</u></p>	<p>survey' within the COL.</p> <p>Engage in the 'Me and my School' NZCER survey in Term 2.</p> <p>Term 3 involves Analysis of Data of the 'Me and My School'. Across- school leaders inclusive practice organise</p> <p>Needs and interest based - Across- school leaders inclusive practice to assist with organisation</p>	<p>leadership)</p> <p>It is envisioned that either the Within School CoL Leader or AP/DP will help administer the Me and My School Survey so that there is consistency across ECE's and schools. Cathie Johnson from NZCER will either work or provide a webinar to those who will oversee the survey to help with this consistency. All schools administered the Schools were advised by Cathie how to administer their survey and each school was allocated a 1 hour session. Then in Term 3 all schools (Leaders and DPs / Within School Leaders) had a day with Cathie to assist schools in working on their next steps.</p> <p>Working with Cathie and NZCER, ECE's and Schools will be provided with support to analyse their own data and provided with the overall data analysis from across the CoL's.</p> <p>Schools have organised individual information sessions in their own kura.</p> <p>A calendar set up for visits with ECE - Inclusive Practice ASL+ Raewyn to engage with ECE. Some requests evolved from ECE for support e.g. NE teachers attending parent meetings This continued for term 3 and 4. Social event for ECE and schools planned for 8 Nov. Opportunity for ECE leads to network with each other as well as with schools</p> <p>Exp. Waimairi-iri Day planned for 21 November - very successful</p>	<p>SENCO/Mana ake will resume their meetings in term 3. We obtained a quote and looked into engaging with Cathie Johnson late in Term 1 and then the lockdown was announced so we have not pursued this work any further. The MOE set up priorities for the Centrally Funded PLD applications and unfortunately this did not fit into their criteria.</p> <p>The AKAL have prepared 3 surveys for staff, whānau and tamariki to gather voice and reflections on the home-learning and lockdown process. The data will be shared in time.</p> <p>We have continued to maintain and strengthen our relationship with the ECEs. We have one representative from the ECE team who attends the leaders meeting and then Mel disseminates this information to the ECE team. We have assigned one of our Across Kahui Leads (Rachaelle) with the ECE to continue this partnership.</p> <p>We have penciled in the following events for Term 3 / 4 and the Alert Level at the time will determine whether or not these will go ahead: -Leadership Symposium (Term 4) -Experience Waimairi-iri Day (Term 4) -ECE social function and visits - this will also include the ongoing ECE collaborative inquiry around student voice and play-based learning. David Spraggs - may be able to still do his planned PLG for staff across the kahui. -Interschool chess competition -Science roadshow - going into schools and facilitating sessions</p>
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<p>Parent Information evening held on topics of interest? Or something to do with the Mana Ake workers.</p>		<p>Mana Ake has provided some worthwhile PD sessions throughout the year - information of these is shared by Kate W</p>	
<p>Cultural Responsiveness - embedded with language/culture and identity</p>			
<p>TOD - 28 January 2019 with a CRP lens exploring the stories of our area . Repeat for 2020 - 27 January</p> <p>Principals in the Waimairi-iri COL to attend the Māori Achievement Collaborative (MAC) hui sessions with MAC facilitators.</p> <p>Attend hui's in the COL to support our school and COL goals: (-SENCO, Culturally responsive etc)</p> <p>Schools and ECE continue to develop their CRP - needs based with the support of Nathan and Viola and respecting the Ngāi Tahu protocols.</p> <p>A cultural festival to be held to in September?</p> <p>Cultural Festival: COL split into two groups for even and odd years to engage in a Cultural Festival.</p>	<p>ASL</p> <p>Schools who choose to engage with Melinda Webber survey, Term 1.</p>	<p>TOD was a huge success with all schools involved it set the year up for success with learning and networking.</p> <p>Principals felt there were too many surveys and so all decided to stay with the 'Me and My School' as the data would have more meaning for the COL.</p> <p>Schools and ECE have been supported with a range of requests - whānau groups, hui, mihi whakatau etc. Ongoing support throughout the year.</p> <p>A representative from every school (apart from Allenvale) attended the MAC.</p> <p>We have endeavoured to support continued social events. In Term 4 we were invited to O-Suite to consider avenues of wellbeing for our staff in 2020.</p> <p>The Culturally Responsive PLG organised the Hereora Cultural Festival late in October at the Aurora Centre. There is planning in place in Term 1, 2020 for an across whānau hui.</p>	<p>We had a very successful TOD at the beginning of the year. We received a significant amount of positive feedback. There were a range of options for teachers to attend workshops, visit the Ngā Tahu cultural stories in town.</p> <p>In Term 4 of last year we were advised that the MAC facilitators would no longer be available to work with us. This year we are planning a leaders professional learning hui at Rapaki in October. We are planning to engage some facilitators to lead this event. This is to replace the attendance at the MAC hui in which we normal travel around NZ, in the current situation we are not intending to travel. The focus will be on the wellbeing of the principals.</p> <p>The Burnside team were intending to have a Cultural Festival and this has been postponed until 2021.</p>
<p>Improving Quality Teaching and Learning</p>			

<p><u>Teacher Inquiry</u> Provide PD in inquiry so that all teachers engage with reflective practices to improve teaching and learning practices through Teaching as Inquiry.</p> <p><u>Digital Technologies</u> Digital Technologies -work with external experts to engage with the new digital technologies curriculum. (40 hours)</p> <p><u>Alternative formative assessment strategies</u> -Develop measures of success which will enable progress to be tracked when National Standards are no longer used. -Gathering alternative formative assessment like student voice to improve teaching practices. Professional Development for teachers to self reflect and engage in a range of alternative strategies to gather 'student voice.'</p> <p>Continue to engage in PD with our CFPLD providers to improve -Teacher Inquiry -Digital Technologies -Literacy and Mathematics practices</p>	<p>Across School Leaders to work alongside PLD providers to achieve COL outcomes and monitor progress.</p> <p>'Within School leader' or designated person to ensure: Engage in three student hacks in Term 1. Enter information from the Student Hacks into the Google Form as part of the Grow Waitaha work.</p> <p>Across School Leaders work with the Principals/ ECE leaders and 'within school leaders' to design strategies to delve deep into student voice.</p> <p>Engage in professional readings to support 'Student Voice'.</p> <p>ECEs engage in a Teacher Inquiry through facilitated workshops with Interlead connecting to our Challenges.</p>	<p>Across School Leaders to document journal entries for Centrally Funded PLD.</p> <p>PLGs - week 6 of term 1 and 2 Continued in term 3 and just DT group continued in term 4. The Digital Technology and literacy centrally funded responses were completed by the Across School Leaders. The DMIC professional learning continued through Ministry of Education funding.</p> <p>Individual Schools and Centres report on how their staff have engaged in improving teacher practices through Teacher Inquiry. We have not required to develop measures of success as we have engaged in the NZCER national 'Me and My School' survey. Across School Leaders have ensured that we have</p> <p>Before the beginning of the school year representatives from each school /centre collected the 'Student hacks' and learned about the purpose and resources to support the engagement of the student hacks. These schools / centres were provided with a supporting slide show to share with their schools. A CORE PLD provider shared this information with our ECE centres. It was agreed that the ECE centres would continue with their inquiry and gather student, parent and teacher voice through this forum (instead of the hacks).</p> <p>The ASL have linked with some of the 'within school leaders' and through their PLD journals to delve deep into student voice. The three COL leaders prepared and organised application packs for seven</p>	<p>The Across Kahui Ako leads are working in pairs and assigned schools. These leaders engaged in initial meetings with school leaders and 'within school' leaders in Term 1.</p> <p>They were preparing for the PLGs in Term 1 and then due to the lockdown the three COL leads made the decision that the Across Kahui Ako leads needed to be supporting their own schools.</p> <p>Digital Technologies: We have 10 hours remaining of our Digital Technologies contract. There have been five schools that have been working with the facilitator from CORE education. Throughout the lockdown we requested that these hours be extended out until the end of the year as they were due to be completed by the end of Term 2.</p> <p>Schools have been working with the DMIC team on improving their mathematical capabilities. Individual schools have mentors observing teachers and engaging in TODs.</p> <p>The ECEs have continued to work on their Teacher Inquiry with the support from Liz Depree. In</p>
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