

# Te Kāhui Ako o Kōhanga Moa



Te Kāhui Ako o  
Kōhanga Moa

**Achievement  
Challenge Mid 2021 -  
Mid 2024**



Te Kāhui Ako o  
Kōhanga Mōa

E kore e taea e te whenu kotahi te whāriki te raranga  
Heoi anō mā te mahi o ngā whenu, mā te mahi tahi o ngā kairaranga  
Ka oti tēnei whāriki



Te Kāhui Ako o  
Kōhanga Mōa

*The tapestry of understanding cannot be woven by one strand alone.  
Only by the working together of weavers,  
will such a tapestry be completed.*

Integrate - **whakakotahitia**      Innovate - **auahatia**  
Include - **tāpeke**    Inspire - **whakaohoohotia**

**Te Kāhui Ako o Kōhanga Mōa** - Inglewood Community of Learning is fortunate to have as one of its foundations an already existing sense of community, both across and within the learning institutions it represents as well as the wider community itself. We do not want merely to preserve this. We intend to enhance it in the coming years through the work of our Kāhui Ako.

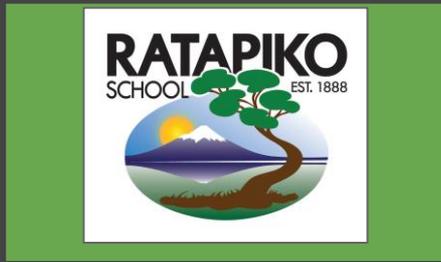
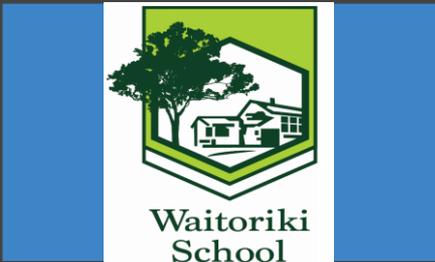
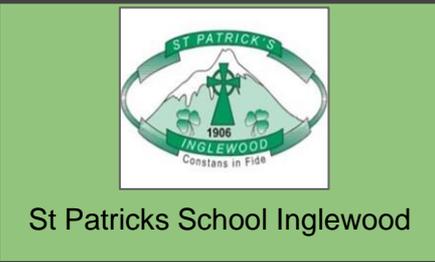
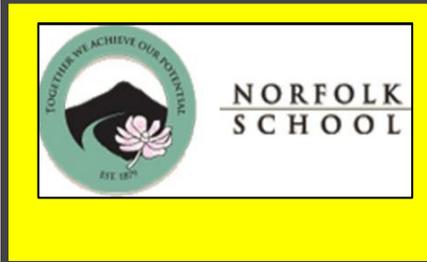
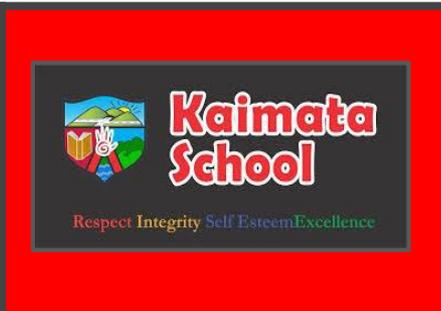
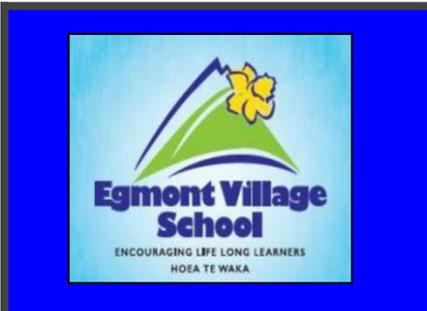
Because the moa has historic significance for our sense of geographical place (and connectedness), we embark on this journey with New Zealand poet Allen Curnow's words ringing in our ears. .... - **"some child, born in a marvellous year, will learn the trick of standing upright here"...**

The Skeleton of the Great Moa: Canterbury Museum, Christchurch - Allen Curnow.

For us the moa is a powerful image of the future. We want our tamariki to know who they are, where they come from, to stand tall and be confident and to be young people who actively contribute to our society. Forming our Kāhui Ako is our united and bold statement that we are prepared to take responsibility for helping them learn that "trick."

Our intention is to achieve this by supporting the holistic progress of all our community's ākonga through a collaborative, sustained approach from pre-school until such time as they enter the world of work.

Who are we? Our learning institutions are either in or around the township of Inglewood made up of 1400 school students and a further 200 children in Early Learning Centres. Situated in the lush Taranaki countryside our community has a distinctly rural flavour. Best Start Inglewood, Inglewood Community Childcare Centre, Inglewood Playcentre, Inglewood Kindergarten and Te Rangiora Kōhanga Moa feed our primary schools - Egmont Village, Inglewood Primary, Kaimata, Norfolk, Ratapiko, St Patrick's and Waitoriki Schools – which in turn, feed into Inglewood High School.



## Who are we?



To achieve our vision our agreed core values are:

*Integrate / Whakakotahitia*

*Include / Tāpeke*

*Innovate / Auahatia*

*Inspire / Whakaohoohotia*

**We will:**

Work towards excellent outcomes for all ākonga in our Kāhui Ako

Work with honesty, openness, respect and collaboration, fostering an environment of high trust

Take risks and be professionally supportive of each other

Meet regularly to review progress of our learning goals

Develop robust systems and processes and use data to inform and drive our decision-making

**The Why: The Young Inglewood Citizen**

As a Kāhui Ako, we value the links between early childhood curriculum (Te Whāriki), primary and secondary curriculum (NZC) and tertiary, with which utilising all stages and competencies within these curricula result in having graduates who are Confident, Connected, Actively Involved, Lifelong Ākonga.

## Early Childhood Children's voice - Skills, Traits and Dispositions

Our ECE students have shared their voice around the **skills, traits, dispositions** of what they believe we need, to be 'nice people', in our community. Generally these are what they talked about:

- Helping others, being helpful themselves
- Not hurting others
- Using their manners e.g please, stop it
- Playing with friends
- Be kind, nice and cuddle people

### **Some of the skills you need to have as adults are:**

- Helping others, helping children
- Clean up, clean the ute
- Play, work, cook
- Be nice to others, be nice to children
- Doing jobs (eg on the farm, putting laundry on the line, putting garbage out)
- Work hard
- Shopping
- Drive a car

## Primary students voice - Attributes, skills, emotional and social dispositions.

Our Primary students have shared their voice around the skills, traits, dispositions of what they believe they need, to be a successful learner in our community. Generally these are what they talked about:

**Attributes:** The main and popular belief of our students is that they need to be kind, helpful, happy, empathetic, respectful, patient people. They understand the need to have a growth mindset and positive attitude as learners.

**Skills:** While many students feel that technology and digital skills are important many highlighted practical knowledge and creativity/design were crucial to success. Problem solving, self reflection and working alongside others also featured consistently. Mathematics, science and literacy skills were also seen as a priority to many.

**Mental & Emotional:** Our students highlighted compassion, empathy, pride, happiness, self confidence and sense of humour as key dispositions in this area. They also regularly mentioned regulating emotions is important to understanding feelings and mental health.

**Aspirations:** While many chose university, travel and employment, many chose interest based/ skills based work as a future ambition or career.

## Secondary students voice - Attributes, skills, emotional and social dispositions.

Students on the whole enjoyed their transition into high school. The new module programme has had mixed feedback from students. Students have an opportunity to try out a vast amount of options over a two year period as every option lasts a semester. This has ensured that students meet a wide variety of peers across the junior school, especially in mixed year level classes. However, some students feel that they have not been able to create close working relationships with their peers because every class has a different mix of students.

Students were asked to think about how challenging they found work to be in secondary school. Many of the students reflected that they thought the work in mixed ability classes was aimed at the middle level of the class. They reflected that they preferred a mix of learning activities that at times really challenged them and at times gave them opportunity to practice and consolidate skills.

Students felt to be successful at high school you needed:

*'To be open minded so you are ready to give new things a go, and to be able to actively participate in class so that you are always trying your best.'*

*'To be able to work well in a team/group situation.'*

Much work needs to be undertaken to support student/learner agency. A focus on teaching Key Competencies is occurring at IHS but as yet is not understood explicitly by many of the students.

Matauranga Māori is not being integrated as yet across all learning areas and there is a feeling that a lot of work is needed to be undertaken to promote understanding of its importance in students' lives as citizens of NZ/Aotearoa. Culturally Responsive Practice/Culturally Proficient Practice is a major ongoing focus for students at Inglewood High School.

## School Board Voice

-As a School Board member what **skills, traits, dispositions** are you wanting our children to develop?

-What **traits, skills** and **dispositions** do you want our tamariki to leave your classroom with, at the end of the year?

Our **Early Childhood Centres** want our learners to grow into confident communicators who are curious, friendly, kind and trustworthy. They will be learners who are willing to have a go and persevere and display resilience in what they do.

Our **Primary School Board members** value learners who are able to contribute in a positive way to society and care about our people and environment.

We want citizens who are:

- respectful, empathetic, compassionate and inclusive
- resilient, confident, self assured with a positive mindset and strong communication skills.
- honest, responsible and show integrity
- creative, critical thinkers with initiative that are curious to discover the world around them
- motivated, determined, independent learners who display self belief and perseverance. They are lifelong learners.

Our **High School Board Members** see the Inglewood Citizen as a respectful, enthusiastic life-long learner. They will be adaptable, ethical, knows right from wrong and be courageous enough to do what is right. They will have empathy, be someone of integrity and will be trustworthy. Inglewood citizens will have good manners and be socially competent. They will be confident (without being arrogant or self-centred). They will be active, contributing, good citizens (who know the trick of standing upright here).

## Parent voice - Collected via online survey - Term 4, 2020

What **skills, traits, dispositions** do you want for your child when they leave school?

Ultimately, our parents want our children to be happy and confident in who they are with a give it a go attitude and a sense of humour. Basic life skills such as budgeting, growing food, cooking, baking, sewing are important to our parents. Respect (for self and others, self love) compassion, sincerity, empathy and gratitude were common responses in our surveys.

Our parent community values resilience, ambition, persistence, perseverance and determination. They want our children to be imaginative and creative, helpful, hard working and with a strong work ethic. Parents feel that our children need to understand that not everything comes easily. If you work hard you will achieve.

Our children need to be able to communicate their needs. Communication skills and skills for building positive relationships with peers are essential. This also includes the online world. Our children need to know how to use technology properly and safely in an online world.

Our children need to learn how to cope in real life. The world is getting more challenging to live in. Mental and physical health knowledge and strategies are important as well as having a growth mindset. Knowledge around how our brain works and how we can take care of mental health through skills such as mindfulness, gratitude and affirmations are valuable.

## Staff voice - Collected - Term 4, 2020

What **skills, traits, dispositions** do you want for your students when they leave school?

**Traits/skills:** Teachers would like students to be happy, healthy and confident. They believe students should demonstrate responsibility, determination, a positive attitude and resilience. Teachers hope that students will be respectful and empathetic towards others and the environment.

**Mental & Emotional:** Teachers would like their students to be able to problem solve and make good choices in their learning. They feel students need to be able to have a good sense of self esteem, identify their feelings and regulate their emotions.

**Spiritual connections:** Teachers feel it is important for students to have a sense of personal identity, connection, know who they are and where they come from. They also believe that students should have a good understanding of their faith, culture, values and beliefs. Teachers would like students to have the ability to accept others differences and to have experiences different to their own.

# Our Achievement Challenges

We have four identified key areas. These overarching challenges and strategies inform our approaches to supporting student achievement throughout and across all aspects of their schooling.

## 1 Strengthening learning and connection by developing shared pedagogy:

Developing consistency across our Kāhui Ako by engaging in shared professional learning. Increasing kaiako capacity to meet the learning needs of ākonga in a meaningful way through localised curriculum development in each learning centre.

## 2 Strengthening our sense of belonging through enhanced transitions:

Developing key strategies to ensure successful transitions into, between and within ECE, primary, secondary, and tertiary/workforce as well as between levels within ECE, primary, secondary and tertiary .

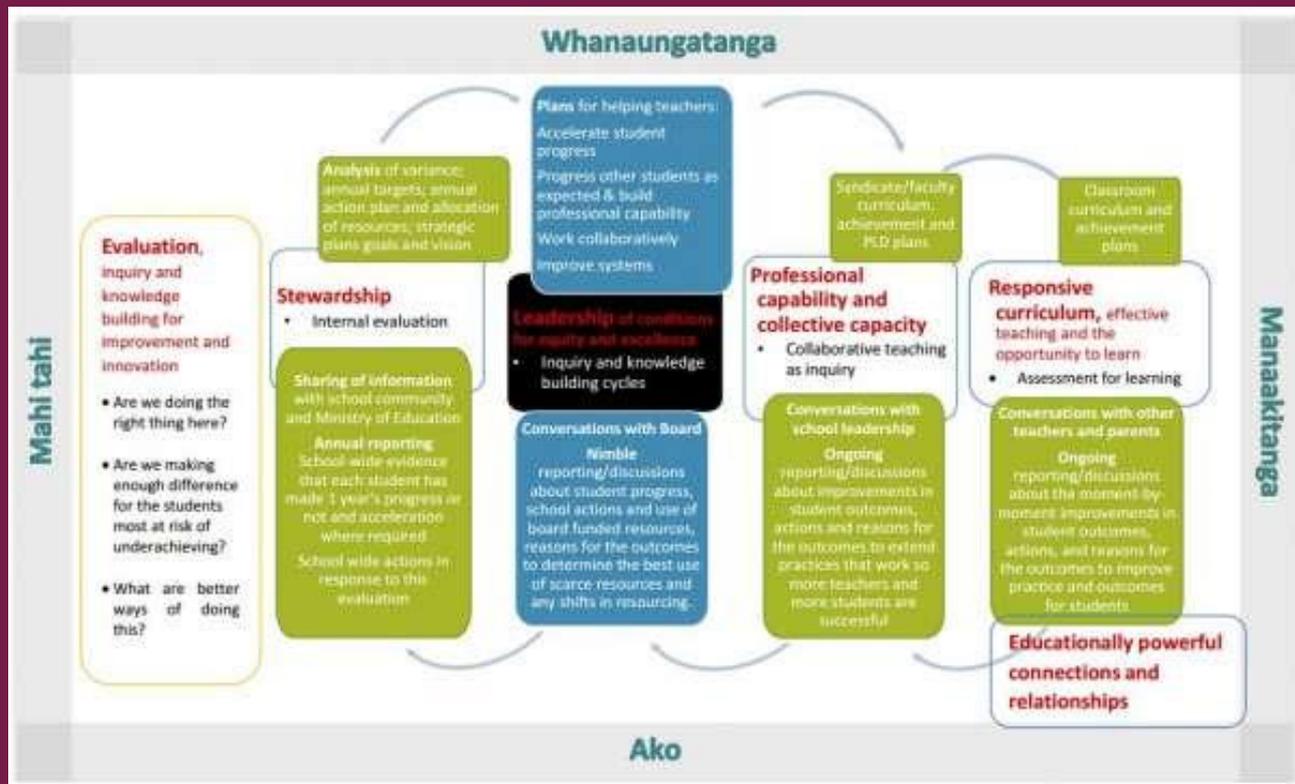
## 3 Strengthening the learning and wellbeing of Ākonga with additional learning and emotional needs:

Facilitating better access to services for priority and targeted ākonga internally and externally.

## 4 Strengthening relationships between iwi, hapū, whanau and our community.



**Achievement Challenge One:**  
**Strengthening learning and connection by developing shared pedagogy:**  
**Developing consistency across our Kāhui Ako.**



## **Achievement Challenge One: Strengthening learning and connection by developing shared pedagogy: Developing consistency across our Kāhui Ako.**

ERO documents state “The focus of collaboration is on improving outcomes for tamariki through changes in instructional practice. Collaboration involves working together on shared challenges that have been identified through the use of evidence.

- Effective collaboration engages participants in ongoing cycles of inquiry
- Identifying what is going on for tamariki in relation to valued outcomes
- Using credible evidence, identifying a problem of practice that will stretch existing knowledge and capacity but also be manageable.
- Designing, trying out and testing changes in practice that are aimed at solving the identified problem
- Accumulating evidence of impact, refining or discarding ideas based on evidence of their effectiveness, embedding changes that prove to be effective into daily practice
- Identifying the next student-related challenge.

Effective collaboration is characterised by dense, frequent sharing of knowledge among participants, with the aim of addressing the identified challenges. Members of highly effective groups interact frequently among themselves, focusing on refining and consolidating professional practice. Educators experience increased efficacy and agency when leaders provide opportunities and support for engaging in collaborative inquiry and when they ensure that participants at all levels have a voice in how inquiry processes are set up and work.” ERO (2016)

As a Kāhui Ako we believe the goal for our ākonga needs to drive everything that we do. When we talk about pedagogy across all of the sectors, we need to find a common space to be focusing on, i.e. dispositions, key competencies and attitudes.

Improved pedagogy = Improved engagement and achievement for all learners

### **Ongoing focus of our work:**

To increase the capacity of kaiako to progress and raise student achievement we challenge ourselves to develop shared pedagogies across our Kāhui Ako. To ensure we are using a “common language” across our Kāhui Ako, we embed the ERO ākonga focussed evaluation processes within our ECEs and schools. The Education Review Office (2015) supports schools embedding teaching as an inquiry over a three year cycle.

## **Achievement Challenge One: Strengthening learning and connection by developing shared pedagogy: Developing consistency across our Kāhui Ako.**

### **Noticing**

By the end of 2018 it became clear that by limiting our development of shared pedagogy to mathematics we had been somewhat narrow minded and had failed to address the true concerns leading to low mathematics levels. This was highlighted with the COVID-19 lockdown in early 2020 when student wellbeing became the main focus of our schools and centres.

Staff across schools had actively engaged in shared hui and relationships were beginning to develop across the Kāhui Ako in relation to achievement challenge 3 - Transitions. A number of schools had participated in mathematics focussed PLD with some improvement in student data in this area. However, with the removal of National Standards and development of localised curriculums schools were actively moving towards developing a more holistic approach to gathering student assessments and data.

### **Investigating**

As the role of our Learning Support Coordinators (LSCs) began to develop scoping data revealed 5 of the 8 schools identified Dyslexia and Anxiety as the highest uncatered needs across their student populations with 50% identifying trauma and gifted education as the second areas. Researchers, including Nathan Wallis, have indicated these issues need to be addressed successfully before students become 'free to engage with new learning.'

"There are two key aspects to education outcomes – wellbeing and achievement. They are linked and reinforce each other. Student wellbeing is both important in its own right, and because it is a key factor in enabling learning. (Learning in a Covid-19 World: The Impact of Covid-19 on Schools - ERO)

The Code of Professional Responsibility states "creating learning environments (including online spaces) that are safe and inclusive, and that promote the dignity and emotional wellbeing of all learners' as an example of a teacher showing commitment to learners and promoting the wellbeing of learners. Ākonga wellbeing is consistently mentioned throughout the code.

## **Achievement Challenge One: Strengthening learning and connection by developing shared pedagogy: Developing consistency across our Kāhui Ako.**

### **Prioritising to take action**

It is evident that the LSC role has the potential to accelerate student achievement, particularly for tier 2 students which will have a roll on effect in many classes to tier 1 learners ability to successfully engage with learning.

Shared pedagogy needs stripping back to provide a strong foundation for all our Kāhui Ako learners - *learn the trick of standing upright here.*

Acting upon our noticings is to become Achievement challenge 1 and will incorporate and build upon already strong progress in AC 2 and 4.

Actions included

- specific choice of speakers and workshops at the Kāhui Ako mini conference to support pedagogical strengthening
- Collation of high quality resources for kaiako access on the Kāhui Ako website supporting anxiety, trauma, dyslexia and gifted.
- The employment of pastoral support workers for 30hr/wk across all primary schools
- All primary based teachers, principals and learning support workers engaged in Pause, Breathe, Smile training and the programme is active in all primary schools
- Improved transitions within and across learning spaces leading to less disruption for learners and effective transfer of information and support networks for akonga and whanau.

### **Moving forward**

- Secure funding to continue the Pastoral Support Worker role beyond 2021
- Set up a sustainable programme and pathways to meet the needs of gifted and talented learners
- Actively seek community feedback and report to our community through regular whānau hui
- Investigate the use of NZCER surveys, me and my school and the Teaching Schools Practices Survey (TPS) to aid data gathering and internal evaluation
- Develop localised curriculum within schools bringing shared aspects to the Kāhui Ako table
- Complete training and begin to implement the use of the PaCT tool across all schools aiding data collection and internal evaluation and next steps as a collective
- Further develop strategies to use Te Whare Tapa Whā when gathering voice and information.

## **Achievement Challenge One: Strengthening learning and connection by developing shared pedagogy: Developing consistency across our Kāhui Ako.**

### **Indicators (Taken from our monitoring & evaluating impact tools used in our first set of Achievement Challenges)**

There is a culture in which tamariki are first and foremost valued, celebrated and affirmed for who they are and what they bring to their learning. Kāhui Ako Kapa Haka, sports, cultural and arts events are built upon with the introduction of opportunities and sustainable programs supporting gifted and talented learners.

A high level of relational trust is evident among all who are involved in our Kāhui Ako o Kōhanga Moa. This is evidenced by open-minded debate, negotiation, problem solving and critical reflection that leads directly to enhanced learning opportunities and outcomes for students.

Collaborative ways of working are fostered within and across schools/centres utilising AST's, and LSC's to support this.

An online space continues to be developed enhancing shared practice amongst kaiako (website) and communication with whānau (FB).

Kaiako and staff actively share effective learning and practices across our kāhui inspiring others on their journeys. We celebrate what each other do. E.g. Wananga Week, Shared Staff Meetings, Teacher visits

Wānanga week, (week 6) is held across week 6 of Terms 1-3 with the purpose of sharing effective learning and practice in shared space.

Staff meetings have built in time whereby internal shared practice is the norm and sustainable.

Data analysis and evaluation supports PLD opportunities across all of the education sectors in Kōhanga Moa.

## **Achievement Challenge Two: Strengthening our sense of belonging through enhanced transitions: Developing key strategies to ensure successful transitions into, between and within ECE, primary, secondary, and tertiary/workforce as well as between levels within ECE, primary, secondary and tertiary.**

In order to develop a shared understanding of what effective transitions look like for the Inglewood Ākonga, we would like to see purposeful interactions between ECE's, tumuaki and cross community kaiako. This would include enhancing current practices that we know are already effective. We also know that enhanced transitions are about both ākonga achievement and well-being.

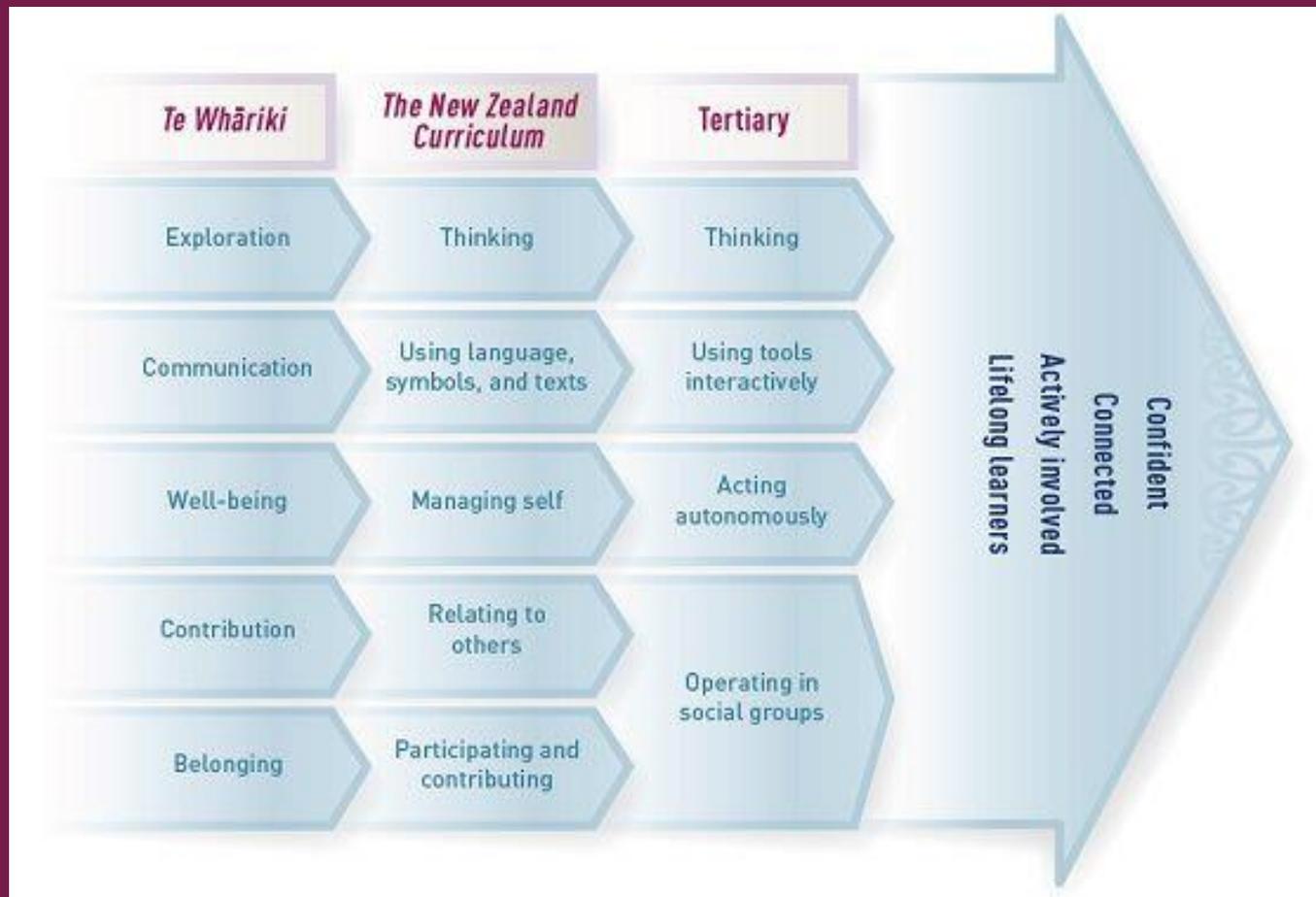
Research shows us that improved well-being has a direct influence on ākonga achievement. From New Zealand literature on transitions, ERO identified 12 aspects that indicate students have made successful transitions (Peters, 2010), (Kennedy and Cox, 2008).

Students feel that:

- they belong in their new school/centre, and are well included in activities and programmes
- they are positively connected to their peers, other students in the school/centre, and to their teachers
- their teachers know them, including their strengths, interests and learning needs, and show they are interested in them
- they are understood and valued as a culturally located person
- they have a sense of purpose in being at school or in their ECE
- they have an understanding and commitment to their learning pathway through their schooling and beyond
- they are making progress
- their current learning follows on from their previous learning (the curriculum is connected and continuous) and is appropriately challenging
- learning is interesting, relevant and is fun
- their families have been included in decisions
- they are physically and emotionally safe
- they have opportunities to try new, exciting things and/or extend their particular skills/interests (eg, through extra-curricular activities).

Many ākonga are apprehensive about moving into new environments and it is at these points that there is a negative impact on achievement. Purposefully minimising this impact will influence achievement positively.

**Achievement Challenge Two:**  
Strengthening our sense of belonging through enhanced transitions:  
Developing key strategies to ensure successful transitions into, between and within ECE, primary, secondary, and tertiary/workforce as well as between levels within ECE, primary, secondary and tertiary.



## **Achievement Challenge Two: Strengthening our sense of belonging through enhanced transitions: Developing key strategies to ensure successful transitions into, between and within ECE, primary, secondary, and tertiary/workforce as well as between levels within ECE, primary, secondary and tertiary.**

### **Noticing**

Feedback from year 9 teachers around the increased information sharing and dedicated transitions staff meeting was extremely positive. Students with high levels of anxiety around moving to high school attended 2 extra transition sessions and reported back positively around these. Transition discussions appear to be regular and meaningful at all levels with increased reciprocal visits between learning spaces. We feel that we have made real and tangible progress in the areas of this achievement challenge. While there is always room for improvement we have to ask ourselves 'where to next?'

### **Investigating**

Surveys of year 9 students in term 3 have shown that the initial transition to high school steps benefitted those with moderate-high needs but not the general population. This was responded to, primarily coordinated by the LSC's, SENCO, ASTs, WSTs and RTLb at Inglewood High and we await the results of the T3 2021 survey to gauge effectiveness. Already staff feedback has resulted in a more streamlined process for those transitioning in 2022.

A number of ECE centres have worked with the primary schools to develop/update their knowledge of the schools and their routines and expectations in the New Entrant classes allowing them to give more accurate information to whānau. While the LSC's have been limited in their capacity in ECE spaces they have managed to encourage long transition times for students with high needs. The differing structures of ECE management are reported as being the main difficulty in this space for LSC's with concerns around privacy of information, however this does not appear to detract from school and centre visits which are gaining frequency in many areas.

Within schools, students have support from LSC's and Pastoral support workers, along with developing to strong tuakana/teina relationships in all schools and centres. Students sense of identity as part of Te Kāhui Ako o Kōhanga Moa develops with each Sports and Cultural activity they are involved in.

## **Achievement Challenge Two: Strengthening our sense of belonging through enhanced transitions: Developing key strategies to ensure successful transitions into, between and within ECE, primary, secondary, and tertiary/workforce as well as between levels within ECE, primary, secondary and tertiary.**

### **Prioritising to take action**

While seeking funding for continuation of the Pastoral Support Workers we need to develop a contingency plan supporting students successful transition back into daily school routines if we are unsuccessful and the role ceases to exist. We also need to develop strategies for supporting future students who would have benefitted from PSW support.

The introduction of Te Rito into our Kāhui Ako will enhance transitions. Principals and LSC's have begun working towards this and are ready to continue when the rollout resumes.

The high school is developing a successful programme with our local tertiary provider but primary schools have not had a connection. However, we have recently been approached by the manager of secondary tertiary pathways at WiTT who is ready to engage around supporting our year 6-8 students at risk of disengagement. Opportunities through WiTT also have the potential to support our developing gifted and talented programme.

Many of our schools are at varying stages of engaging with the PaCT tool. We see this as a means of enhancing transitions within and across schools, likewise the transition to EDGE SMS for those who previously using Assembly aligns the primary schools across our Kāhui Ako allowing for easier transferring of information with students who move between schools.

### **Moving forward**

- Developing transitions to tertiary
- Better transfer of information and data - Te Rito, EDGE, PaCT
- Enhancing ECE to school connections
- Enhancing Kāhui Ako wide identity (activities, programmes, social media, community visibility, whānau engagement)

**Achievement Challenge Two: Strengthening our sense of belonging through enhanced transitions: Developing key strategies to ensure successful transitions into, between and within ECE, primary, secondary, and tertiary/workforce as well as between levels within ECE, primary, secondary and tertiary.**

**Indicators (Taken from our monitoring & evaluating impact tools used in our first set of Achievement Challenges)**

The ākonga sense of belonging is nurtured during and after transition into and within learning centres.

Each learning centre continues to define and develop their systems that ensure deep knowledge and understanding of tamariki transitioning into their environments, e.g. overt links to Te Whāriki, NZC, backgrounds, B4 school check, interests, culture, what their capabilities and attributes are.

There is a transition team/support network in each learning centre dedicated to overseeing this work.

There is open and honest 3 way communication eg. teacher/whānau/student voice, from Kōhanga Reo/ECE, Primary, Secondary and Tertiary.

Kaiako and ākonga visiting all centres across the Kāhui with the purpose of intentionally building, strengthening and maintaining relationships.

Transition practices across all centres honour the cultural uniqueness that Māori and other ākonga bring with them. They nurture their sense of belonging from the beginning

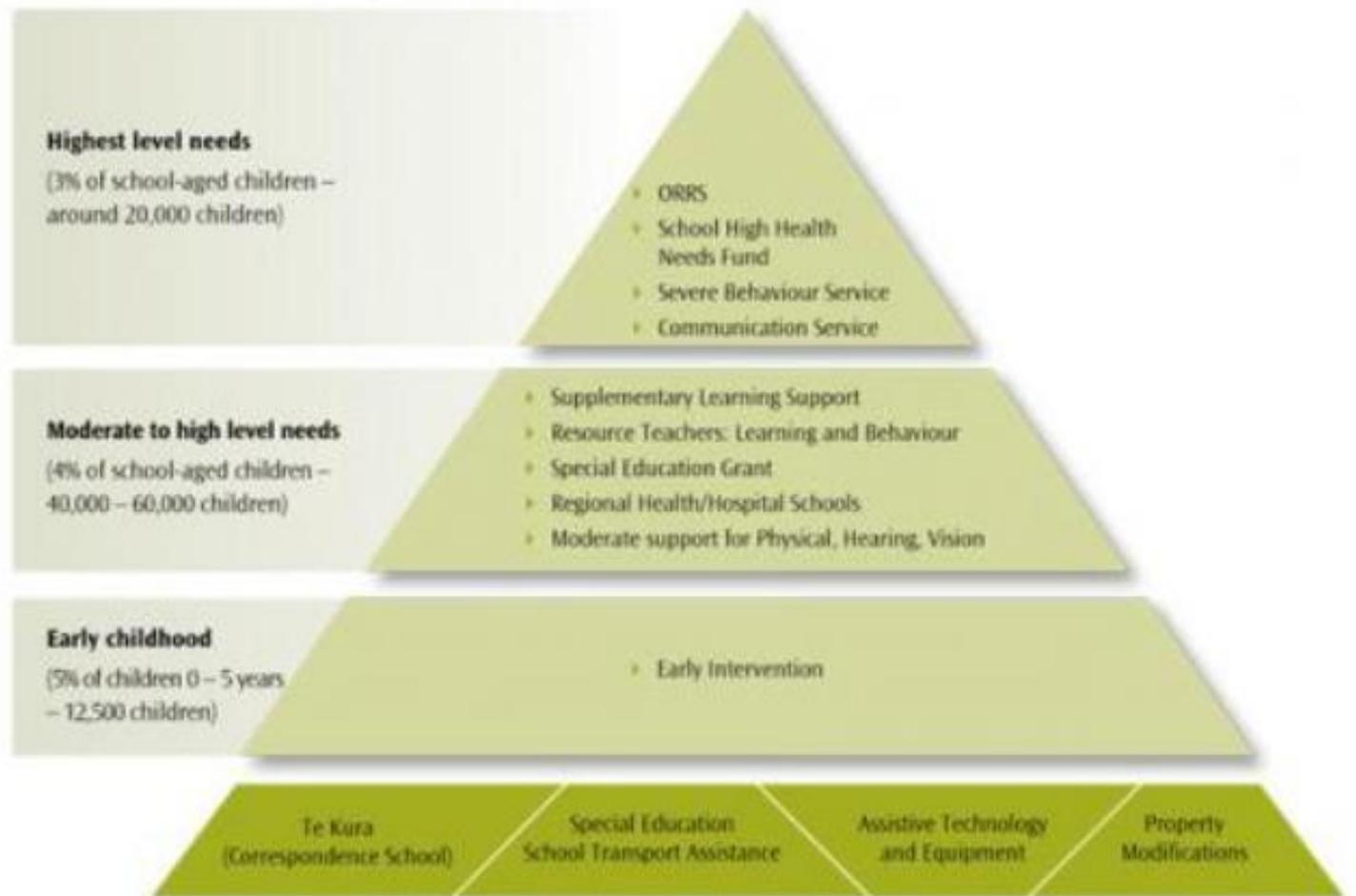
Successful transitions are supported by effective relationships between Whānau, Iwi, Hapū, learning centres and wider support networks.

### **Achievement Challenge Three: Strengthening the learning and wellbeing of Ākonga with additional learning and emotional needs: Facilitating better access to services for priority and targeted ākonga internally and externally.**

Targeted and priority ākonga are those who have been identified as not experiencing success at school to the level of which they are capable. This can include neurodiverse and gifted students as well as those with needs arising from other differences in thinking, processing and responding to the sensory and relational environment. Children and young people at risk of disengagement are also included as targeted and/or priority ākonga. All of these tamariki deserve the opportunity to make accelerated progress. Early identification and response to need has long-term benefits for children and young people. We need to be more systematic in how we identify a child's learning support needs, so they get assistance as quickly as possible. This must be conducted using a holistic strengths-based approach that may include school or Kāhui Ako-wide, targeted, or individualised approaches suitable to each educational setting (ECE, Primary and High School).

We believe it is our responsibility and obligation to care for every child in our Inglewood community so that they reach their best potential throughout their education journey. It is imperative that we as education professionals form strong links within the community, with whānau and with external agencies to ensure that we have the knowledge and relationships to facilitate meaningful access to any services required. Streamlining of pathways and relationships will encourage a one-plan holistic approach with each Inglewood child at the centre. The collaborative responsibility of all concerned will ensure early identification and intervention are prioritised. Our Inglewood tamariki will have education professionals walk alongside their whānau to help them reach their desired outcomes.

**Achievement  
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## **Achievement Challenge Three: Strengthening the learning and wellbeing of Ākonga with additional learning and emotional needs: Facilitating better access to services for priority and targeted ākonga internally and externally.**

### **Noticing**

Learning Support Coordinators have been significantly instrumental in identifying and addressing the challenges set in achievement challenge 3. While we have always been aware of our priority and targeted learners it has been knowledge individualised within each school. As the LSC role has gained traction they have created a Learning support action team referral form for use across all schools. This has resulted in them beginning to notice and record trends across year levels and schools within the Kāhui Ako.

The introduction of Pastoral Support Workers across all Primary Schools using COVID Response funding showed early indications of increased attendance of the at risk learners they are supporting. There is some indication that this may be partially due to the strengthening sense of belonging for these ākonga.

### **Investigating**

The creation of learning support action team meetings which can include SENCo's RTLB's, Teachers, Teacher Aides, School Management teams, LSC's, Whānau and other agencies or support have given depth and understanding to LSC's initial noticings as well as ensuring a coordinated approach is developed for each individual learner on their roll. As they work across all schools and ECE's the LSC's have shared ideas, strategies, knowledge and understandings across all learning centres, they have set up support networks for kaiako enabling them to better meet the needs of priority learners in their classes and coordinated transitions between ECE and primary, within primary and from primary and high school for this group.

The LSC's have also developed links with many outside agencies facilitating the building of understanding between educators and specialists and accessing previously difficult to access or unknown supports for students. Outside agencies include Oranga Tamariki, Paediatricians, Mind Plus and CAMHS to name a few.

The LSCs have created packages of quality resources including dyslexia and anxiety which are accessible for all teaching staff via the website. They have coordinated the Kāhui Ako wide training and implementation of the Pause, Breathe, Smile programme. They collected data through pre-surveys of all students and are currently following up with post-surveys following the 8 week programme. This can then be repeated annually to monitor the continued success of the program and ensure new students and staff are successfully able to learn the mindfulness skills.

## **Achievement Challenge Three: Strengthening the learning and wellbeing of Ākonga with additional learning and emotional needs: Facilitating better access to services for priority and targeted ākonga internally and externally.**

### **Prioritising to take action**

With significant progress having been made over the last 3 years to support ākonga across the Kāhui Ako with additional learning we now need to ensure that we continue to refine our processes to provide effective and sustainable support for these students. Gifted learners and those with advanced, yet complex needs, have yet to be addressed and this will become the major piece of work for our Kāhui Ako in this achievement challenge for the next 2 years. We need to set up a sustainable and effective programme to support both gifted and talented combining skills within our Kāhui Ako with externally sourced experts.

### **Moving forward**

- Te Rito - Te Kāhui Ako o Kōhanga Moa is part of the current rollout of the Te Rito platform (which has been paused) and will continue once the roll out resumes. We see Te Rito as a unified process of gathering and analysing learning support data as well as evaluating the effectiveness of interventions. It also has the capacity to quickly share information to support the more transient ākonga in our Kāhui Ako
- PaCT - Most schools are now engaging with the PaCT tool with the view of all schools joining over time. This will give us another platform for monitoring progress and achievement over time as a Kāhui Ako
- In 2021 the discussion is towards using the me and my school survey (NZCER) to track student engagement Kāhui Ako wide and monitor the impacts of the Pastoral Support Workers in the Primary School settings
- Strive to achieve consistent use of Learning support action team referral forms across schools
- Further develop and embed the structure of Te Whare Tapa Whā to guide learning support interventions.

## **Achievement Challenge Three: Strengthening the learning and wellbeing of Ākonga with additional learning and emotional needs: Facilitating better access to services for priority and targeted ākonga internally and externally.**

### **Indicators (Taken from our monitoring & evaluating impact tools used in our first set of Achievement Challenges)**

Collaborative relationships with Learning Support Service providers ensure equitable timely interventions for our tamariki with additional learning needs.

Learning Support Action Teams within each learning centre will encourage and support staff to have a low threshold to discuss, identify and record early targeted interventions for ākonga with learning support needs.

Our systems ensure there is early identification of learning support needs, followed with appropriate interventions and progress tracking using an IEP/CAP.

Using Te Rito and the sLSR data, trends and community voice are identified across the Kāhui Ako to inform PD opportunities for improved teaching. Consistency across our centres ensures the progress of our tamariki with needs.

Tamariki, kaiako and whānau voices are collected to ensure that we are making a positive impact and a difference to our targeted and priority learners.

Whānau of tamariki with learning support needs are consciously walked beside, listened to, and the dreams for their child are supported throughout their educational journey.

Transitions from ECE-Primary, within primary, primary-secondary, secondary-tertiary all have identified processes to ensure successful transitions for learners with diagnosed or suspected needs.

## Achievement Challenge Four: Strengthening relationships between iwi, hapū, whānau and our community.

Whānau and tamariki;

- Connecting links with the family and the wider world are affirmed and extended
- Know they have a place
- Feel comfortable with the routines, customs, and regular events
- Know the limits, boundaries of acceptable behaviour.

Family and Community - Whānau Tangata, is one of four principles of the early childhood curriculum Te Whāriki. Because of our vision for the wider Inglewood community, we are passionate about engaging with our Whānau and Iwi to build capacity across our community. As we want to partner with Whānau and Iwi in the learning journey of their tamariki, the principle of Whānau Tangata becomes relevant across the Kāhui Ako. Te Whāriki highlights that when the well-being of family and community is supported, the learning and development of tamariki is fostered. Whānau have a wealth of valuable knowledge about their tamariki, and an understanding of how they learn.

Additionally, whānau expectations and understandings influence the expectations tamariki have of themselves. Tamariki need to know that they are accepted for who they are, and that their learning centre is inclusive of their whānau. Whānau should have a sense of belonging to their child's learning centre, secure in the knowledge that they are able to freely participate in decision making and the education programme for their child. Through these links, whānau and the community are empowered as crucial learning partners. To facilitate this we have identified goals from the strand of Belonging within Te Whāriki. Particularly we will be focusing on ensuring tamariki and their families experience an environment where: we will (continue to) welcome whānau, and the community to learning centre activities; we will foster reciprocal relationships through meaningful communication, with a view to enhancing learning opportunities for tamariki; we will continue to have high expectations of student learning and foster these expectations with whānau; we will actively collaborate across the community to provide opportunities for all our ākonga to become competent confident ākonga, as well as communicators who take responsibility for their wellbeing, secure in their sense of belonging and in the knowledge that they make a valued contribution to society.

## Achievement Challenge Four: Strengthening relationships between iwi, hapū, whanau and our community.

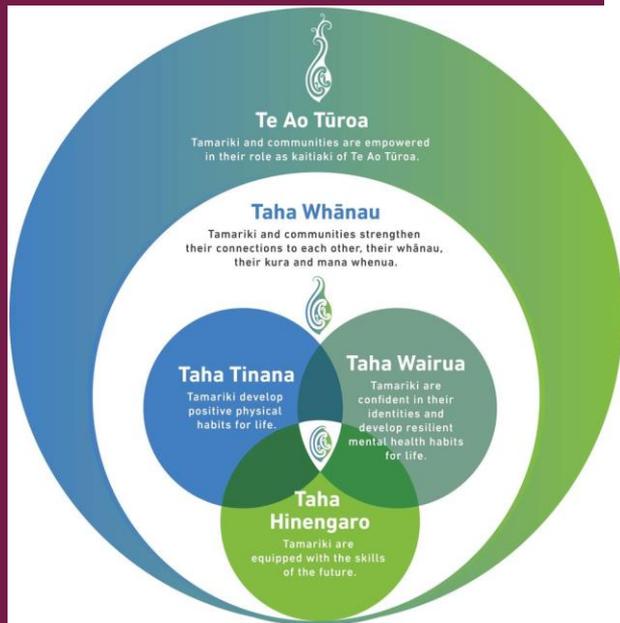
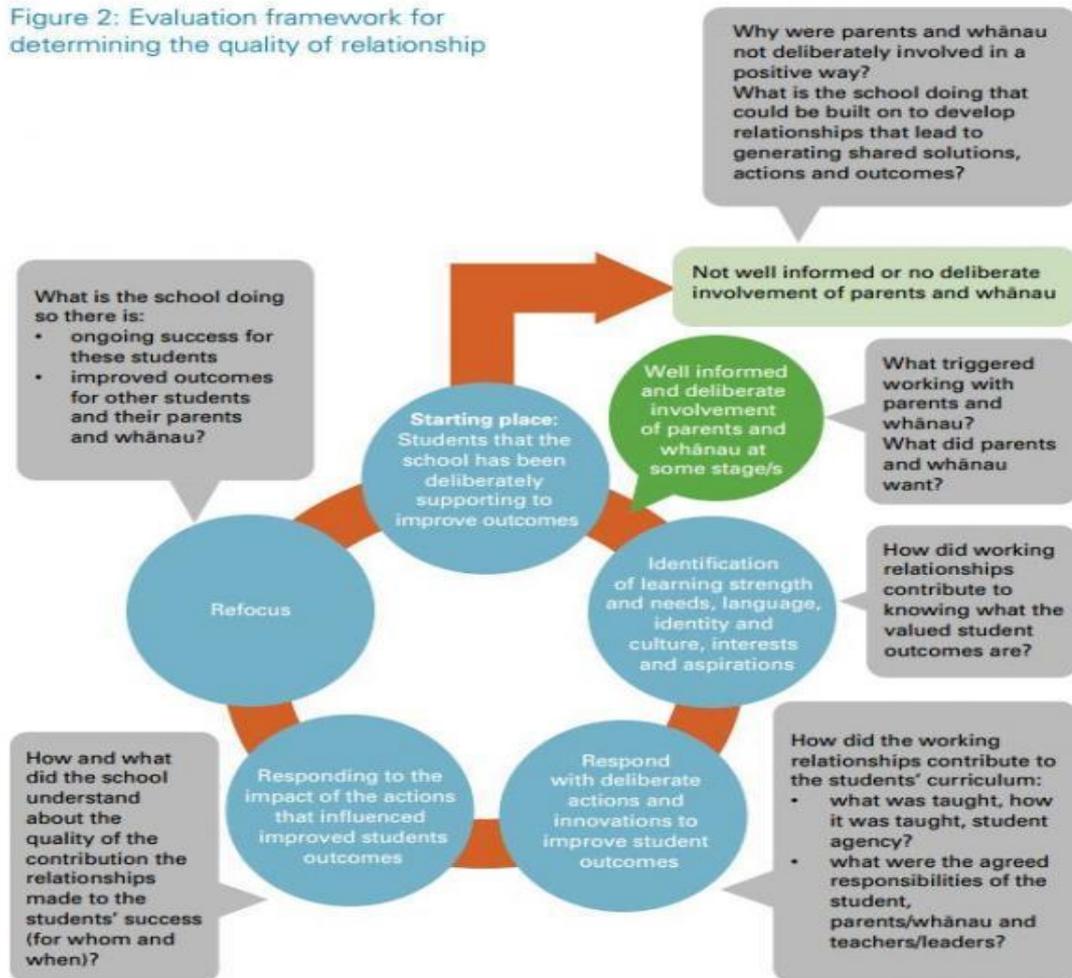


Figure 2: Evaluation framework for determining the quality of relationship



## **Achievement Challenge Four: Strengthening relationships between iwi, hapū, whānau and our community.**

### **Noticing**

Strong connections are being developed with both Ngāti Maru and Ngāti Kōhanga Moa. Consultation with Iwi can be tracked and on a number of occasions over the last 3 years. The partnership has been 2-way, with the Kāhui Ako Kapa Haka Roopu participating in powhiri at Kōhanga Moa Marae and schools supporting the marae in a range of different ways (working bees, fundraising). The same progress has not yet been made with Te Upoko o te Whenua Marae. The Key leadership group felt communication with whānau and community was strong. Our initial whānau hui was well attended with representative whānau from most centres. Discussion was robust however a leading theme appeared to show a general lack of understanding with what the Kāhui Ako is and what it does.

### **Investigating**

When information gathered at the whānau hui was collated into what we are already doing, (but need to do better), short and long term goals under the 4 headings of Te Whare Tapa Whā, the majority of the ideas came under the “what we already do”, clearly indicating that our current communication was ineffective yet our work as a Kāhui ako is representing what our whānau want for their tamariki and rangatahi.

## **Achievement Challenge Four: Strengthening relationships between iwi, hapū, whānau and our community.**

### **Prioritising to take action**

Before moving forward with new initiatives it is clear we need to strengthen what we are already doing under AC4. There is a need to bring the whānau of our individual centres together as a Kāhui Ako with whānau developing a strong sense of belonging and an identification of Inglewood as 'Kōhanga Moa Country'. We need to celebrate the achievements of ākongā and provide clarity of communication.

### **Moving forward**

- Kōhanga Moa signage in schools/ centres and in Inglewood township
- Twice yearly whānau hui
- Kāhui Ako kapa haka
- Draw on community strengths to support Te Ao Māori and talented programmes
- Present as a Kāhui Ako at some community events rather than individual learning centres
- Continue to actively seek to support Te Upoko o te Whenua Marae and continue to strengthen partnerships with Kōhanga Moa Marae.
- Develop a poster to be displayed in all schools and a brochure for new families
- Find a spare wall in Inglewood to paint a Kāhui Ako mural on.

## Achievement Challenge Four: Whānau, Iwi and Community Relationships: Fostering learning partnerships with whānau, Iwi and our Community.

### Indicators (Taken from our monitoring & evaluating impact tools used in our first set of Achievement Challenges)

Strong, responsive, reciprocal, and respectful relationships are formed with each family, supporting the sense of belonging of the ākongā.

Continual effort to increase the whānau engagement in learning centres/Kōhanga Moa  
E.g. Utilising a variety of platforms to ensure active engagement.

Whānau hui are held twice a year. Ideas are valued, reported forward and actions and outcomes are reported.

Kaiako value and acknowledge:

- the knowledge, skill and expertise that whānau/iwi bring to the learning centre,
- that assessment and planning processes are aligned with the aspirations of whānau/iwi,
- the importance of cultural identity, sense of self and belonging of ākongā.

Relationships are based on genuine attitudes of acceptance, respect, and willingness to listen and adapt.

The Kāhui Ako website is a regularly used resource for teaching staff across our Kāhui Ako.

There is high traffic on our Kāhui Ako o Kōhanga Moa facebook page from whānau and community.

Inglewood is identified as 'Kōhanga Moa country' with signage in town and in schools and ECE centres.

All tamariki have the opportunities to volunteer/help with community minded projects. E.g. Marae, historical sites.

Visual representation in all learning centres advertises our Kōhanga Moa logo and purpose.

## Appendix One

# Te Kāhui Ako o Kōhanga Moa Inglewood Community of Learning



## Achievement Challenge Review 2021 of progress from 2016

### The journey of Te Kāhui Ako o Kōhanga Moa - 2016 to now

Te Kāhui Ako o Kōhanga Moa was formed in 2016, gaining official Ministry of Education endorsement in 2017. Our Inglewood cluster schools had a long-standing track record of collaboration and cross school support. This was largely around sporting events as well as transitions from ECE's to Primary Schools and Primary Schools to Inglewood High School. These existing relationships held us in good stead for effective collaboration as a Kāhui Ako moving forward.

### Difficulties/Challenges during our Journey

**Competition between schools** – While there were positive relationships between our learning centres, there was also competition between schools, which is common in all communities. Our individual school communities are proud and parochial. While this is a strength of our communities, it has not always resulted in full, open and honest collaboration between schools. There have been deliberate actions among principals to implement systems to strengthen relationships in a high trust environment. On top of this, several of our schools have enrolment zones in place, which had at times caused tension between principals, boards and school communities. We have worked hard to improve transparency around enrolment scheme vacancies, advertising and following appropriate rules.

**Convincing all Board of Trustees of the value of belonging to a Kāhui Ako for our individual schools** – Our collective Boards are hard-working, passionate parents, whānau and community members who hold the best interests of their schools at heart. With the concept of a Kāhui Ako being new to all of our schools and Boards, initially we needed to dig deep to allow our Boards to see the benefits of belonging to a Kāhui Ako.

**Commitment of time for principals and leaders** – Principals and ECE Leaders are busy people and managing a centre or school is a complex, time consuming role. Although our leaders could all see the benefit of being part of a Kāhui Ako, it was difficult to see how the time commitments could be managed without overloading our leaders. It is fair to say that this is always going to be an ongoing balancing act moving forward. This also included supporting the principal of one or more schools to take on the lead principal role.

**Availability of a Lead Principal** – One major barrier initially was the unavailability of one principal to take on the Lead Principal role for a three-year term, which was the expectation for the role at that time. Eventually, the Kōhanga Moa

principals agreed on a shared leadership model, with a Key Leadership Group formed to share the leadership of our Kāhui Ako. As there needed to be one identified 'Leader' on paper, it was agreed that Richard Anderson from Kaimata School be the official leader for the first year (Term 2 2017 – Term 2 2018). From Term 2 2018 to Term 2 2019 Rosey Mabin (Inglewood High School) took the Lead and Karen Patterson (Inglewood Primary School) was lead from Term 2 2019 – 2020. Andrew Georgeson (Norfolk School) was the lead from Term 2 2020 – Term 2 2021 with Teresa Jones (Waitoriki School) the current new leader for Term 2 2021 to Term 2 2022. For the first year, special dispensation was sought from the Ministry of Education as this had not been done before. Each year now we need to follow appropriate appointment procedures for the new lead, but systems are well in place for identifying and inducting the new leader seamlessly.

**Staff availability for key roles (AST's and WST's)** – As with the Lead Principal Role, the time commitment away from individual schools for AST roles was a challenge for schools to juggle when making these appointments. Now that we have been going for three years, and we can see the benefits of the work, it is clear that the benefits outweigh the negatives.

**Kāhui Ako Staffing Entitlements** – According to our Kāhui Ako student roll, we are entitled to nine WST's and one AST. We felt that one AST was not adequate for our Kāhui, particularly under our collaborative working model. We were able to negotiate a trade for several WST equivalents for a second AST. This now gives us the equivalent of two AST's and 5 WST's across our Kāhui Ako.

### **Benefits and Successes**

Of these, there have been many. We are exceptionally proud of what we have achieved in four years of operation. We feel that our most notable successes are:

1. Increased collaboration and sharing of quality PLD, teaching and human resources within our schools and ECE's.
2. We have built a high trust environment where we can say what needs to be said with respect and mana. We are able to have robust conversations whilst always keeping our four Kāhui Ako Achievement Challenges at the heart of what we do.
3. Far greater connection and collaboration between our staff with excellent cross-pollination thanks to our AST's and WST's.
4. The development of cultural responsiveness and Māori cultural opportunities for our whole Kāhui Ako has made significant progress. In 2020 we formed a Kāhui Ako Kapa Haka rōpu, which included performers from six primary schools and Inglewood High School. We also held our first ever Te Kāhui Ako o Kōhanga Moa Kapa Haka festival, where school rōpu from six primary schools and Inglewood High School performed for our community.
5. The addition of two Learning Support Coordinators in 2020 has been a massive addition to our ability to support learners with additional learning needs and their whānau.
6. The further addition of three (10 hours each) Pastoral Support Workers (thanks to Urgent Response Funding) for 2021 now enables us to support learners with emotional and social needs in real time with staff who our staff and students will know and who are in our Kāhui Ako primary schools on a weekly basis.

### **The review of our Achievement Challenge**

In creating our latest Achievement Challenge, we sought extensively the input of our key stakeholders across our community. Our Across School Teacher team crafted and conducted surveys of tamariki and rangatahi from all ECE's, primary schools and Inglewood High School. Parent voice from all learning centres was also gained via online surveys. Our School Boards and Staff were surveyed. This extensive process allowed us to gain very clear insights into what our community really values in terms of core attitudes, values and beliefs, important skills and attributes that we feel will set our Inglewood citizens up for a successful life.

## Our Achievement Challenges

We have four identified key areas. We acknowledge that these overarching challenges and strategies will support student achievement across all aspects of the curriculum.

These achievement challenges were initially agreed when our Kāhui Ako was established in 2016. During our current refresh process, we evaluated the importance and relevance of these challenges and it was agreed that they remain at the heart of what we are working towards. Therefore, we have agreed to keep the essence of these four achievement challenges the same for our next three years of collaborative work. There are some slight wording changes in the revised Achievement Challenge which reflect our progress and development.

**1 Raising Achievement through Shared Pedagogy:** Developing shared pedagogy across the community focussing on increasing kaiako capacity to progress and raise achievement in all areas. Findings from our review process showed that we feel that the professional learning that we have engaged in so far has strengthened our partnership between schools and learning centres. The Within School Teachers (WST's) have provided opportunities for shared information and support within schools alongside our achievement challenges. Feedback also showed that we feel that our collaborative professional learning between schools is only just properly starting to take hold. We have new initiatives starting in 2021 that will continue to provide new opportunities to share quality practice and strengthen consistent teaching approaches across our Early Learning Centres, Primary Schools and High School.

Revised wording for 2021 onwards: **Strengthening learning and connection by developing shared pedagogy:**

Developing consistency across our Kāhui Ako by engaging in shared professional learning. Increasing kaiako capacity to meet the learning needs of ākongā in a meaningful way through localised curriculum development in each learning centre.

**2 Raising Achievement through Enhanced Transitions:** Developing key strategies to ensure successful transitions into, between and within ECE, primary, secondary, and tertiary/workforce as well as between levels within ECE, primary, secondary and tertiary. The partnership between ECE and primary is continuing to strengthen between the learning centres. There has been more opportunity for ECE to have a voice within the Kāhui Ako. Conversations are happening on a more regular basis for teachers and educators around the needs for all tamariki. The transition from primary to secondary has been strengthening to ensure that the needs of the whānau and students are being supported to provide a successful transition for all.

Revised wording for 2021 onwards: **Strengthening our sense of belonging through enhanced transitions:** Developing key strategies to ensure successful transitions into, between and within ECE, primary, secondary, and tertiary/workforce as well as between levels within ECE, primary, secondary and tertiary.

**3 Raising Achievement of Ākongā with Additional Learning and Emotional Needs:** Facilitating better access to services for priority and targeted ākongā internally and externally. The addition of the Learning Support Co-ordinators (LSC's) has provided a valuable tool for accessing services and supporting whānau. The relationships between learning centres, students and whānau is well established for those needing support with additional and emotional learning needs. There is a strong network of communication between learning support leaders in schools and LSC's, to provide the necessary information and to facilitate whānau and students.

Revised wording for 2021 onwards: **Strengthening the learning and wellbeing of Ākongā with additional learning and emotional needs:** Facilitating better access to services for priority and targeted ākongā internally and externally.

**4 Iwi, Hapu, Whānau and Community Relationships:** Fostering learning relationships between iwi, hapū, whānau and Te Kāhui Ako o Kōhanga Mōa.

As a Kāhui Ako we are developing relationships with our local marae Te Kohanga Mōa. This is a community marae where iwi work together to provide a facility for all in our area. There are representatives from some of our kura on the Marae committee. Schools are liaising with local kaumātua to hear stories of and learn more of our local history. We are developing Culturally Proactive / Responsive Practice in our schools with leaders, ASTs, WSTs providing PLD within schools. It is important to us as a Kāhui Ako to build relationships with whānau, hapu and iwi with hui, and regular visits to the marae, and utilising it as a learning centre.

Revised wording for 2021 onwards: **Strengthening relationships between iwi, hapū, whānau and our community**

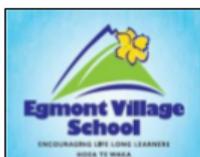
## 2018 Leader Reviews



**Principal:** Rosey Mabin > **Across School Teacher:** Paul Adams  
**Within School Teachers:** Simon Raine, Whaea Deb O'Connor



AC Goals	Our updates
1 = Professional Development	<ul style="list-style-type: none"> <li>Sandra Cathcart: Empowering middle leadership</li> <li>Inquiry Learning (Year 9 class, Charles Gibson)</li> </ul>
2 = Transitions	<ul style="list-style-type: none"> <li>School visits, Data gathering</li> <li>Year 8 Parents Evening</li> </ul>
3 = Partnership with Iwi, Hapu and Whanau ako & mahi	<ul style="list-style-type: none"> <li>Growing relationships with Kōhanga Moa marae</li> <li>Student support worker and Whaea Deb working with whanau</li> <li>Te Kāhui Whetu</li> </ul>
4= Access to services ako & mahi	<ul style="list-style-type: none"> <li>CAHMS, Barnardos, Youth Services, Tui Ora, Tutaki Youth, Northern Health School</li> </ul>
AST & WST connections	<ul style="list-style-type: none"> <li>Fortnightly meetings with ASTs. Crossover of school and Kāhui Ako goals: Cultural Responsiveness and Inquiry</li> </ul>
Looking to 2019	<ul style="list-style-type: none"> <li>Modular learning in 2020 for all years 9 and 10 classes</li> </ul>



**Principal:** Raewyn Rutherford  
**Within School Teacher:** Victoria Poulgrain

- Deliberate Actions linked to Kāhui Ako o Kōhanga Moa Achievement - Raising Achievement through shared pedagogy in Maths, increasing kaiako capacity through professional development with Charlotte Wilkinson (50 hours) and raising achievement through teaching maths in meaningful contexts. Understanding the Learning progressions and how to use them to monitor progress and plan for next steps in teaching & learning. 1 -
- 2 = Transitions -Sabbatical (Raewyn) and links made with ECE within the Kāhui Ako as well as NE teachers visiting contributing ECE's. Adapting NE programme to more play based learning, extending pre-enrolment visits to a full term prior to starting school, welcoming NE and families each term with a powhiri, 'Welcome to Egmont Village' booklets for each NE, setting up a welcome photo wall in the foyer. 2019 continuing to incorporate Te Whariki into our school curriculum in the NE classroom and & participating in Kahui Ako planned PD with Chrissie Lepper. Working harder at connecting with ECE.
- Continue P.D. with Charlotte Wilkinson in Maths for 2019. Participate in ALIM P.D. in 2019. Connect and share with the community through an Open Day Maths Treasure Hunt.
- Developing a relationship with Lorraine and Paul (Across School Teachers) and sharing resources (kaiako and programmes) across our Kāhui.
- Victoria has helped facilitate our Maths Inquiry and oversee a new Primary Maths Assessment Tool for teaching. This will continue in 2019.

AC goals	Our updates... <b>Principal: Karen Patterson</b> <b>Within School Teacher: Andrew Birchler</b> 
<b>1 =</b> Professional Development	<p>➤ Cultural Proactiveness Team, have worked alongside both Kathe and Damon Ritai together with the BoT. Key documents such as Ka Hikitia, Tataiako, Hautu, Te Takanga o te wa - have been the base of our Cultural Proactiveness Framework, leading into our Cultural Competencies which are then crafting our goals for our action plan going forward</p>
<b>2 =</b> Transitions	<p>➤ Within our review and evaluation process we have discovered, while we are committed to transition mahi with ECEs and NE Staff 2019, we also need to look at transition point year 3 into year 4. We are confident with our transition point year 6 - 7, we hold Y6 info evening, Y6 open day and visit contributing schools which feed into IPS. Our Y8 transitions into High Schools has solid foundations and a strong sense of partnership, however as with all foci - there are areas for further development.</p>

AC goals	Our updates... <b>Principal: Karen Patterson</b> <b>Within School Teacher: Andrew Birchler</b> 
<b>3 =</b> Partnership with Iwi, Hapu and Whanau ako & mahi	<p>➤ We have significant progress with our Partnerships, especially through the hui and mahi around our whakairo (carvings). We held a hui with Rangi Kippa top Taranaki Artist and carver, Barry Whatu Taranaki carver, Rumatiki Timu Kaumatua and Taranaki carver all who whakapapa to Te Atiawa, Puketapu, Pukerangiora and Ngati Kohangamoā. We have attended hui and hikoi learning and hearing stories of Taranaki Whakapapa, significant Pa sites - we have another hikoi planned for 31 January</p>
<b>4 =</b> Access to services ako & mahi	<p>We have worked hard to foster a sound relationship with many and varied services, so when the need arises we are able to gain the access and assistance as needed.</p>
Looking forward 2019	<p>Shared Pedagogy Digital Technologies Curriculum PLD, Iwi, Hapu, Whanau Partnerships - <a href="#">CPT</a> PLD, Transitions - NE and ECE PLD</p>



**Principal:** Richard Anderson  
**Within School Teacher:** Natalie Looney

Shared Pedagogy	Ako, Teach Like a Pirate, Collaborative Teaching and Learning, Teaching and Learning happening in Hubs Schoolwide, Cultural Proactiveness Team-New Curriculum Implemented, 3-Way Conferences and EOY Report formats Upgraded.
Transitions	Ako, Working closely with Kaimata Playgroup, Choir sang at ECE's and local Resthomes, Matariki, Hangi. Between Hub Transition time.
Learning Support	
Partnerships	Ako, Working with local Marae, Kaimata PLayergroup, Kaimata Community Hangi, Cultural Proactiveness/Hautu with IPS and Toko

Looking Forward to 2019: Continuing Ako Inquiry with a link to Digital Technologies, Empower, Property

AST's: Meetings, emails and informal conversations with our AST's. They work hard for our group!!! Thank you!

WST's: Continuing to support staff and others schools with pedagogy and practice.

Unintended Positives: We should be really proud as to what we have become!



1: Professional Development

**Principal:** Andrew Georgeson **Across School Teacher:** Lorraine Hitchcock

- Continuation of our own PLD in Writing - In house with Elg Anderson
- Continuation of Maths PLD leading on from our work with Ian Stevens last year
- Sharing what we do in our junior space with Egmont Village and Kaimata Schools
- Developing our systems for TAI based on the ERO format.

2: Transitions

- Melisa McEwen-Shepherd has started developing a transition programme. She has met with some of our ECE's and shared our transition booklets with them. This will continue to grow in 2019
- Transitions within school - Norfolk Playgroup - Physical building changes enhancing internal transitions.

3: Partnership with Iwi, Hapu and Whanau ako & mahi

- Whole School visit to Parihaka in Term 1 was a catalyst for continued connection with them. We hope for further visits in 2019 - perhaps with our Kapa Haka
- The beginnings of something special with a connection being made with Kohanga Moa Marae - Thanks Karen Patterson for driving this. We aim to increase our involvement and connection in 2019.

4: Access to services ako & mahi

- We have strong relationships with our MOE support people
- RTLb, RTLit, Arahunga ORS services work hard for us
- MOH services are stretched - CAHMS, CACC services are slow - not their fault
- We really lack counselling services in our community

AST & WST connections

Lorraine has been key in this space for us. She has been sharing many examples of quality practice that she has experienced in the Kahui Ako.

Looking to 2019

We are excited to see where the Digital Curriculum work with Jacqui Sharp will lead in 2019.

- Deliberate Actions linked to Kahui Ako o Kōhanga Moa Achievement Challenges
- We linked Goals 1 & 3 Raising Achievement through Professional Development. We received 50 hours to be able to access Dianna Craker for progress in Literacy. This was to meet the needs of our changing roll especially new akonga to the school needing explicit support.
- Strong relationship with our Playgroup. We need to continue developing our relationships with our wider ECE's. We operate Tuakana Teina so have no transition difficulties within school year groupings.
- Partnerships - strong relationship through Paul (Across School Teacher) - sang on stage at the IHS Music Festival and with Mark Armstrong from The Slacks and the IHS music class. Investigating with Lorraine to an opportunity to work with a Kapa Haka group within the Kahui Ako once a month in 2019.
- Access to services - have made links as needs arise, want to focus on this in 2019.
- Access to professional development is an area small schools can struggle with due to resourcing (small staff) or budget. What is exciting is the opportunity to be a part of the Digital Technologies PD next year. A real opportunity to engage with Kahui Ako staff, develop relationships and pedagogy, and also timely for 2020 implementation.
- Ako & Mahi with and for Across School Teachers - visits and discussions, music opportunities & pizza!!!! Great to see both Lorraine and Paul in our space, sharing what's happening for the CoL.
- Ako and Mahi with within School Teachers - we do not have this but it would be great to see if it could be possible to be a part of another schools journey., Participating with another schools journey and stories would be so powerful to develop relationships and shared pedagogy.

**Principal:** Lisa Hill



**Principal:** Sue Harrison



AC Goals	Our updates
1 = Professional Development	<ul style="list-style-type: none"> <li>● New to the principalship role in term 3/4 in 2018</li> <li>● Sourcing Digital Fluency PLD providers</li> </ul>
2 = Transitions	<ul style="list-style-type: none"> <li>● Yet to gauge what this looks like in our school</li> <li>●</li> </ul>
3 = Partnership with Iwi, Hapu and Whanau ako & mahi	<ul style="list-style-type: none"> <li>● New to this role and still building relationship within our school community</li> <li>●</li> <li>●</li> </ul>
4 = Access to services ako & mahi	Yet to be determined
AST & WST connections	Recent meetings with Paul and have met Lorraine. Communication lines open, alive and well.
Looking to 2019	Securing PLD support in Digital Fluency



Waitoriki  
School

**Principal:** Teresa Jones

Deliberate Actions linked to Kahui Ako o Kōhanga Moa Achievement Challenges  
While keeping all foci in mind we have focussed specifically on Transitions and Whanau partnerships.

**1 = Professional Development.**

2019 focus now we have a stable staff can move forward together and become more involved with kahui ako PD. Digital curriculum, also PBL, Longworth

**2 = Transitions, ako & mahi,** - links made with ECE within kahui ako but also beyond including all our contributing ECE, visits by staff, invitations to school events, Not every connection is successful we have learnt you need to persevere, sometimes timing is off

**3 = Partnership with Whanau ako & mahi,** Introduced parent evenings, very successful, lots of consultation, trying different ways of connecting, will continue this focus in 2019,

**4 = Access to services ako & mahi.** Reflections, review and deliberate actions moving into 2019 eg 'so what, now what'.

Ako & Mahi with and for Across School Teachers

## Paul Adams



- Complete sweep of visits to all Kahui Ako partners. Excellent working relationships established with all learning centres. We are well onto our second and in some cases, third visit. Feedback/forward is good and communication lines are healthy. (The pizza oven at Ratapiko is FINE!! )
- Communications page set-up, recording all appropriate lead connections with each learning centre. [\(Comms page\)](#) Shared workbook page for AST/WST [Workbook page for AST/WST](#) Action Plans [AST Action Plans](#)
- Contributed to recording scoping documents for most learning centres with a view to identifying needs and ideas worth sharing. [Scoping Docs](#) This is ongoing.
- Main focus has been Iwi and Whanau engagement; Good links are established with Te Kohanga Moa community marae, have joined the committee and am very proud of the effort made by the Kahui Ako in supporting the marae to raise funds via a hangi meals sale. [\(Hangi day\)](#) [\(Working bee\)](#)
- Sharing pedagogy across the Kahui: 1. Musical extravaganza with Ratapiko school, performing 'Big Aroha' with my Year 10 music class, 2. Sharing my Year 11s with the Kindergarten, [making music and sharing instruments](#); 3. Working with Andrew's middle years syndicate at IPS on a rhythm music workshop and 4. Assisting where possible with anything musical. [\(Year 11s\)](#)
- Maintained a healthy collection of photos from cross the Kahui. [\(Images/Photos/Videos\)](#)
- As a member of the IHS CMG group (Curriculum Management Group) I have provided reports at each meeting, of my Kahui Ako exploits.

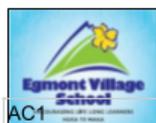
## Lorraine Hitchcock: DP Norfolk School



- Visited all Kahui Ako partners. Excellent working relationships established which has been one of our goals for 2018. We are well onto our second and in some cases, third visits.
- Shared workbooks where Paul and I regularly update our visits, activities, meetings [WORKBOOK / Meetings with Lead Principal](#)
- Developing a link with other ASTs (Across AST Hui) and keeping in contact with our WSTs by email, [Workbook page for AST/WST](#) and visits
- Contributed to recording scoping documents with leaders from learning centres with a view to identifying needs and ideas worth sharing. [Scoping Docs](#) (links to many of our AC Goals) / [Collated Scoping Doc](#) shows responses from our centres.
- Worked alongside Paul/ Norfolk staff/ Parihaka Mai Ai on Pilot Curriculum: to continue to grow whanau and iwi partnerships
- My focus will be Transitions from ECE to Primary. I have had discussions with Sally about this over the last few months, set up a Transitions Folder in the Mothership, sent emails to all centres to begin forming a transition team.
- Looking forward to the year ahead: Digital curriculum PLD, Transitions, March 8 mini conference

# 2019 Leader Reviews

		<b>Principal: Rosey Mabin &gt; Across School Teacher: Paul Adams</b> <b>Within School Teachers: Simon Raine, Whaea Deb O'Connor</b>					
AC1	AC2	AC3	AC4	AST	WST	LOOKING AHEAD	
<p>Our goal to introduce modular delivery of the Year 9 and 10 curriculum from 2020 onwards has been met, to the point that we now need to get with actually doing it! We are aware that we have a 2 year window (2020-2021) to make meaningful change in terms of teacher practice and have plans in place (PLD) to make sure this eventuates (eg the appraisal process, the classroom observation sheet and the meeting cycle will be changed accordingly and we are going to develop an Ideal Teacher Profile for 2021). We have continued working with the Middle Leaders.</p>	<p>The transition from Year 8 to 9 has always been a focus for us. The process we have around enrolment and transition for students with additional learning needs is well-embedded but we are moving towards ensuring we have better data/knowledge re individual students. Conversations with Year 8 teachers are invaluable and we need more of them. We want to get to the point where there is consistency across schools re literacy and numeracy levels - is ASSTLe an option? Alongside this, the ASTs developed a survey for our Year 9 students in the hope that we might glean more information re what we might do better re transition. The fact that students view school as a social platform ahead of a learning space is a concern and not unique to IHS.</p>	<p>Progress being made here is due in part to the efforts of the wider Kāhui Ako; having Paul be part of the Kōhanga Moa committee/working group allows for better information flow/awareness. The lack of engagement we experience is a subset of a wider cultural issue of parents being less involved in their children's lives once they become teenagers. But just because there isn't an easy answer doesn't mean we will stop trying!</p>	<p>This is an ongoing issue mostly due to the discrepancy between resources and need. However, our GC has built such positive relationships CAMHS (in particular) we are getting better traction than we might expect. As a school we are taking matters into our own hands with the plan to employ a registered nurse who will be on site 30 hours a week. This will enhance the pastoral care we can provide for our students. To be fair, the MOE are attempting to be more responsive (lack of resourcing constrains their overall effectiveness also).</p>	<p>What a bonus it has been having an AST on site. Paul's work ethic in this role has been wonderful and his (and Lorraine's) links across our Kāhui Ako and out into the community have resulted in some great gains, eg it is so rewarding to hear people (who have nothing to do with the education sector) talking about the Kāhui Ako as well as the concept for an Inglewood citizen.</p>	<p>These continue to grow and provide a strong platform for moving forward. Our WSTs have roles directly related to the school goals so it feels as if we are getting double bang for our buck (as it were).</p>	<p>I would like to see the ECE and tertiary sector re-engaged with our Kāhui Ako and see that the ASTs have a key role in this regard. Also having the opportunity to shape/tailor the role of the LSCs (to our best advantage) has exciting potential....the longer we do this and the more committed we all are to the power of the Kāhui Ako to bring about positive change for our learners, the better it gets. The joy of working in a small community is that we can effect real change. We must remain responsive and flexible. I love having more voices around the table and that no one is agenda-driven at the expense of collegiality.</p>	



## Principal: Raewyn Rutherford Within School Teacher: Victoria Poulgrain

AC1	AC2	AC3	AC4	AST	WST	LOOKING AHEAD
<p>Ongoing support from Charlotte to inquire into our teaching practice in maths, build teacher knowledge &amp; teaching practice and capacity to impact on improved student outcomes. The end result is a revised programme where teaching is in response to student needs, it is guided by the general principles of differentiation, strands are linked, students can see connections with and across the strands and where learning is in meaningful contexts. Teachers are now regularly reflecting on their teaching practice. Working with Bex to upskill teachers in digital fluency and help us effectively integrate digital technology in the classroom programme.</p>	<p>Continuing what we started 2 years ago, refining and improving on our current practice with an emphasis this year on transition within school for students with learning/behavioural needs. Junior teachers have enjoyed being involved in the transition hui, sharing knowledge and ideas and seeing how play based learning could look at EVS.</p>	<p>Was great to meet Rumatiki and learn about our Te Whare Moa and how Egmont Village fits into it. Love the name Araheke(ascending path). Culturally Responsive Practice - Victoria has begun this journey with us by sharing what she has done with the Kahui Ako, assessing how culturally responsive we are. She will continue this next year supporting staff to build and implement practices to support our Māori students. Our students came back buzzing after the Kahui Ako Kapahaka practice.</p>	<p>LSC appointments a silver lining &amp; looking forward to working with them to provide support for our priority students. A huge bonus for us has been getting Dawn Colless as our RTLB - one amazing person with a world of knowledge &amp; experience with children who have experienced trauma.</p>	<p>Both have worked hard to establish and maintain connections and support us.</p>	<p>Victoria has provided fantastic support for teachers, promoting best practice in maths and culturally responsive practice. Supported teachers to strengthen teaching as inquiry focussing on improving outcomes for students in maths, led staff to understand the cultural competencies and inquire, evaluate and identify priorities for development. She demonstrates a high level of effective teaching and bicultural knowledge in her own practice</p>	<p>Developing ways to integrate the Digital Curriculum into our classroom programme and link it across curriculum areas, while continuing to improve teacher knowledge, skills and digital fluency. Continue with our CPP journey and widen our knowledge of local history by learning about our local stories. Work with our RTLB to establish a measuring tool for showing progress for student Hauora.</p>

## AC goals

## Our updates...

Principal: Karen Patterson  
Within School Teacher: Andrew Birchler



AC 1	AC 2	AC 3	AC 4	AST	WST	Looking ahead to 2020
Digital Technology - Working alongside Bex Langton has been high added value to our team and engagement for ongoing growth and consistency in using digital tech effectively in our classroom programmes. Incorporating Digital Curriculum with more success and more naturally. We have emerging leaders in this area and with new 2020 staff the space will be exciting, purposeful and deliberate..	We have participated in the workshops with Chrissie Lepper at Norfolk School. This has led to networking of our staff with other schools and centres more regularly. Meeting up with the High School staff more has been good and will add further value in the future. We are looking forward to the Staff Network opportunities coming up after school.	We are super proud of our Partnerships in this space - Our AST Teachers have been instrumental also and can be very proud of their mahi alongside others. Many thanks to Rumatiki Timu for composing two waiata for our Kahui. - The kupu have been shared. Our challenge continues to be linking and having korero with our whanau with iwi non stated. these discussions are often around, whanau not knowing where to go to find out their iwi, hapu.	We are about to provide feedback with regard to Tomatis. The evidence has been so strong with this initiative the BoT at IPS have agreed to purchasing our own set. We will provide a details How to guide and discuss the planned programme moving forward. Our appointment of LSCs has been completed and we look forward to navigating that pathway moving forward.	AST - wow, just wow! Both Lorraine and Paul have really found their feet this year and are exemplary models of the role. Sadly we lose Paul at the end of the year, however he will always be part of the team I am sure. We are in the process of appointing the new ASTs and I feel privilege that Lorraine is applying again to ensure continuity and sustainability within this role.	WST connection for Andrew have been appreciated and very valuable. Moving forward at IPS we are in a stronger position to clarify this role and utilise to the maximum benefit to all staff and students.	Exciting staff coming into IPS - AST and WST , Lead Principal roles are in the process of being advertised and appointed.



**Kaimata School**  
Respect Integrity Self Empower Excellence

Principal: Richard Anderson  
Within School Teacher: Natalie Looney

transitions, Empower, Collaborative Teaching and Learning, Teaching and Learning happening in Hubs Schoolwide, Cultural Proactiveness, Digital Technologies PLD with Bex Langton	This was our inquiry. Was great having our Junior teachers involved in transtion meetings across the kahui. They have also made a deeper connection with our playgroup. We have visited ECE's to sing, resulting in being asked to share our school song with the Inglewood Child Care Centre as their little ones wanted to learn it. Strengthened connections with IHS around transitions. Excluded children transitioned appropriately in a collaborative way. Within school transitions timetabled for week 8 and 9.	Working with local Marae on establishing staff PLD out there. Kaimata Playgroup, Cultural Proactiveness. New Kahui waiata!!!		AST's: Meetings, emails and informal conversations with our AST's. They work hard for our group!!! Thank you! Paul, you will be missed!	WST's: Continuing to support staff and others schools with pedagogy and practice.	PROPERTY! Staffing/appointment s. CPR
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 <b>NORFOLK SCHOOL</b>		<b>Principal: Andrew Georgeson Across School Teacher: Lorraine Hitchcock</b>					Looking Ahead 2020
AC 1	AC 2	AC 3	AC 4	AST	WST		
<p>Digital Technology</p> <p>ongoing growth and consistency in using digital tech effectively in our classroom programmes. Incorporating Digital Curriculum with more success and more naturally. We have started working in the CRP space with discussions of readings and videos, and looking at our own individual strengths and goals.</p>	<p>We have enjoyed hosting workshops with Chrissie Lepper at our school and also having the chance to connect with other schools and centres more regularly. Meeting up with the High School staff more has been good and will add further value in the future.</p>	<p>Forming a connection with Te Kohanga Moa Marae has been good. Matua Rumatiki is obviously warming to us and it was great to have a visit from him this term. He provided some guidance on our Makete Hinu Māori name for our kura and receiving his approval of this name was important to us and valued. The Kahui Ako waiata are another great step forward. Some of our Kapa Haka are involved in the Kāhui Ako Kapa Haka, and have been welcomed on to Te Kōhanga Moa Marae, and have had a practice with the wider group. They are attending Pōwhiri in November to welcome the MAC, and ASTs from around the region.</p>	<p>This is an ongoing issue mostly due to the discrepancy between resources and need.</p>	<p>Lorraine has been an awesome link for Norfolk. Having her input has been powerful for us.</p>	<p>Not so much for us.</p>		

## Principal: Sue Harrison



AC1	AC2	AC3	AC4	AST	WST	LOOKING AHEAD
<p>Great learning for everyone in our school this year. Leadership developed in areas of focus ie, Digital Fluency. Supported so effectively with Donna Davies and driven at school by our DP Nic Pryme. The outcome has been that most students now have some great tools to choose how they want to learn in different areas. The ownership for students has been much improved. One class in particular (DP's) is our lead ako co-hort and they are supporting juniors and seniors alike.</p>	<p>Junior teacher has been working well with transitioning and being supported by Pd and guidance of Chrissy Leper. I feel that we still have to make this a greater focus in order for it to be really successful in our school. The communication between schools and especially with the High School this year has made a difference on understanding where we need to have our Year 8 students. It has been a positive year for us with transition with a way to go yet.</p>	<p>Our school has begun the journey of developing a positive and reciprocal relationship with the Marae. Our children are excited about being part of the 'Marae' and developing a deeper understanding of Te Ao Maori alongside Kapa Haka.</p>		<p>Great to have had the support and communication with Paul and Lorraine. I much appreciate the sincereness of their approach to my sometimes very vague mind!</p>		<p>Will be appointing a new staff member, supporting a first year teacher trainee for the year, further developing our Digital Technologies, beginning Kapa Haka again, and looking forward to our BOT further developing their understanding of our students so we as a team can meet student needs as we need to.</p>

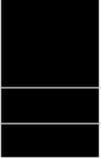
AC 1	AC 2	AC 3	AC 4	AST	WST	LOOKING AHEAD
<p>Continuing our Digital Technologies PD with St Pat's and Donna. Great mahi and we are all utilising and enjoying the new learning. Continuing our Literacy PD with Nicki Sturgeon - utilising PaCT for moderation and next steps learning with the ako. Reviewing our reporting to parents. With discussions with both facilitators about our Localised Curriculum as well.</p>	<p>Revamped our 4 year old programme with a learning through play session on a Tuesday morning for all 4 year olds. We run this on a Tuesday which allows our playgroup to attend as well every fortnight. Fabulous PD with our Kahui Ako partners for transitioning into school as well as attended the first transitions meeting for the senior students moving on as well. Look forward to continuing this mahi next year.</p>	<p>Our senior students are joining the Kahui Ako Kapa Haka rohe for the upcoming powhiri at Te Kōhanga Moa Marae. Sadly missed meeting Rumatiki at Rataipiko but Alisha shared our space with him. Seniors attending Taranaki Tu Mai Ki Ngati Maru event 29th Novemehr.</p>	<p>Looking forward to working with the LSC team next year.</p> <p>Would love an opportunity to develop and work with our two local Marae to learn and share with our tamariki our local stories, waiata, landmarks and tikanga to develop and build our community / whanau involvement as well.</p>	<p>Really value the work Paul and Lorraine do to involve us in everything possible. They have been amazing in developing the relationships within and across the Kahui Ako. We have had opportunities to join and hear the collective voice and learn form each other.</p>	<p>(Would love to be able to join if other Kahui Ako partners are moderating writing or working on Cultural Proactiveness PD as we are small and would benefit from a wider pool of expertise.)</p>	<p>Utilising and developing our Localised Curriculum. Integrating the digital technologies learning. Opportunities for more partnerships across the Kahui Ako.</p>

Principal: Lisa Hill





Waitoriki School



**Principal:** Teresa Jones

AC	AC 2	AC 3	AC 4	AST	WST	LOOKING AHEAD
	<p>Jo is building strong partnerships with all our contributing ECE with reciprocal visits on a half year rotation. We are finding we have more parents contacting the school earlier to organise transitions which is always helpful for the child. We have had an increase in children attending seedlings. We have learned that ECE kaiako don't have time to check their emails so if you want to organise something visiting is the most effective option. We do still continue to struggle to get engagement from one centre which will be our goal for 2020. Invitation go out to all centers for our special days like lamb and calf day etc. The transition PLD has been pivotal in setting up these connections and developing a more indepth understanding between the two sectors of how each other work.</p>	<p>It has been very exciting to have finally been on to our local marae and to begin making a connections. So proud of the Kāhui ako kapa haka group.</p>				

## Paul Adams



### Positives

- Excellent engagement with all learning centres offering opportunities for whakawhanaungatanga across the Kāhui.
- Opportunities to scrutinise and analyse our Kāhui strengths and weaknesses, and how to utilise / overcome these.
- Increased uptake of Te Reo and knowledge of Tikanga and the local narrative. Very effective BOT CRP seminar.
- Across Kāhui hui very empowering
- Sharing in renaissance of Kōhanga Moa Marae
- You're a great bunch!!

### Challenges

- High School timetabling the biggest challenge for me - finding time for the Kāhui role.
- Establishing a purpose from within the KĀ / COL original initiatives to best suit strengths of AST.
- Much groundwork is done, the main challenge now is to continue to grow the good work of this Kāhui - possibly beyond a time of MOE support.
- Being equitable across the Kāhui with time spent in / with learning centres.
- Addressing 'Achievement of Ākonga with additional learning needs.'

### Going forward

- Challenges we are not aware of yet, especially with regard to children from increasingly difficult backgrounds. Student support services will be beneficial.
- Growth of the district, numbers of students arriving from elsewhere to live in the Inglewood district.
- New personnel within the Kāhui who are not familiar with its function or purpose.
- Maintaining a realistic vision for the Kāhui which endeavours to reach all.

## Lorraine Hitchcock: DP Norfolk School



### Positives

**Transition** work ECE to Primary School. I have enjoyed watching this group share ideas and discuss what Transitions do / could look like. Great collaboration and developing of **Shared Pedagogy**. We have reflected on this years work and have put some goals in place for 2020. Beginning to work to further build on CRP within our schools. Te Kōhanga Moa Kapa Haka has been a great initiative. We have had a whakatau at Kōhanga Moa Marae, and practice for Pōwhiri for MAc and AAST Hui.

Digital Fluency work across Primary Schools has been well received and a building block for 2020.

AAST Hui: really enjoyed the opportunity to share with other ASTs and hear what is happening in their spaces.

Working with our WSTs and Kathe. Ngā mihi nui ki a koutou. Fabulous team!

### Challenges

Filling positions for 2020, and continuing to work collaboratively.

Continuing the mahi that has already started over the last 2 years

Re establishing strong relationships in all centres as some changes of personnel.

Being able to focus on Achieving outcomes from **all** of our Achievement Challenges, in particular **Raising Achievement of Akōnga with Additional Learning Needs**. Having 2 LSC in our Kāhui Ako is a real positive.

### Going forward

Continuing our Transition work with our ECE and Junior Teachers group.

Continued Digital Fluency PLD

Re establishing strong relationships in all centres, and with ASTs and WSTs, as there some changes of personnel.

Continuing to work on our achievement challenges.

# 2020 Leader Reviews

 <p><b>Egmont Village School</b> ENCOURAGING LIFE LONG LEARNERS KŌHA TE WĀKA</p>	<p><b>Gold Nuggets</b></p>	<p><b>Challenges</b></p>	<p><b>Going forward</b></p>
	<ul style="list-style-type: none"> <li>★ Working with Kate &amp; Lynda - the support &amp; guidance they have provided to meet the needs of our students struggling socially &amp; emotionally</li> <li>★ Launching our school website</li> <li>★ Launching my Gratitude group for students suffering from anxiety - seeing the progress they have made in building relationships, the positive impact this has had on their engagement in learning &amp; wellbeing</li> <li>★ Property projects that will enhance our school environment &amp; improve much needed teaching space</li> <li>★ Support my colleagues provide for each other not only on a daily basis but especially when life takes a turn for the worse</li> </ul>	<ul style="list-style-type: none"> <li>➤ Coping with an increasing roll and overcrowding - no space for withdrawal groups, no areas for teachers to work on CRT days, classroom in our library</li> <li>➤ Despite working hard at building positive relationships with our students we have more children experiencing anxiety than ever before. We can't control what is going to happen but we can control how we prepare our kids for it.</li> </ul>	<p>@ Developing our relationship further with Muru Raupatu, drawing on their knowledge and skills to develop our local curriculum</p> <p>@ Becoming involved in the Mouna project- being involved more as a school &amp; community in learning about &amp; protecting our local treasure / taonga</p> <p>@ Helping our kids be prepared for the world they live in today - being a part of the Pause Breathe Smile PD</p>





Gold Nuggets	Challenges	Going forward
<ul style="list-style-type: none"> <li>★ Becs Langton and the PLD she has provided for all staff with digital fluency</li> <li>★ Melissa for the opportunities afforded to the Panitahi team</li> <li>★ Kahui Athletics and tabloid sports day - great hum and buzz</li> <li>★ Powhiri at the Marae for Ing High and Taranaki District Council - Kahui Ako amongst the workforce within Te Kohanga Moa Marae</li> <li>★ Shared role of AST with Tracy and Candice - they are both stunning and adding huge value in all aspects</li> <li>★ Stunning LSCs with Kate and Lynda taking on complex cases at IPS</li> <li>★ Appointment of a Pastoral Care worker for 2021 - wahoo</li> </ul>	<ul style="list-style-type: none"> <li>➤ Space poor and overcrowding at IPS, classes and offices</li> <li>➤ Inducting new staff and keeping their main thing the main thing</li> <li>➤ Increased complex and diverse needs of all humans on site</li> <li>➤ Health and wellbeing of staff, so many personal health issues for a large number of staff.</li> <li>➤ Emotional fatigue</li> </ul>	<ul style="list-style-type: none"> <li>@ Continuity of PLD</li> <li>@ New Buildings on site and more to come</li> <li>@ Waangana Week - looking forward to it</li> <li>@ Whakairo of Tomokanga</li> <li>@ Increase leadership capacity through engagement and planned release</li> </ul>



***E raka te mauī, e raka te katau***

***A community can use all the skills of its people***

***“Kia tupu, kia hua, kia puawai”***

***To grow, to prosper, to sustain***

The team:  
 Lisa Hill  
 (Principal - Year  
 4-8 teacher)  
 Georgie Pullins  
 Release teacher  
 Alisha Allen  
 Year 1-3  
 Teacher  
 Nikki Farley  
 Teacher Aide  
 Sharon  
 Richardson  
 Teacher Aide  
 Jan Callender  
 Office Admin

Gold Nuggets	Challenges	Going forward
<ul style="list-style-type: none"> <li>★ Availability of ongoing professional development that is targeted to meet the needs of our individual kura as well as developing the pedagogy across our Kāhui.</li> <li>★ Achieving our Silver Enviro status in what has been a challenging year. Support and passion of the tamariki and community to keep our space amazing.</li> <li>★ Loved the Kāhui Ako athletics day, was awesome to be together as a mass group.</li> <li>★ The 2020 year coming to an end but through all the challenges we are still strong and still loving what we do!</li> </ul>	<ul style="list-style-type: none"> <li>➤ Internet capability for some families in our community. Costing over \$1000 for installation.</li> <li>➤ Having more tangible impacts from the AST's and connections with the WST's for my staff. We are small so ability to work with and learn from these roles that are for the pedagogy development of the Kāhui would be a goal.</li> </ul>	<ul style="list-style-type: none"> <li>@ More sharing of the PD we are doing within our schools. If I hadn't overheard the conversation about the PaCT moderation at Norfolk with Egmont Village we wouldn't have been there and it was fantastic.</li> <li>@ Sharing these PD opportunities will assist pedagogy shifts we have as a Kāhui goal. Hopefully the wānanga will support this journey.</li> </ul>





This year we have developed our new philosophy. This portrays our passion and pride in the ECE sector and how far we have come as a ropu.

This in turn has been the foundation of our strategic plan which we have also been working hard on this year.

We intend to strengthen transitions further having this as a focus for our internal evaluation and will continue to enhance the leadership and aspirations of our fellow kaiako.

**Our Centre Philosophy**

We embody the value of what kahui ako brings. We believe our strength is not ours alone. We are a whānau, we are a community, we are one.

With passion, love and care, the wairua of our centre is our heart and soul which we uphold strongly and cohesively, empowered by Te Whānaki and the spirit of the principles of Te Tiriti o Waitangi.

Our tamariki have the freedom to be confident within their own identity, to be, to learn, explore and grow at their own pace in a calm, unhurried and safe environment.

Through collaboration and communication, our kaiako anchor our centre and are our roots for inspiration, growth and guidance.

We are proud to be community based, continually evolving to always provide the highest quality care and education for our community.

We are Inglewood Community Childcare.



## He rau ringa e oti ai Many hands make light work

This whakatauki encourages people to work together. It can be used to invite people to participate or to acknowledge the effort and work of many.

*As Inglewood Kindergarten has had staff changes, the kindergarten has moved towards a distributed leadership model. This model empowers all teaching team to embark in a leadership role positively by utilising strengths and passions.*

*It equates with shared, collective and extended leadership practice that builds the capacity for change and improvement. This has led to a review in our philosophy.*



## Across School Teachers/ Within School Teacher noticings

Gold Nuggets	Challenges	Going forward
<ul style="list-style-type: none"> <li>★ Transition group have met Term 3&amp;4. Members across Primary and ECE. Positive discussions around supporting whanau and students transitioning through from ECE to NE. Sharing enrolment information.</li> <li>★ Gathering data through surveys</li> <li>★ Te Kahui Ako o Kohanga Moa kapa haka group and festival up and running.</li> <li>★ Attending the Across across school Kahui ako network - Wanganui, Feilding &amp; Inglewood</li> <li>★ Working with Andrew! (LP)</li> <li>★ Distance learning</li> <li>★ Website/facebook communication with the community - getting the name out there. Finally having an event (athletics) to share!</li> <li>★ Working alongside the LSC's</li> <li>★ Attending Staff meetings in our Kāhui Ako Centres and Kura</li> <li>★ Connecting with / Principals / WSTs</li> <li>★ Being part of the MOE review process</li> </ul>	<ul style="list-style-type: none"> <li>➤ Getting to <u>all</u> staff meetings</li> <li>➤ COVID-19</li> <li>➤ AC Refresh</li> </ul>	<ul style="list-style-type: none"> <li>@ Wananga week 2021 - week 6 of each term.</li> <li>@ Reconnecting with the marae</li> <li>@ Creating accessible resources for teachers to contribute to on a more regular basis.</li> <li>@ Sustaining regular conversations with whanau/teachers/students for our at risk students.</li> <li>@ Student agency</li> <li>@ Future emphasis on Gifted and talented students</li> <li>@ Maintaining connections in the Across Kāhui Ako, AST Network</li> </ul>



August 26th, 2020 (NOTE: (5) Review of Development Maps-August 26th, 2020)

FF-3														
FF-2														
FF-1														
Em-3														
Em-2														
Em-1														
Dev-3														
Dev-2														
Dev-1														
Est-3														
Est-2														
Est-1														
	Improving teaching practice & capability	Collaborative teaching	Our curriculum	Leadership development	Collective purpose, focus & opportunity	Data collection & management	Monitor progress	Integrating the learning pathway	Supporting transitions	Parents, family & Whānau	Iwi relationships	Strong community engagement	Culture of trust	Planning & delivering together
	Domain 1: Teaching			Domain 2: Leading		Domain 3: Evidence		Domain 4: Pathways		Domain 5: Partnering			Domain 6: Building	

As is obvious from our domain review comparisons from 2017 – 2020, Te Kāhui Ako o Kōhanga Moa has gone from strength to strength. Through the combined mahi of school and centre leaders, Across and Within School teachers, Learning Support Coordinators, our staff and our whanau, we have gained the ultimate success, which is the support of our community. The combined efforts of all of our people have significance for our key stakeholders, the tamariki and rangitahi of Inglewood.

We are proud of our achievements yet excited by the prospect of what we yet have to achieve and offer for our young people and community.