



**TE KĀHUI AKO
O HAKATERE**

COLLECTIVE PATHWAYS TO SUCCESS

hakatererecommunityoflearning.co.nz

Hakatere Kāhui Ako (Community of Learning) Achievement Challenges



Collective pathways to success

Working with our combined communities to enable all students to reach their potential and have the ability to make life choices without barriers.

Together we achieve more

Recognition that success is a team effort that is dependent on all stakeholders aiming high, having a plan, setting goals and measuring milestones.

Ashburton Borough, Ashburton Christian, Ashburton College, Ashburton Intermediate, Fairton, Hampstead, Hinds, Longbeach, Netherby, St. Joseph's, Tinwald and Wakanui Schools

Active Explorers Ashburton, Allenton Free Kindergarten, Ashburton Baptist Preschool, Ashburton Montessori Preschool, Aubrey Mason Free Kindergarten, Hampstead Free Kindergarten, Hannah N Henry Early Childhood Centre, Jigsaw Preschool Ashburton, Merle Leask Free Kindergarten, Phoenix Preschool, Rising Stars Preschool, Stepping Stones @ Braebrook, Thomas Street Kindergarten, Tiddlywinks Pre-School Ltd.

Our Vision

Our vision statement '*collaborative pathways to success, together we achieve more,*' captures our view that every child has a pathway to travel and that success is achieved when they have others travelling that pathway with them. Not all pathways will be the same but they will all have elements of good practice that need to be present for success to be achievable. Our mission is to find what works on each pathway and to ensure we provide it for each and every child in our community.

Our vision, ambition and purpose to work together as kotahitanga is captured by the African proverb, '*If you want to travel fast, go alone. If you want to go far, go together.*'

Our Collective Kāhui Ako Values

The Hakatere Kāhui Ako values relationships and fosters connections between kura, ECEs and the wider community. The connections and relationships will enable the sharing of ideas and resources, while building the capacity and capability of the wider group for the common good of improving teaching and learning practice for all ākonga.

Kotahitanga (collaboration and collective efficacy) is the value that holds us together and unites all of our strength, purpose and actions.

Ka hikitia (aiming high) is the value that encourages us to lengthen our stride and provide pathways for ākonga to reach their maiaatanga (potential).

Pāhautea (flourish) is the value that signifies the result for ākonga as they flourish from the quality of our collective actions.

Through aiming high (ka hikitia) while working in collaboration as one (kotahitanga), our ākonga will flourish (pāhautea) and reach their potential (maiaatanga).

Our History and Identity

In 2015, the principals of the 12 schools in our community came together with a view to significantly raise achievement for students across our community.

We all have had concerns over the impact of our practice in reading, writing and mathematics. Over time many of our students have encountered slower than expected progress. We are determined to make a difference to all students, but in particular those who often have barriers to success. These barriers need to be identified for what they actually are and then we need to pool our knowledge, skill and effort to engage these learners, their families and their passion for learning.

Particularly, we all feel challenged by our ability to make significant impact in the following three areas.

- Boys' literacy
- Literacy and numeracy for our Māori and Pasifika students
- The number of students who pass NCEA at Level 2

We are a community made up of 10 primary schools, one intermediate school and one secondary school. The 11 primary sector schools contribute to the secondary school. Two schools are state-integrated and four are in rural areas. Four of the primary schools are full primary schools (Year 0-8).

The distance between schools is not seen as disadvantageous and regular interaction is already a strong feature of the community. Many staff already share professional learning opportunities. Students participate in sporting, cultural and social activities together. Secondary school students work in primary schools as ambassadors and sports facilitators.

There are a number of Early Childhood Education (ECE) centres in, and immediately surrounding, Ashburton. The ECE centres are divided into different groups with there being:

- 5 Kindergartens (that form the Ashburton Kindergarten Association)
- 3 Playcentres
- 10 ECE centres
- 3 Home based networks

As of October 2019 we have 14 ECE centres committed to the cause and work of the Kāhui Ako.

They are; Active Explorers Ashburton, Allenton Free Kindergarten, Ashburton Baptist Preschool, Ashburton Montessori Preschool, Aubrey Mason Free Kindergarten, Hampstead Free Kindergarten, Hannah N Henry Early Childhood Centre, Jigsaw Preschool Ashburton, Merle Leask Free Kindergarten, Phoenix Preschool, Rising Stars Preschool, Stepping Stones @ Braebrook, Thomas Street Kindergarten and Tiddlywinks Pre-School Ltd.

Professional support was provided to the Hakatere ECEs, enabling collaborative inquiry, and the establishment of common goals and direction. Concurrently, the Opuke Kāhui Ako ECE groups had also been supported in their Ministry collaborative inquiry. Once the Ministry of Education support had finished both Community of Learning ECE groups wished to continue the momentum. They successfully applied for funds through Advance Ashburton and Mackenzie Charitable Foundation. With the funding secured, a strategic plan and new combined leadership model was created. Currently, the Hakatere and Opuke Kāhui Ako ECE clusters work together to strengthen evaluative practice, which will impact on teaching practice in relation to transitioning to school.

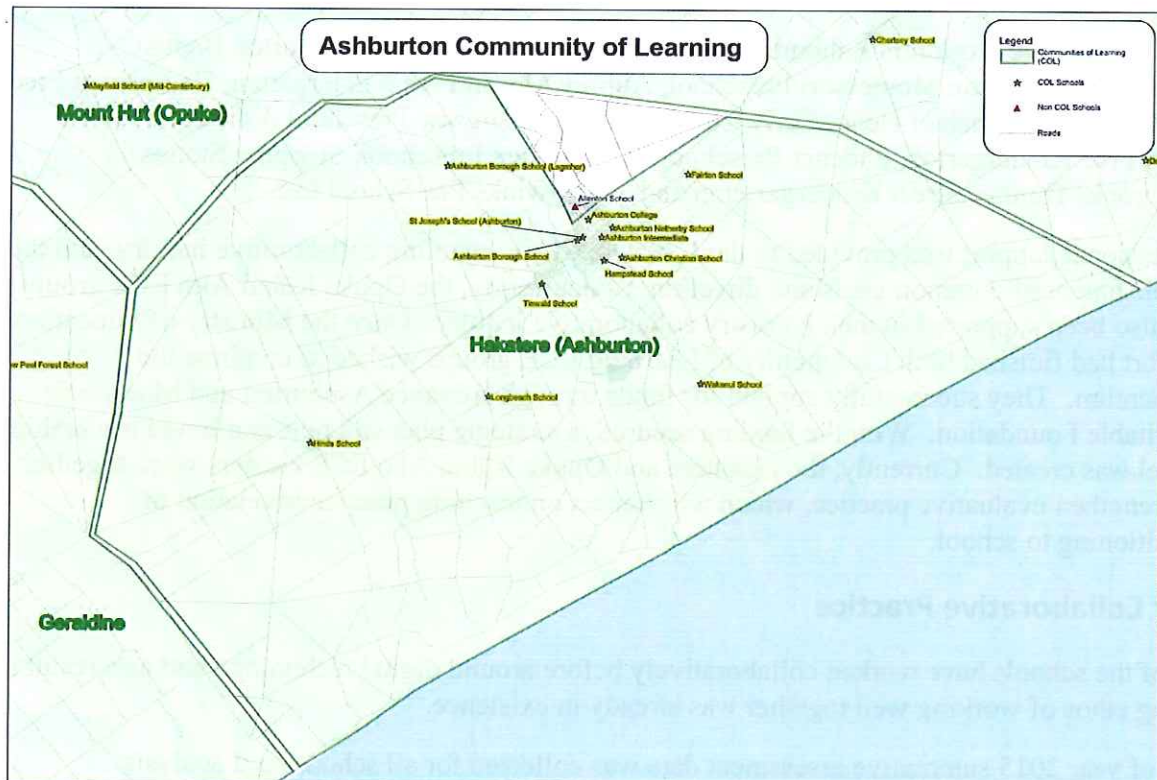
Our Collaborative Practice

All of the schools have worked collaboratively before around digital technology and as a result a strong ethos of working well together was already in existence.

End of year 2015 summative assessment data was collected for all schools and analysis highlighted a clear direction the Community of Learning wanted to pursue. All schools were common in their areas of need and this made the identification of targets straight forward.

- In 2012/13 all of the Hakatere Community schools worked together as part of a National Education Network (NEN) trial, making sure we used our access to fibre connected internet effectively and for the benefit of all students. This resulted in the provision of professional development for staff and the initiation of networks across schools to promote teaching and learning as inquiry models. Much of this work continues today.
- There is a passion among school leaders to address inequity in educational achievement within and across our schools.
- We have a shared vision and we all accept responsibility for doing better. We know where our target groups are and who is in them.
- On the whole, most students attend the same secondary school making it easy to tighten transition and to track progress from primary into secondary school. We anticipate making the transition seamless, from early childhood education right through to secondary, employment, tertiary or primary industries.
- Our community has some great thinkers and problem solvers. We are facing the challenges ahead from a 'can do' point of view as opposed to a 'who is to blame?' one.

Our Community:



2019 onwards:

The Hakatere Kāhui Ako formed as a collaborative and cohesive group in 2015 with initial achievement challenges accepted in December 2016. To date the Kāhui Ako has worked effectively to implement the various priorities to improve educational outcomes for children at the individual school level and across schools as directed and agreed upon. The mahi has been directed through the Kāhui Ako Achievement Challenges and a shared strategic plan.

The strategic plan has three key aims:

- 1) Through effective inquiry we will implement policy, programme and pedagogy to meet the needs of all our learners.
- 2) Develop and promote a community that demonstrates and celebrates success, equity, inclusion and compassion.
- 3) Enable all students to experience challenge, choice and wellbeing, at every stage of their education thus enjoying success.

The three strategic aims overarch the Kāhui Ako strategic actions, which are designed to give effect to the Achievement Challenges. Each strategic action has direct links to one, two or all three overarching strategic aims. The strategic aims will continue to act as overarching aims in the next phase of mahi underpinning the new set of actions.

Near the end of the first phase of our Kāhui Ako partnership we also questioned ourselves as leaders on what was needed to continue to meet our Achievement Challenges going forward. The following statements capture the collective feedback from the Steering Committee:

- *Ensure that we grow our teachers to be the best that they can be*
- *Ensure that they are supported to be in leadership roles and have the capability to motivate, excite and empower the classroom practice of all teachers*
- *Continue to provide teachers with the right professional development that actually meets the needs of what we want to achieve*
- *Ensure students are engaged in their learning and understand the values of what they are doing*
- *Communicate more effectively with families and whānau about what we are trying to accomplish and empower them to take a more active role in raising achievement*
- *Use our collective knowledge to grow staff capability*
- *Build effective relationships with students who need help and ensure they enjoy coming to school and are successful*
- *Use moderation to help attain consistency especially in assessment*
- *Have highly effective systems of communication and accountability*

As we move into the next phase of our mahi it is apparent that schools have various teaching programmes in place to support children through providing localised curricula and teaching options. The variety of programmes in place are reflective of the diverse school communities in which our Kāhui Ako operates.

To ensure collective efficacy and common threads between schools as well as activating ‘levers of change’ to improve outcomes for children, we have established three main challenges going forward. The challenges are able to be implemented as a collective Kāhui Ako while still enabling individual schools the autonomy, time and space to pursue areas of individual importance in the context of their own school, localised curriculum and specific community.

The challenges with the supporting strategic plan provides us all with a shared direction.

Challenge 1:

Culturally Responsive and Relational Pedagogy

Challenge 2:

Wellbeing - Hauora

Challenge 3:

Coherence - To build effective, valid and consistent practice at an operational level

Challenge 1:

Culturally Responsive and Relational Pedagogy

Concept:

The relatively contemporary notion of drawing upon culture and experiences when learning comes from sociologist Ann Swidler. Student's prior knowledge, language and ways of making sense of the world are used to inform teacher practices rather than being seen as barriers to learning (Russell Bishop). In the context of learning people do not just live within a culture, but use their cultural equipment, capital and knowledge to inform their behaviour, decision making and learning. All children attend school with a past, knowledge, experiences, culture and identity. Culturally Responsive and Relational Pedagogy is about contexts for learning where learners are able to connect their new learning to their own prior knowledge and cultural experiences. Each learner's 'cultural toolkit' (Bruner 1996) is accepted as valid and legitimate. In this way, cognitive levels and learning activities are responsive to the interests and abilities of individual learners.

When teachers have positive and productive relationships with learners they are more likely to feel positive about school in general. Positive relationships with ākongā are more likely to lead to better outcomes as learners will take risks, engage with learning and ask for help if needed. "It is teachers who have created positive teacher/student relationships that are more likely to have above average effects on student achievement." (John Hattie).

Vision:

Practitioners deliberately employing inclusive practice and pedagogy, which draws upon the learners' cultural toolkit while fostering relationships conducive to student agency will enable learners to flourish.

Rationale to Achievement Challenge:

All schools have localised curricula implementing various programmes to meet learning needs based on community aspirations, data analysis and inquiry based research. Irrespective of the programmes delivered or the nature of the school in which it is employed, all learning delivered with a pedagogy that is culturally and relationally effective will improve outcomes for all students regardless of gender, age, ethnicity or place of attendance.

Specific Hakatere Kāhui Ako Evidence:

The Hakatere Kāhui Ako engaged in Rongohia te Hau in order to provide evidence of the impact of the Culturally Responsive Relational Pedagogical work to date. Further investigation, through various research, also enabled us to establish some key facts that support the need for the continuation of a culturally responsive relational pedagogy moving forward.

2018 data illustrates that 14.2% of our Kāhui Ako school wide population identifies as Māori yet 50% of the children who have been stood down in 2018 identify as Māori. This is a gross over-representation suggesting that continued relational work and support are required.

2018 data indicates that our male priority learners are overrepresented in stand downs, suspensions and exclusions through our Kāhui Ako compared to National averages.

Our Kāhui Ako culturally responsive relational pedagogy work illustrates growth in many areas indicating successful outcomes in the following ways, which affirms the need for continued focus in this area.

As of August 2019, from a significant sample of walk through observations measuring teaching pedagogy, we still have 59% of our teachers working in the 'developmental areas' of each schools self-created and reviewed 1 - 5 continuum of good practice. This is an improvement of 8% from 2017. Although this is an improvement, development in the area of teaching pedagogy still has much room for improvement. This in itself supports the notion of teachers still benefitting from a continued focus in shadow coaching, open to learning conversations and collaborative inquiry aimed at improving teaching pedagogy.

There is a much closer alignment between the perception of Māori learners' relationships and teacher relationships. The gap between the perception of relationships between the two partners has shifted from a high of .4 in 2017 down to .2 in 2019. This is a positive difference.

There is a much closer alignment in relationships that will boost learning between Māori learners and teachers. The gap between the perception of relationships that boost learning has shifted from a high variance of .5 in 2017 down to a current low of .1 in 2019. This is a very significant and positive difference.

2017 data illustrated that 58% of our learners who identified as Māori said it felt good or mostly felt good to be a Māori learner within our Kāhui Ako. In 2019 this data has increased to 78%, which is a significant and positive 20% increase in this perception.

2017 data illustrated 50% of Māori children felt like they were achieving in their school setting. This has increased 13% to 63% in 2019, which again is a notable improvement.

Both the perception of relations and discursive practice aligning closer between the learner and teacher are extremely positive indicators that the mahi undertaken is making a successful difference for our priority learners and all learners to date.

Academically we have seen improvement in the following ways from a baseline data point in 2015 to our Kāhui Ako wide end of year collated data in 2018.

Overall our data indicates improvement in all three core subjects for Yr. 1 - 8 ākonga from 2015 compared to the 2018 end of year data.

Progress has occurred more quickly for boys than for girls in all three core subjects as measured at the end of 2018.

Significant progress for our priority learners has occurred as described in the following ways from 2015 to 2018.

A 2% improvement in math for our ākonga in Yr. 1 - 8 who identify as Māori

A 5% improvement in writing for our ākonga in Yr. 1 - 8 who identify as Māori

A 10% improvement in reading for our ākonga in Yr. 1 - 8 who identify as Māori

An 18% improvement in math for our ākonga in Yr. 1 - 8 who identify as Pasifika
A 23% improvement in reading for our ākonga in Yr. 1 - 8 who identify as Pasifika

The culturally responsive relational pedagogy practice, observations and learning to grow conversations were introduced in 2018 and 2019 within Ashburton College. It is too early to note or measure the impact of CRRP on NCEA overall achievement results at this point in time. We anticipate an improvement in NCEA results in the foreseeable future with the continuation of CRRP, other forms of professional development and a focus on our Kāhui Ako Achievement Challenges.

How and when:

- Continue to revisit, develop, refine and embed our 1 - 5 continuum of culturally and relational practice (bi-termly)
- Actively engage in learning to grow conversations, shadow coaching and evidence of impact of shadow coaching (bi annually)
- Employ the growth tool to improve practice as both a mentor and mentee (annually)
- Engage in collaborative spiral of inquiry models to research and improve pedagogical practice in teams, syndicates or school wide (ongoing)
- Build a collaborative bank of best practice/exemplars audio visually for self analysis, reflection and improvement

Who:

Lead principal

Across school teachers

Within school teachers

All teaching and leadership personnel within the Kāhui Ako

Indicators of Success:

The measure of successfully improving culturally responsive relational pedagogy will vary for each school based on the dissemination of their 2019 disaggregated data as each school chooses to inquire and focus on areas of established need. The measure of the success of implementing and practicing culturally responsive relational pedagogy will occur through Rongohia te Hau scheduled for Term 3 2021. This is not to say that ongoing formative assessment will not be occurring with frequency to monitor progress.

However, collectively as indicators of success, we aim to see improvement across our Kāhui Ako wide aggregated data in the following ways.

60% + of our teachers are working within the integrated area of each schools self created 1 – 5 continuum of desirable pedagogical practice.

85% + of our learners who identified as Māori to express, it feels good or mostly feels good, to be a Māori learner within our Kāhui Ako.

85% + of Māori children to express the perception that it feels like they are achieving in their school setting.

A .2 or less variance from the perception of relationships between Māori learners and teachers.

A .2 or less variance in the perception of relationships that will boost learning between Māori learners and teachers.

Challenge 2:

Wellbeing - Hauora

Concept:

“Student wellbeing is strongly linked to learning. A student’s level of wellbeing at school is indicated by their satisfaction with life at school, their engagement with learning and their social emotional behaviour. It is enhanced when evidence-informed practices are adopted by schools in partnership with families and community. Optimal student wellbeing is a sustainable state, characterised by predominantly positive feelings and attitude, positive relationships at school, resilience, self-optimism and a high level of satisfaction with learning experiences.” (Wellbeing for Success: A Resource for Schools, ERO March 2016, p.4).

Wellbeing is fundamental to the overall health of an individual, enabling them to successfully overcome challenges, engage in learning and achieve what they want in life. The New Zealand Curriculum aims to empower all learners with the vision of being connected, confident and actively involved lifelong learners. Te Whariki aims to empower the learner to be competent, confident learners and communicators, healthy in mind, body and spirit. To realise the vision of both curricula ensures that wellbeing is at the centre of teaching and learning, which is crucial for students to flourish.

The need for a wellbeing focus is further accentuated by our compelling anecdotal evidence and demand for wellbeing services within our Kāhui Ako.

Vision:

Learners will experience an improved sense of wellbeing through collective Kāhui Ako initiatives, support and teaching.

Rationale to Achievement Challenge:

All kura across our Kāhui Ako have anecdotal evidence that there is greater need for a wellbeing focus based on the increased requests for interventions and support around children experiencing trauma.

Specific Hakatere Kāhui Ako Evidence:

We have been fortunate to have been offered the services of Mana Ake through our Kāhui Ako in 2019. What this service highlighted, once referrals were made, was a large number of wellbeing needs from our community that had not been catered for appropriately in recent years. This evidence supports the need for wellbeing to be a major focus for our community of schools in the next phase of our Kāhui Ako mahi.

In just six months from February to August 2019 we had 141 Mana Ake referrals, with 18 of these being group referrals. 141 referrals equates to 6% of our Kāhui Ako’s primary school population needing support. There are still many more referrals to be made based on the feedback from schools and Mana Ake, suggesting a genuine need for the wellbeing focus from both external agencies and within our schools.

75.5% of our Mana Ake referrals are for anger and emotional regulation concerns.

In 2018 our Kāhui Ako had twice the National average suspension rate per 1000 students (Education Counts).

92% of schools surveyed in the Hakatere Kāhui Ako said wellbeing will be a priority for their schools from 2019 through to 2021.

100% of schools surveyed in the Hakatere Kāhui Ako see children's wellbeing needs, that are not being addressed, as having a negative impact on ākonga's learning and achievement aspirations.

100% of Early Childhood Centres who responded to the Hakatere Kāhui Ako survey indicated wellbeing will be a priority for their centres from 2019 through to 2021.

100% of Early Childhood Centres who responded to the Hakatere Kāhui Ako survey indicated that children's wellbeing needs, which are not being addressed, having a noticeable negative impact on ākonga's learning and achievement aspirations.

Clearly, placing wellbeing at the front and centre of our work will ultimately improve all outcomes for all ākonga.

How and when:

- Schools within our Kāhui Ako aim to play a pro-active role in providing children with experiences, tools, ideas and resources to manage and improve wellbeing outcomes (ongoing)
- Implement NZCER Wellbeing Survey Tool for Years 5 - 13 and analyse results (early 2020 and end of 2021)
- Create and implement Wellbeing Survey Tool for Years 0 - 4 and analyse results (early 2020 and end of 2021)
- Implement Rongohia te Hau (August 2019)
- Collate and analyse the wellbeing related questions from 'Rongohia te Hau' from all three stakeholders of whānau, kaiako and ākonga (late 2019)
- Develop hauora practices in all schools that are cultural and gender specific and age appropriate based on learner needs as indicated from multi - survey results (2019 - 2021)
- Provide opportunities for tamariki to develop skills to keep themselves safe (ongoing)
- Kāhui Ako wide professional learning on relational practices to enable hauora (ongoing)
- Utilise outside agencies to support whānau in providing and maintaining healthy relationships with their tamariki (ongoing)
- Share and access information in a timely manner to enable effective transitions (2019 onwards)
- When applicable draw upon the expertise and service of SWISS, RTLB, LSC, He Waka Tapu, Fale Pasifika, Learning Support, Police, Oranga Tamariki, Mana Ake and other agencies to support learners and whānau wellbeing (ongoing needs based)

Who:

All personnel in the Kāhui Ako, professional providers and agencies entrusted with improving wellbeing outcomes in tandem with schools.

Indicators of Success:

- Increased access to and engagement in opportunities to celebrate and enhance wellbeing.
- A positive change in wellbeing data is evident from the Wellbeing at School Survey from 2020 and 2022 (The first Wellbeing Survey to gather baseline data has not been administered as of yet, but will be in 2020).
- Effective use of the services to improve wellbeing is actioned by accessing agencies.

Challenge 3:

Coherence - To build effective, valid and consistent practice at an operational level to:

- fostering teacher curiosity and reflection
- increasing teacher capacity
- building collective evaluative efficacy

Concept:

Consistency of purpose and practice fosters coherence across a range of schools working in collaboration for a common goal. “School systems that struggle are riddled with incoherence, mismatched strategies, competing cultures, and illogical initiatives. What we need is consistency of purpose and practice.” (Michael Fullen).

All schools have unique systems, processes, localised curriculum and culture, which are valued and contribute to each school's special character, individuality and flavour.

However, coherence of shared systems and practices to undertake the collective mahi of the Kāhui Ako are also a necessary requirement to promote a common language and understanding of a way of doing things. Coherence provides logical approaches and consistencies that makes sense as a whole for all stakeholders in our Kāhui Ako.

Vision:

To create a consistent and coherent approach between schools at the operational level for evaluation, transition, capacity and capability building purposes.

Rationale to Achievement Challenge:

Collective Evaluative Efficacy:

It is evident that many forms of assessment exist across our Kāhui Ako. There are also notable discrepancies and arguably inaccuracies between schools as to where a child is placed in their achievement against the New Zealand Curriculum. By implementing a consistent assessment tool across schools we aim to eliminate inconsistencies while developing a shared approach and language of learning between schools, parents and ākonga.

Transitions:

There is a need between schools to create coherence in order to consistently evaluate ākonga progress, transition children between learning centres and inquire into practice.

Transition from school to school requires as much of the holistic knowledge built up about the student to be transferred as it does the achievement data and knowledge. This ensures the inclusion of the ākonga and whānau's wider story as well as support in what they may have received in one setting being communicated and transferred to another setting.

Acknowledgement of the uniqueness of students and families may be accommodated through inviting whānau to share information about their child's needs, allowing the sharing of the child's journey in a timely and authentic manner.

The Hakatere Kāhui Ako appreciates the value of having consistent and thorough transitional processes. Although there has been significant work in unpacking and developing systems and processes to provide consistent and useful transitions already, we still believe further development is required in this area. As a result there is an appetite from pre-schools, contributing schools, the intermediate and College to continue with this work to improve and consolidate the development work already undertaken.

Ultimately, through a consistent and well thought out transition process we aim for whānau and ākonga to feel welcomed and comfortable in the new educational setting as quickly and seamlessly as possible. This work is aimed at removing and overcoming barriers to support the learning of new processes to help ākonga and their families develop new positive support networks within new establishments promptly and effectively. Naturally, the level of transition support required by learners will vary and be directed based on needs.

Teacher Inquiry – Capacity and Capability Building

Since any teaching strategy works differently in different contexts for different students, effective pedagogy requires that teachers inquire into the impact of their teaching on their students (NZ Curriculum, 2007).

How and when:

Collective Evaluative Efficacy:

- Establish a tool which allows for consistency of assessment and the language of learning and teaching within and across schools (2019)
- Seek professional support and resourcing to implement a consistent learning and assessment platform to allow for the sharing of achievement data and next steps of learning information between kura, ākonga, whānau, community and kaiako (2019 - 2021)
- Collaboratively establish next steps of development that may arise from the implementation of a Kāhui Ako wide assessment and next steps of learning tool (2020 - 2022)

Transitions (Whakawhiti) - Pathways from ECE through to employment:

- Strengthen transitions between ECEs and kura through consistent approaches, inquiry and collaborative efforts between ECE and primary schools (2019 - 2021)
- Provide provision for staff to explore, work together and inquire into effective transition processes within and between schools (2019 - 2021)
- Through frequent hui with community, caregivers, teachers and between schools; allowing the identification of systems and methods that support children to transition well and remain in school (2019 - 2021)

Teacher Inquiry - Capacity and Capability Building:

- Continue to build and grow teacher capacity, capability and reflection through collaborative inquiry (ongoing)
- Share models and examples of successful inquiry between teachers and schools to cross pollinate ideas, highlight successes and challenges through inquiry (ongoing)
- Encourage and support collaborative inquiry models within schools, across the school and the Kāhui Ako to foster consistent inquiry approaches while drawing upon the collective wisdom of the larger group (ongoing)

Who:

All teaching and leadership personnel within the Kāhui Ako.

Indicators of Success

Collective Evaluative Efficacy:

- All 12 schools in the Hakatere Kāhui Ako are using the Progress and Consistency Tool to measure student progress and next steps of learning in math from Yr.0 – 10 by the end of 2020.
- All 12 schools in the Hakatere Kāhui Ako are using the Progress and Consistency Tool to measure student progress and next steps of learning in reading and writing from Yr.0 – 10 by the end of 2021.

Transitions:

- All 14 ECEs and 10 primary schools have a shared understanding and documented process of transition by the end of 2021.
- All 10 primary schools and the one intermediate school have a shared understanding and documented process of transition by the end of 2021.
- The intermediate school and five full primary schools have a shared understanding and documented process of transition between themselves and the College/s by the end of 2021.

Teacher Inquiry - Capacity and Capability Building:

- All teaching staff across our Kāhui Ako are consistently using teacher inquiry models to investigate the impact of their teaching on student outcomes.

Proposed action and monitoring plan for reporting progress to our community – students, family/whānau, teachers, principals and Boards of Trustees:

What will we report	To whom	When will we do it	How will we do it
Specific names of students in target groups	Students, schools, Family	February	School based communication
Action plans for target groups with clear progress benchmarks	Schools, BOT's, students, family	March	School based communication Combined BOT/principal meeting
Monthly reports on progress	Principals, COL leaders	April, May, June	Via a new Hakatere COL management system
Mid year analysis	BOT, Principals, teachers	July	Written analysis, presentation
Second half year target groups/action plan	All stakeholders	July	COL leadership team to schools, students
Monthly reporting continues	Principals, COL leaders	August, September, October	Via Hakatere COL management system
End of year report	All stakeholders	November	Written analysis, presentation

