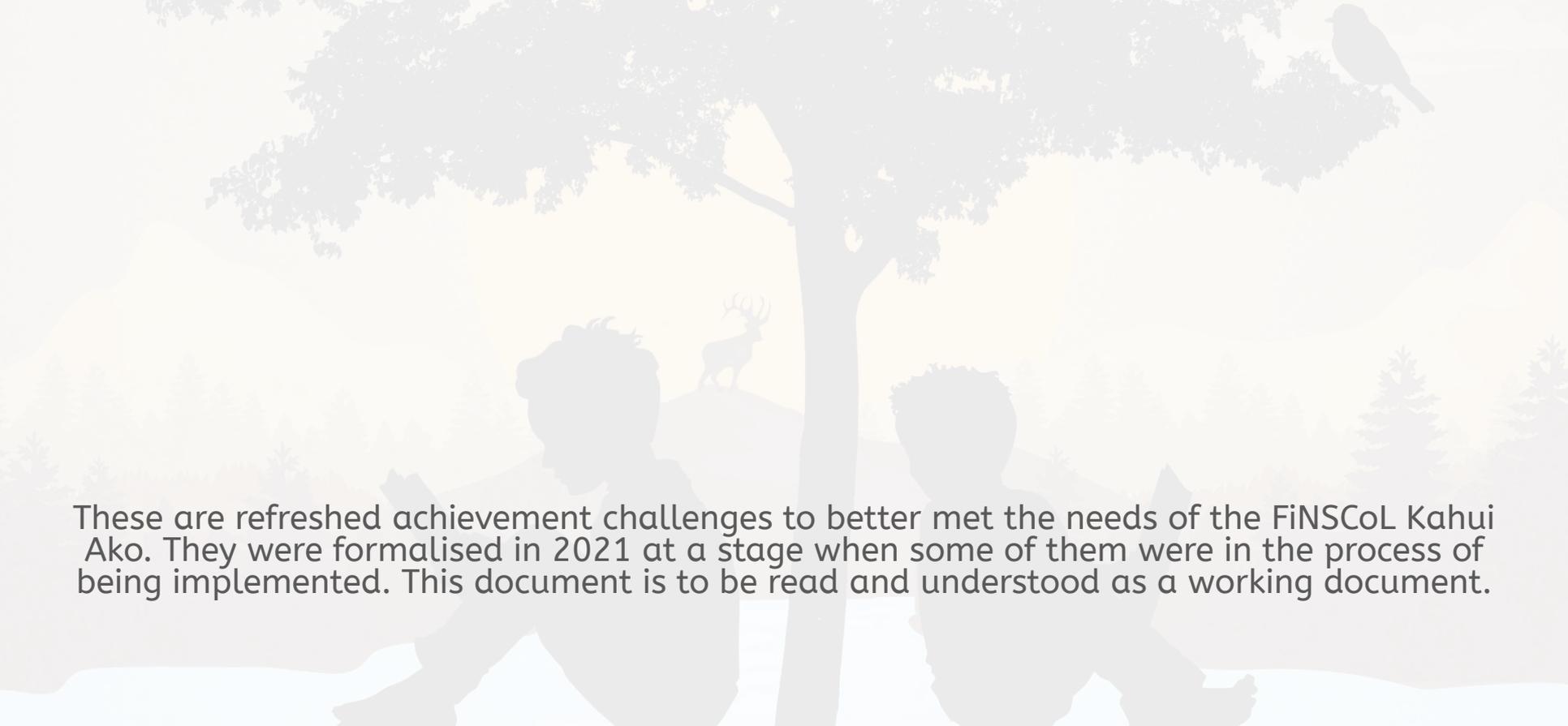




# FiNSCoL Mahi Tahī

Collaboration, cultural responsiveness and well being weave together to improve teaching and learning in our Kahui Ako

FiNSCoL - Learning Together

The background of the slide features a light-colored, semi-transparent illustration of a natural scene. In the center, a large tree stands with its branches spreading out. To the left of the tree, a person is sitting on the ground, looking towards the right. To the right of the tree, another person is sitting on the ground, looking towards the left. In the background, a deer with antlers stands on a small hill, and a bird is perched on a branch of the tree. The overall scene is a peaceful forest setting.

These are refreshed achievement challenges to better met the needs of the FiNSCoL Kahui Ako. They were formalised in 2021 at a stage when some of them were in the process of being implemented. This document is to be read and understood as a working document.

FiNSCoL - Learning Together

# Our Journey

## The driving force behind our new Achievement Challenges

Although FiNSCoL has been in operation since 2016, due to the very long appointments' process, a fully staffed (leaders, ASTs and WSTs) Kahui Ako was only in operation for six months in 2018 before the leaders stepped down in March 2019. As a result, many staff in FiNSCoL have been frustrated at the lack of progress filtering in through the schools (even though WSTs, ASTs and leaders had been working hard).

In Term 4 of 2019, all FiNSCoL teachers were surveyed to find out what direction they wished the CoL to take, with 64% of teachers replying.

There have been a number of themes that show that as a group, we were on the same page. This gave us clarity moving forward.

It was clear that working together with colleagues within their own and other schools to share best practice and ideas, moderate and problem solve was the aspect teachers felt most strongly about.

Transition was also an area that although has many good things happening already, is something that could be developed further.

When asked about the current achievement challenges, there was no clear preference to which one was more important than the others, or if any of them were more important than other ideas given in the survey. As a result, there is possibly a need to change the achievement challenges to reflect more closely the feedback/ideas given in the survey.

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# Previous Achievement Challenges

The original focus was to enrich the curriculum with Art, Culture, Music & Transitions. The focus then became core curriculum/National Standards based, to meet the objectives of the Ministry of Education. These core curriculum/National Standards based achievement challenges were not embraced and engaged with by kura in FiNSCoL because they:

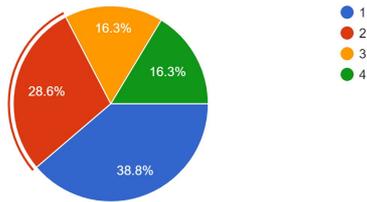
- involved outdated data gathering
- were only primary focused and therefore didn't engage/involve the majority of secondary school teachers
- were no longer a fit for our community
- didn't focus on the whole child
- the professional development provided to kura was in other areas, in particular the digital technologies space. (UTB)
- the direction from key stakeholders was to move away from core curriculum challenges (see Slide 4 -7)

By the time we were to evaluate this our previous Achievement Challenges National Standards had been dropped by the government and we therefore no longer had the assessment structure to evaluate our Achievement Challenges as they were originally approved by the Ministry of Education. Hence no data on previous achievement challenges collected over FiNSCoL.

# Teacher feedback: Importance of Previous Achievement Challenges

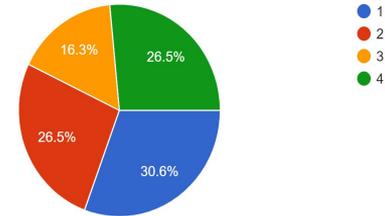
To raise the achievement of students in literacy through a focus on enriching Contextualised Learning

49 responses



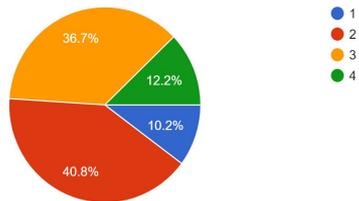
To raise the achievement of students at identified transition points

49 responses



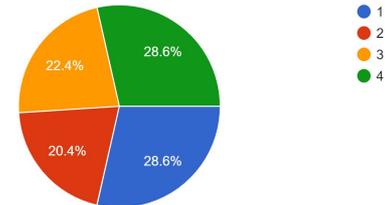
To raise mathematical achievement of all students

49 responses



To raise the achievement of boys' writing at all levels

49 responses





# Our New Achievement Challenges

1. Support teachers to collaborate across our Kahui ako to positively affect student outcomes.
2. Evaluate and make a positive impact on student and teacher wellbeing across the Kahui Ako
3. Improve culturally responsive practice and confidence across the Kahui Ako

FiNSCoL - Learning Together

# Support teachers to collaborate across our Kahui ako to positively affect student outcomes.

1 - Kahui Ako leaders build belief around the [Kahui Ako](#)

2 - Build belief and purpose around the Kahui Ako within [schools/principals](#)

3 - Grow and develop positively, existing [relationships within the Kahui Ako](#)

4 - Develop a series of workshops/meet ups that are meeting current need and encourage teachers [within the Kahui Ako to collaborate](#)

5 - Teachers have opportunities to work with other teachers outside of [their immediate teaching and learning environment](#)

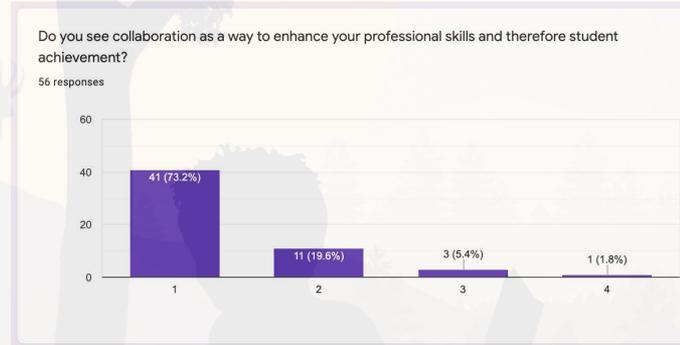
6 - Leaders and AST engage with teachers, sharing our [achievement challenges](#)

7 - The AST/WST are providing training or facilitation for teachers beginning, conducting or [evaluating the impact on learner outcomes](#)

8 - The results of collaborative groups are being shared across the [whole Kahui Ako](#)

# Data supporting this Goal

1. 92% of teachers across FiNSCoL see collaboration as a way to enhance professional skills and therefore student achievement.



2. 25% of teachers only collaborate with other staff members across FiNSCoL once a year. 33% never do. This is the 58% of teachers we would like to target.
  - a. Our goal is to have this 58% down to 25% by the end of 2022
3. 33% of teachers only collaborate with teachers at different year levels at different schools once a year. 33% never do. This is the 66% of teachers that we would like to target.
  - a. Our goal is to have this 66% down to 25% by the end of 2022

# Work that collaboration will support

- Curriculum development
  - [Histories Curriculum](#)
  - [Digital Technologies](#)
- [Cultural responsiveness](#)
  - [Te Reo](#)
- Ministry of Education developments
- School systems development

- Professional development
  - Well Being
  - Neurodiversity
  - Te Reo
- Collegial Support
  - Principalship
  - Transition
  - Cross curricular

# Evaluate and make a positive impact on student and teacher wellbeing across the Kahui Ako

1 - Identify our beliefs of what we need around wellbeing. Through discussion within our leadership group and through gathering data (teacher voice) by AST/WST

2 - Use a data gathering tool to obtain a clear understanding of where we are and where to next

3 - From this data, form deliberate actions that we are going to undertake across the Kahui Ako

4 - Identify what internal/external resources are available to support the needs identified

5 - Create an implementation plan around how that might look

6 - Implement the plan

7 - Evaluate the plan

# Data to support Wellbeing Goal

This will be derived from 'action two' of our strategic direction plan

- Possible options of data gathering tools include:
  - NZCER wellbeing@schools
  - Awesome Schools
  - Our own student/akonga/whanau/staff surveys
  - Attendance rates
  - Pastoral data

# Improve culturally responsive practice and confidence across the Kahui Ako

1 - Gather [data](#) that supports the need for greater culturally responsive practice across our Kahui Ako

2 - Implement a [basic level](#) of expected use of Te Reo across our Kahui Ako

3 - Look at way of bringing Tikanga Maori values into the classrooms across our Kahui Ako

4 - Investigate resources and expertise we can bring into the Kahui Ako to help support this goal

5 - Bring and share expertise and resources to help this goal for our Kahui Ako

6 - Evaluate the progress made and form next steps for culturally responsive practice across our Kahui Ako

7 - Te Reo being naturally integrated into our teaching and learning conversations

# Data supporting this Goal

1. Currently 25% of teachers feel confident at using Te Reo in their classroom. (scoring a 4 or 5 out of 5 for confidence using Te Reo in their classroom)
  - a. Our goal is to have this at 50% by the end of 2022
2. Currently 23% of teachers feel confident at using Tikanga Maori values in their classroom. (scoring a 4 or 5 out of 5 for confidence using Tikanga Maori Values in their classroom)
  - a. Our goal is to have this at 50% by the end of 2022

## How we will know we have achieved our goal:

- Classroom walkthrough observations (e.g. as suggested in Kia Eke Panuku)
- Student/ākonga/whānau / staff surveys (e.g. Rongohia te Hau, NZ Curriculum Online Cultural Diversity survey or another of our own)
- Data that shows disparities between different cohorts (across achievement, attendance or other factors)
- Offering of courses that include Tikanga Māori and te Reo
- Staff involvement in courses including Tikanga Maori and te Reo

# Our Community

The Fiordland Northern Southland Community of Learning is set in the Fiordland and Northern Southland areas of Southland. It consists of the following Learning Centres: Northern Southland College (Secondary Yr 7-13), Fiordland College (Secondary Y7-13), Balfour School (Contributing), Garston School (Full Primary), Lumsden School (Contributing), Mararoa School (Full Primary), Mossburn School (Contributing), Te Anau School (Contributing) and Waikaia School (Full Primary).

During 2018/2019 the FiNSCoL have started to involve the 7 ECE organisations (Balfour Play Centre, Blue Duck Early Learning Centre, Fiordland Kindergarten, Lumsden Play Centre, Riverstones Early Learning Centre, Te Anau Childcare Centre Inc and The Key Play Centre) but this is an area we hope to involve more in the future.

The distance between the learning centres at either end of our geographical spread is 131km. Two thirds of our 9 schools have fewer than 5 teachers. Only the two Colleges and Te Anau primary have more than 10. All of the other FiNSCoL school principals have a teaching component as part of their position. All but one of our schools have an Isolation Index of C or D. We have a mix of contributing, full primary and secondary schools, the smallest with fewer than 20 students, the largest with more than 300 students. Since FiNSCoL was established, only two of the original principals are still remaining.

FiNSCoL - Learning Together

### **Fiordland College**

Mission Statement: We provide wide-ranging learning opportunities within the school, our community and our local environment so that all students fulfill their individual potential. Our vision is to be recognised as an inspiring, innovative learning environment and centre of environmental excellence. Motto: Reward for effort

Website: [www.fiordlandcollege.school.nz](http://www.fiordlandcollege.school.nz)

### **Te Anau Primary**

Motto: Climbing our way to the top Te Anau School has a strong vision of 'Climbing Our Way to the Top'. Students use this vision to strive to be the best that they can be, whether it is in the classroom, out in the bush or in the playground with their friends. This vision comes from our location next to the mountainous region of Fiordland National Park which we are located on the edge of.

Website: [www.teanau.school.nz](http://www.teanau.school.nz)

### **Mossburn Primary**

School Motto: Attitude is everything; excited about learning and aiming for excellence Values: Communication, Honesty, Attitude, Responsibility and Manners (CHARM)

Website: [www.mossburn.school.nz](http://www.mossburn.school.nz)

### **Garston Primary**

Vision: We want our school to be a place where members for the school community work constructively together to support teachers' efforts to challenge our children as they grow and learn in a positive and caring environment.

Website: [www.garston.school.nz](http://www.garston.school.nz)

### **Lumsden Primary School**

Values: We are kind. We always try our best.

We are a PB4L school. Our purpose is to develop a caring whanau where students' life-long learning thrives. After consultation with whanau, students and community, our key values are 'we are kind' and 'we always try our best'. Positive behaviours are modelled, taught and incentivised.

Website - [www.lumsden.school.nz](http://www.lumsden.school.nz)

### **Balfour Primary**

Mission statement: To be the best that we can be for ourselves, our whanau, our community and the planet while leaving only a small environmental footprint. Values: Be respectful, be positive, be honest, be in control

<https://www.balfour.school.nz/>

### **Waikaia Primary**

Mission statement: Nurture, Enrich, Inspire

We are a warm and welcoming school at the centre of the Waikaia community. Our fantastic children, excellent staff and incredibly supportive community and BOT makes Waikaia School a very special place to be. These days how we learn, what we learn and why we learn is changing. Our mission is to equip our students with the confidence, curiosity and resilience to thrive in Aotearoa NZ and beyond. We are focused on providing the best possible learning outcomes we can for all students in a nurturing, enriching and inspiring school environment.

Website: [www.waikaia.school.nz](http://www.waikaia.school.nz)

### **Mararoa Primary School**

Motto: Key learning for life's journey

School Values: Caring for myself, caring for others, caring for the environment

Website: [www.mararoa.school.nz](http://www.mararoa.school.nz)

### **Northern Southland College**

Mission Statement: We strive to develop well-rounded young people, whose academic endeavour is balanced with sporting and cultural involvement and whose exhibition of personal and social skills is positive.

Values: Respect self, respect others, respect property

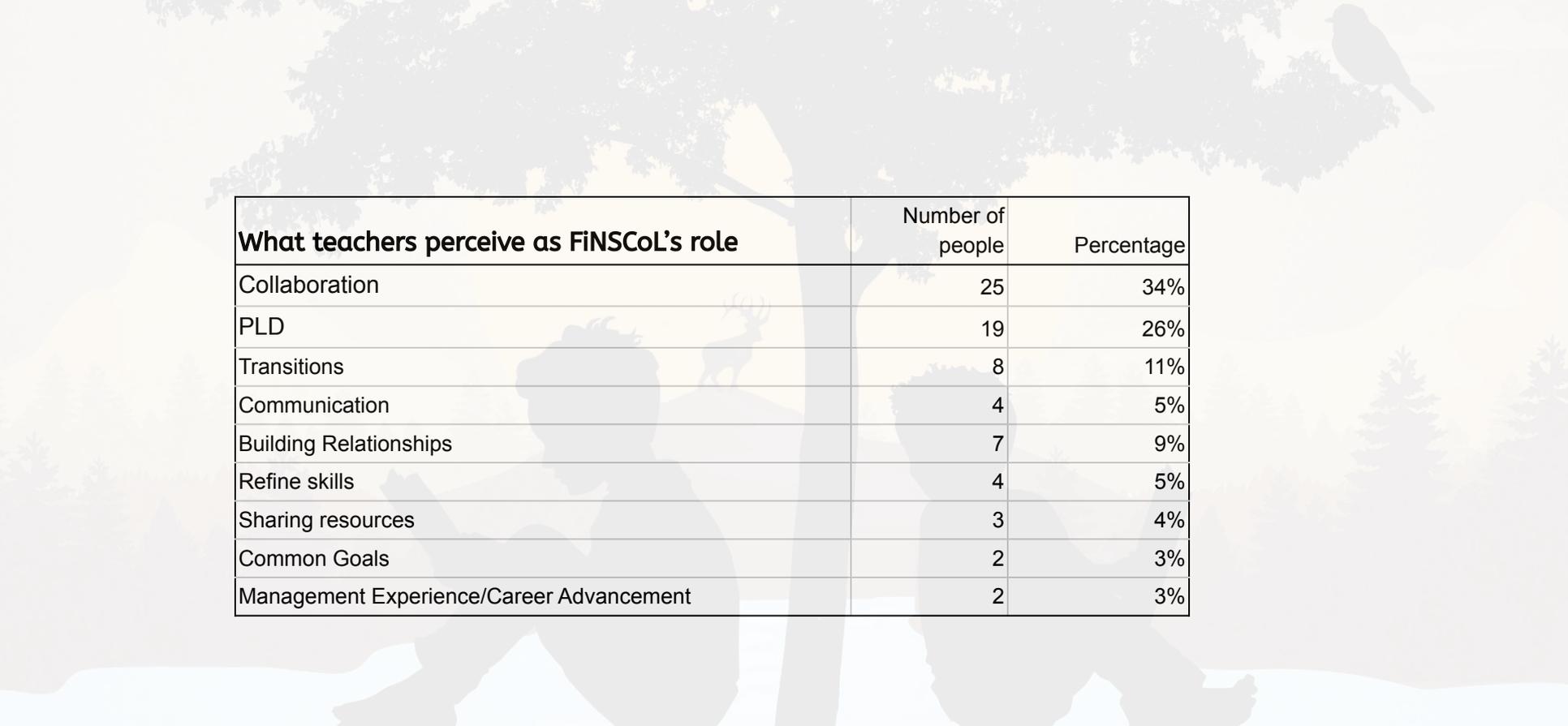
<https://nsc.school.nz/>

The background features a large, dark silhouette of a tree with a bird perched on its upper right branch. Below the tree, two human figures are seated on the ground, each holding an open book and appearing to read. The scene is set in a forest with various tree silhouettes and rolling hills in the distance, all rendered in a light, faded tone against a pale yellow background.

# Appendices

FiNSCoL - Learning Together

<b>Barriers to success of FiNSCoL</b>	Number of people identifying the barrier	Percentage
Distance	20	26%
Lack of time	8	1%0
Schools' different needs	8	10%
Lack of communication from CoL	6	7.8%
MOE money spent on CoL v impact on students	6	7.8%
Lack of engagement from teachers in CoL	4	5.1%
Lack of money to release teachers etc	4	5.1%
Lack of direction from CoL	3	3.8%
Lack of respect between Primary/ECE/Secondary Sectors	3	3.8%
Teachers resisting change	3	3.8%
Transparency from those in CoL roles	3	3.8%
Finding relievers	2	3.5%
MOE being in charge	2	3.5%
Access to PLD	1	1.2%
Misunderstanding of roles within CoL	1	1.2%
No WST	1	1.2%
Only 2 secondary schools	1	1.2%
Workload of teachers	1	1.2%



<b>What teachers perceive as FiNSCoL's role</b>	<b>Number of people</b>	<b>Percentage</b>
Collaboration	25	34%
PLD	19	26%
Transitions	8	11%
Communication	4	5%
Building Relationships	7	9%
Refine skills	4	5%
Sharing resources	3	4%
Common Goals	2	3%
Management Experience/Career Advancement	2	3%

FiNSCoL - Learning Together

<b>Professional development areas for FiNSCoL:</b>	Number of people suggesting each area	Percentage
Digital technology	6	15%
Transition	4	9.80%
Integrated learning	3	7.30%
The Arts	3	7.30%
Student well-being	2	4.90%
Cultural Responsiveness	2	4.90%
Raising engagement	2	4.90%
Learning difficulties	2	4.90%
Teachers well-being, Inquiry learning, Subject specialist meetings, leadership skills, appraisal, John Parsons, Collaboration, Reporting to parents, Science, PE, Reading, Moderating work, STEAM, Behaviour Management, Boys, Maths, Values & Key Competencies	1	Each 2.40%