

# WHIRINAKI KĀHUI AKO

WHIRINAKI KA EKE KI RUNGA - LET US BIND TOGETHER TO ATTAIN HEIGHTS



ACHIEVEMENT CHALLENGES

2020 - 2023

# WHIRINAKI

We are Whirinaki' – a term which, in English, means to support or to depend on. Our kāhui ako name, therefore, reflects our desire to both work towards the values and aspirations of our local community and to support each other as we do so. Our whakatauki "Whirinaki ka eke ki runga" translates as "let us bind together to attain heights" and expresses our desire to work as a community to lift the achievement of all our learners.



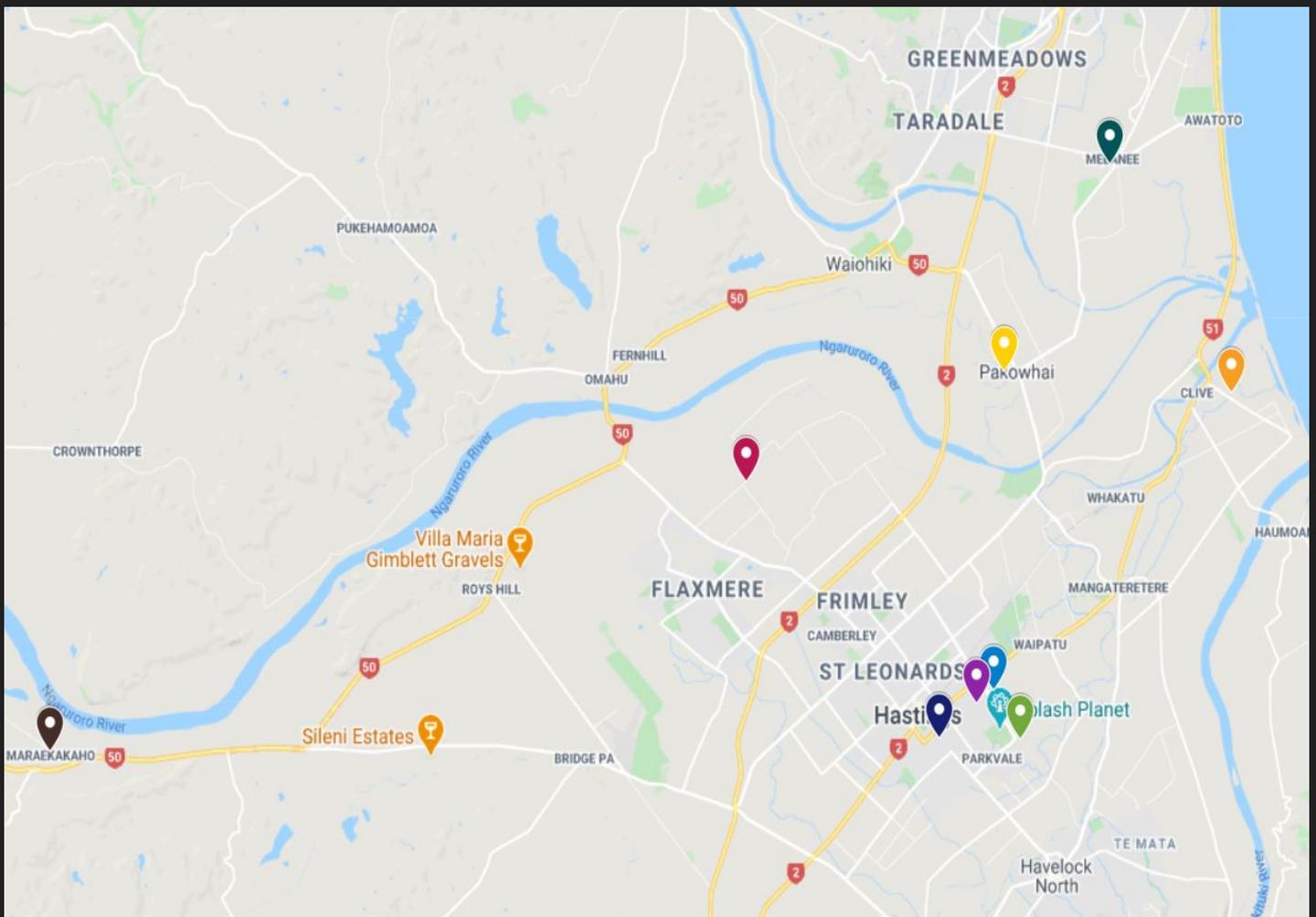
Whirinaki logo represents who we are. The sky hawk, named Whirinaki, represents our community of learners flying upwards to attain great heights. Whirinaki is supported by a Manaia, named Kaitiaki, that represents the schools of our Kāhui Ako. Each carved knot of the manaia is one of our schools. The Koru that rests behind Whirinaki and Kaitiaki represents our growth journey and interweaves the mountains, valleys, rivers, creeks and ocean that encompass the geographical area of our Kāhiui Ako.

# NGĀ KURA O WHIRINAKI

## OUR SCHOOLS

-  Meeanee School
-  Mayfair School
-  Karamu High School
-  Maraekakaho School
-  Twyford School
-  Pakowhai School
-  St Joseph's School
-  Clive School
-  St John's College, Hastings

The Whirinaki Kāhui Ako currently comprises nine schools located in northern Hawkes Bay. There are currently over 1900 students in our nine schools. The schools are one co-educational secondary school Karamu High School, four full primary schools: Maraekakaho School, Meeanee School, St Joseph's School, Twyford School and four contributing schools: Clive School, Mayfair School, Pakowhai School. All schools are state schools with the exception of St Joseph's School which is a state-integrated Catholic School. There is a range of rural, semi-rural and urban schools in Whirinaki CoL. The member schools are situated mainly in the Hastings district with one school situated in the Napier district.



# WHIRINAKI KĀHUI AKO

## ACHIEVEMENT CHALLENGE ANALYSIS 2017 – 2020

### **Culturally Responsive Pedagogy**

Whirinaki engaged with Poutama Pounamu as a Professional Learning and Development provider who assessed the current level of the collective staff' understanding around culturally responsive relationships. Two Kāhui Ako Across School Leaders were appointed to carry out this body of work.

In the Professional Learning and Development students, whanau and teacher voice data, as well as teacher observations, were used by our Professional Learning and Development advisors to measure cultural responsiveness. Schools created their own matrices to measure cultural responsiveness and used data to inform practice. The level of engagement ranged among schools within the Kāhui Ako and were at different stages of Culturally Responsive Practice. Professional Learning and Development was designed and best implemented in individual schools to gain success across the Kāhui Ako.

It was identified in the penultimate year of our achievement challenges that schools required extra support around Te Reo me ona Tikanga Māori. We were supplied with extra Professional Learning and Development hours for Sharon Fabbish to facilitate this body of work that will conclude in July 2021.

Schools that engaged with professional development, while at different levels, have found the Professional Learning and Development (PLD) enlightening and supportive in their journey in cultural responsiveness. PLD provided us unpacking key concepts such as whanaungatanga and how it interweaves into local curriculum. Our involvement in the culturally responsive PLD has seen embedded shifts in culturally responsive practices with staff and measurable differences between staff, whanau and student perceptions in well-being and pedagogical approaches as evidenced in Rongohia Te Hau Survey. For example improved levels of proficiency in Te Reo and Tikanga Maori; use of feed forward and feedback; teachers using a range of strategies to know students and using their interest/hobbies, family knowledge or passions to shape learning; Teachers collecting student voice and using it to inform practice

It was difficult to ascertain the success of culturally responsive practice using a National Standard framework across the Kāhui Ako as we have come to discover that the evidence base requires a different methodology and validation of soft data ie you can not measure culturally responsive using maths data. An empirical methodology could be a better way of measuring success

### **Future Actions:**

- The framework for the delivery of Culturally Responsive Pedagogy exists within our Kāhui schools to maintain this work without outside intervention.
- Collaboration across schools to use the expertise of teachers with culturally responsive pedagogy and practice already in existence in our schools.
- Look at ways we value multiple cultures within our Kāhui Ako.
- Continue to develop our knowledge around Tikanga and Te Reo Māori.
- How could the Kāhui Ako have holistic Achievement Challenges moving forward?

### **Effective teaching pedagogy in Mathematics**

Whirinaki utilised the skills of leaders within schools for Maths development in working towards a shared understanding of how Maths was taught in the collective schools. Many of the staff who attended this body of work were involved in a maths cluster run by Dinah Harvey.

Within school teachers were rarely utilised for this mahi as the knowledge was located with other teachers across the Kāhui Ako. This Achievement challenge was supported by the original Culturally Responsive Pedagogy Across School Leaders and a principal designated with facilitating the sessions.

Due to the abandonment of National Standards and Covid-19, this Achievement Challenge had a change in the measure of success to include Kāhui Ako wide voice, overlooked at the start of the Achievement Challenges and a by-product of our Culturally Responsive Practice.

Key findings were:

- 55% of students surveyed enjoy basic facts.
- 45% enjoy problem-solving in a group.
- Teachers' most popular choice of Professional Learning and Development was rich tasks, yet only 14% of students prefer this learning.
- 64% of teachers felt teaching strategy was a strength of theirs.
- 25% of teachers do not conference their students about next steps

### **Future Actions:**

- We see value in shared practice by teachers, in particular, what teachers are conferencing and discussing with their students. To conclude this achievement challenge a small inquiry is being undertaken into the moderation of maths.
- Schools to improve meeting deadlines with data.
- What does assessment look like across our Kāhui Ako post National Standards?
- Rather than collaboration with a small group of teachers, there is scope for collaboration for many teachers.

## **Transitions between Early Childhood Education, Primary and Secondary**

While there was an early dialogue with Early Childhood Education's this was not sustained by the principal group.

Three of our Whirinaki Kāhui Primary schools have established a Professional Learning Group with some local Early Childhood Education providers in an attempt to trial concepts and ideas to see what structures work and consider its future worth and viability and extending an invitation to all Whirinaki Kāhui Primary schools in 2021. To date, the pilot is achieving its goals and is very well supported. It is funded by those schools participating and externally facilitated.

Early in our journey, we had the closure and merger of one of our Kāhui Ako schools with another. Most students had high or very high needs. This also coincided with the Whirinaki Kāhui Ako not receiving an allocation of Learning Support Coordinators in the first tranche.

Principals decided that this was an urgent need and became the focus of the Kāhui Ako's transition plan. Three within school teacher roles were merged to create a new Across School Leaders. The support principals were tasked to support the new Across School Leaders to manage the transition of students from one school to the other and to have a focus on working towards the Kāhui Ako achieving the allocation of a Learning Support Coordinator in the second tranche by investigating the measure of allocation for learning support (BERPI), to create a wellbeing register of needs and to formulate a wellbeing agreement between the schools in the Kāhui Ako.

The outcomes from this body of work were:

- 100% successful transition of students between school and a 95% reduction in the needs of the students who transitioned to the new school.
- A wellbeing register was created with SENCO's from attributing schools and an agreement is in the process of being finalised by principals.

Unfortunately in the 2020 budget, there has been no allocation of funding for learning support. In addition, tools such as Te Rito have been delayed. As a result, the landscape of what is to be expected and how the learning support will look moving forward is uncertain. This aspect of the achievement challenge is not worth pursuing further until clarity is provided by the MOE around how it will advance as well as be funded for equity.

### **Future Actions:**

- The wellbeing register will form the basis for targeting Kāhui funding to support our future goals. For example, the most commonly displayed learning barriers across the Kāhui can be supported in the absence of external funding and support.
- Consider the Whirinaki Primary Schools Early Childhood Education pilot being extended.

# Ōku Kaupapa

## Nuts and Bolts

### Vision

Visible Purpose – Visible Actions – Visible Results

### Purpose

To collaborate by using our shared expertise, shared knowledge and timely interventions to improve outcomes and opportunities for all learners, staff and whanau.

Strong relationships and effective collaboration will ensure that we offer equitable, inclusive and academically responsive opportunities for all our learners. Our learners, staff and whanau of all schools will feel a strong sense of connection and belonging within the Whirinaki Kāhui Ako.

### Our Values

- We all commit to working cooperatively in collaboration.
- We all commit to attending meetings
- We all commit to staff, whanau and student engagement
- We agree that Information-gathering is transparent and explicit in order to create an information-sharing culture
- We agree that is enriched by schools openly discussing their own experience and practice.
- Conversation will be solutions-focussed, which may result in surfacing challenges, but these will be commented upon constructively.
- Data will be anonymous and confidential outside the Kahui Ako.

### Our Learners

Gender	Māori	Pacific	Asian	Other	European/Pākehā	Total
Female	399	59	54	15	569	1,096
Male	322	45	82	11	516	976
Total	721	104	136	26	1,085	2,072

# METHODOLOGY

Empirical research is a type of research methodology that makes use of verifiable evidence to arrive at research outcomes. In other words, this type of research relies solely on evidence obtained through observation or data collection methods.

Empirical research is defined as any research where conclusions of the study are strictly drawn from concretely empirical evidence, and therefore “verifiable” evidence. We will use the Empirical Research Methodology. An empirical approach to data collation is a natural fit for our Achievement Challenges.

Our challenges have people at the heart. Previous educational methodologies that measure the success of Kahui Ako achievement has traditionally been, as our last ones, data collection methodology driven. This means that the hard data of student success often masked other areas of importance – the voice of the community and the variance between students, teachers, communities and leaders.

Empirical research is based on methods of observation and capturing experiences,

- Observation: Completed by across school teachers (AST's)
- Induction: Completed as part of the challenges and data collated against achievement challenges and ongoing non-anonymised data collation will be a part of this induction process. This includes the well-being survey.
- Deduction: This will help ASTS, to finalise conclusions for Achievement Challenges. This will be focused on clear and unbiased results.
- Testing: This phase will involve ASTS returning to non-anonymised data to put outcomes to the test. Is what is being implemented making a difference to learners, teachers and whanau? We will make sense of the data.
- Evaluation: We will evaluate formatively and summatively throughout our achievement journey non-anonymously .



# MEASURES OF SUCCESS

We have selected measures that can evidence our three challenges at three key transition points in our Kāhui Ako. Due to the interrelationship of the three challenges, we have chosen evaluation methods that can do 'double duty' as indicators of progress against more than one challenge.

## **Measure 1 – Voice**

## **Measure 2 – Observation**

## **Measure 3 – Wellbeing@School Survey**

## **Measure 4 – Attendance**

## **Measure 5 – Data**

## **Measure 1 – Voice**

- What our rangatahi tell us?
- What our kaiako tell us?
- What our tumuaki tell us?
- What our whanau tell us?
- How often are teachers collaborating?
- How often are principals collaborating?

Voice will be consistently gathered through focus groups, interviews and teacher inquiries. Specific questions will be developed so we can have these conversations consistently across the Kāhui Ako. These questions will ensure that we ask about the key indicators in specific contexts and that they feed into new pedagogical practices. This process will be developed alongside students and whānau as a focus for our Across School Kāhui roles.

## **Measure 2 – Observation**

Observations will be made to measure the time that the Kahui Ako students, whanau and teachers, principals and boards spend together.

## **Measure 3 – Wellbeing@School Survey**

This will be administered twice yearly and NZCER will be requested to provide aggregated data from across the Kāhui Ako.

A baseline survey will be used to identify key indicators relevant to our achievement challenges. Next steps can be put in place from the aggregated data.

'All Schools' disaggregated data can be used to target small groups e.g. gender or ethnicity.

## **Measure 4 – Attendance**

Attendance data will be aggregated across our Kāhui Ako with a focus on the percentage of students attending school for at least 90% of the time.

## **Measure 5 – Data**

Curriculum level data will be collected to see if teacher collaboration across the Kāhui Ako impacts student achievement.

# CHALLENGE 1

# STUDENT COLLABORATION

# AKO

**Students will learn, share and lead as confident and connected learners.**

## **Purpose**

Students will report that they feel a part of the Kāhui Ako community and have an opportunity to learn, share and lead as confident and connected learners.

## **Importance**

We understand that students who feel a strong sense of belonging, and connection to their identity and culture, engage more successfully in their learning. Students need to recognise themselves in their learning environment and have an opportunity to share their strengths and prior knowledge with their peers and teachers. Schools who are inclusive ensure all students feel welcomed and participate in all aspects of school life. Inequitable systems can exist in schools for different groups for a complex range of reasons, such as socio-economic factors, deficit theorising, lack of deliberate professional learning, unresponsive programme design or poor relationships with whānau and community.

## **Why?**

Across our community, we have identified that student engagement in the Kahui Ako was not visible to them as learners and to parents and boards as community members. We have a number of schools that have students that excel within their own silos and the knowledge they have to share with their peers is exponential. Within our Kāhui Ako we have students who are national and international experts and champions in a variety of curriculum areas. It is vital to our Kāhui Ako that we acknowledge and use these students expertise to support and develop fellow students while building the confidence and connectedness of all our students

We believe that when students learn through collaboration they empower Ako through tuakana-teina while developing leadership skills and confidence.

This will be demonstrated by students reporting that they:

- Have a strong sense of belonging within their school
- Have strong, positive relationships with others
- Believe they are positive contributors across a range of life settings
- Can accept others for who they are, and learn positively alongside them

## **Evidence**

- Minimal student collaboration currently taking place across the Kahui Ako.

### **What do we want to see?**

Our Kāhui Ako would like to see growing evidence that we are fostering strong connections with students from the outset. Our students will report that they feel a strong sense of belonging and identity in our schools and Kāhui Ako. Our student-led collaboration will offer a secure, empowered learning environment and our teachers will be able to learn from their learners and facilitate opportunities for students to lead, participate and collaborate. We want to continue to grow opportunities for all students to share. The opportunities we will begin with are:

- Ki o Rahi
- Lego Robotics
- Kapa Haka

Collaboration events will increase in size and frequency each year. We aim to start small and grow organically the opportunities through collective decision making and evidence.

### **Key indicators:**

**Measure 1 – Voice** – Student voice through ongoing conversations with the students. We will be gathering this voice termly after each Kāhui Ako collaboration. Standardised questions will be used each time to keep consistency. Students voice will tell us that students are collaborating across the Kāhui Ako. Currently there are limited opportunities for students. We are aiming for 100% of students to feedback their voice after each collaboration.

**Measure 2 – Observation** – Observation of students in collaboration. Observations will happen at each collaborative event to measure the number of students and schools that participate in each event. This is so we are able to measure the success of collaboration in terms of numbers in attendance and how engaged students and schools are to inform future collaboration. We are aiming for 100% of schools engagement.

**Measure 3 – Wellbeing@School Survey** – Students will report feeling a sense of belonging when we review key aspects of the NZCER Wellbeing@School Survey. 85% of students across the Kahui Ako will feel a strong sense of belonging in their school over the 3 years.

### **How will we track our progress?**

Monitoring and evaluation. Please refer to the strategic plan for details of our approach to monitoring and evaluation across all our challenges.

Responsibility for leading this work will be delegated to all Across School Teachers to liaise with principals/delegated school contacts.

# CHALLENGE 2

## TEACHER COLLABORATION

### SHARED PRACTICE

Teachers will have an opportunity to learn, share and lead as confident and connected teachers.

#### **Purpose**

Teachers will report that they feel a part of the Kāhui Ako community and have an opportunity to learn, share and lead as confident and connected teachers. Growing leadership across schools and within teachers.

#### **Importance**

Collaboration is the process of working together to achieve a common goal. In teaching, the common goal is always improved learner outcomes. Whirinaki has identified that our teachers are the number one resource in our Kāhui Ako. We need to harness this resource

#### **Why?**

Often teachers may have solved problems with access to the same resources in the same context as others who haven't been able to solve them yet. Sharing each other's experiences and practice can help to discover these successful behaviours and strategies and promote their adoption.

Sharing practice not only helps the recipient of the shared knowledge, it also greatly benefits the teacher who's sharing it. Nothing helps to effectively acknowledge what someone already knows and realise how well-versed they are on certain topics like sharing does. Sharing their expertise means having new conversations that open up what they have learnt to a new perspective, helping them and others to grow. Sharing good practice builds a teachers reputation as a leader in your school and increases their professional value. Rather than telling people, they're an expert, sharing lets other teachers discover it for themselves in a way that helps them to raise their own level of expertise

We believe that when teachers learn through the collaboration of share practice they have a chance to lead and learn in a reciprocal way to improve practice and outcomes for learners.

This will be demonstrated by teachers reporting that they:

- Have a strong sense of belonging within their school and the Kāhui Ako.
- Have strong, positive relationships with other teachers in their school and Kāhui Ako.
- Solving problems in practice and engagement of students.

#### **Evidence**

- Minimal teacher collaboration during the first iteration of our Achievement Challenges
- From previous achievement challenges we have identified concerns in transition between year 8 achievement levels and year 9 expectations.

## What do we want to see?

- Shared practices in Writing and Maths to have synergy of best practice.
- Co-designed rubric for writing and a strand in Maths.
- Pedagogical Sharing
  - Support from primary teachers to secondary teachers in terms of strategy.
  - Support from secondary teachers to primary teachers in terms of knowledge .

## Key indicators:

**Measure 1 – Voice** – Teachers will report feeling a sense of belonging. Teacher Voice gathered through survey, interviews and coaching. 85% of teachers across the Kahui Ako will feel a strong sense of belonging in their school and Kahui Ako over the 3 years.

**Measure 2 – Observation** – Over 3 years we intend to develop from establishing to fully functioning in statement 1 of Domain 1 in the Kahui Ako development statements

**Measure 5 – Data** – We will measure Year 6, Year 8 and Year 9. The aim is to create a rubric as a Kāhui Ako to inform curriculum level expectations. We aim that by the end of Year 6, Year 8 and Year 9 85% of our Kāhui Ako will be meeting or exceeding the expected curriculum level.



## How will we track our progress?

Monitoring and evaluation. Please refer to the strategic plan for details of our approach to monitoring and evaluation across all our challenges.

Responsibility for leading this work will be delegated to all Across School Teachers to liaise with within school teachers and principals.

# CHALLENGE 3

## PRINCIPAL COLLABORATION

### ASSESSMENT

**Principals will have an opportunity to learn, share and lead as confident and connected principals.**

#### **Purpose**

Principals will report that they feel a part of the Kāhui Ako community and have an opportunity to learn, share and lead as confident and connected principals.

#### **Importance**

Principals have isolating jobs, and it's critical that principal intentionally support the development of cross-school learning and collaboration. When principals are empowered to collaborate, they create the conditions that teachers and students need to thrive.

#### **Why?**

Across our community, we have identified that principal engagement in the Kahui Ako has only been at a leadership and governance level. With the abandonment of the National Standards and a keener focus, by government officials, on hauora principals are tasked with leading the change of assessment within their schools. All of our schools use the curriculum level for reporting. With the flexibility to change our assessment practices, we have an opportunity to share practice and support each other as we define, navigate and moderate a new assessment style.

We believe that when Principals learn through the collaboration of shared practice they have a chance to lead and learn in a reciprocal way to improve practice and outcomes for teachers and learners.

This will be demonstrated by principals developing and improving assessment practices across the Kāhui Ako.

#### **Evidence**

- Limited principal collaboration
- National Standards being abandoned during the last achievement challenges.
- Assessment is a focus for all schools

## What do we want to see?

- Our Kāhui Ako would like to see growing evidence that we are fostering strong connections.

## Key indicators:

**Measure 1 – Observation** – Observations will happen at each collaborative event to measure the number of principals that participate in each event. This is so we are able to measure the success of collaboration in terms of numbers in attendance. We are aiming for 100% of schools engagement.

**Measure 2 – Observation** – Over 3 years we intend to develop from “Establishing” to “Fully Functioning” in statements 1 and 2 of Domain 3 in the Kahui Ako development statements.

**Measure 5 – Data** – We aim to have have one aspect of numeracy assessment to be consistent across all schools.



## How will we track our progress?

Monitoring and evaluation. Please refer to the strategic plan for details of our approach to monitoring and evaluation across all our challenges.

Responsibility for leading this work will be delegated to all principals as a collective group..

# CHALLENGE 4

# COMMUNITY COLLABORATION WELLBEING

**Support of the diverse needs of learners across the Kahui Ako.**

## **Purpose**

The Kāhui Ako has an understanding of what wellbeing means for them, and be able to use this knowledge and strategies to reduce stress and anxiety to engage with school in ongoing learning.

## **Importance**

We know "a student's level of wellbeing at school is indicated by their satisfaction with life at school, their engagement with learning and their social-emotional behaviour." (ERO, 2016, Wellbeing for Success). We understand that positive feelings, strong relationships at school, resilience, and a high level of satisfaction can be enhanced by:

- shared values and vision underpin a commitment to promote students' wellbeing
- the school's curriculum is designed to engage and connect to students
- Students are engaged actively in wellbeing initiatives
- wellbeing is actively monitored, and our systems enable us to respond effectively to wellbeing supports across the schools.

## **Why?**

We have observed increased evidence of anxiety across our student body during the Covid Pandemic. There is action talk of self-harm and suicide, and it is neither decile nor culture-specific. There is a significant proportion of students who have some kind of trauma in their background. Overall, we are experiencing behavioural challenges across our student body that are increasingly complex. Our needs analysis has identified that schools require further support.

We see this impacting on staff wellbeing – and the role of a teacher and leader is increasingly challenging as a result.

We believe that when students' hauora is strong, their academic success will improve.

## **Evidence**

- Kāhui Ako needs register
- Limited funding for Learning Support

**What do we want to see?**

We want to see our students feeling positive and connected to schooling. We would like to feel that we have appropriate effective systems in place and that we are working as a collective to approach the complex challenges we face.

We are aiming for a 20% reduction in reports of self-harm, stand-downs, and anxiety-related incidents, and an increase in students reporting self-optimism and satisfaction with school. Across the kahui ako over 3 years. Initial baseline data will be collected at the beginning of 2021 based on data from 2020.

**Key indicators:**

**Measure 1 – Voice** – Whanau voice will be collected at the conclusion of each community collaboration (minimum 2 a year). This will be a standardised question sheet and used to inform the success of the collaboration and to inform future events.

**Measure 3 – Wellbeing@School Survey** – Wellbeing in school survey will report that 85% of Kāhui Ako students will report feeling a sense of belonging against key aspects of the NZCER Wellbeing@School Survey (linked to AC 1). Schools can opt in to the wider teacher wellbeing at school survey.

**Measure 4 – Attendance** – In 3 years students attending school will be at 90% or above across the Kahui Ako.

**How will we track our progress?**

Please refer to the strategic plan for details of our approach to monitoring and evaluation across all our challenges.

Responsibility for leading this work will be delegated to all Across School Teachers to liaise with principals/delegated school contacts.

# STRATEGIC PLAN

## **Strategic Plan**

Each year a strategic plan or annual plan will be developed. This will outline the key actions to be completed, who will have responsibility for completion and what success will be.

## **Work Plans and Evaluations**

Lead Principals will devise work plans and evaluations in conjunction with ASTs and Principals. ASTs will use their work plan to implement their tasks as well as provide accountability for their time.

The work plan will be used by employing schools for appraisal as well as reporting progress.

## **Data Collection / Signposts**

Signposts for data collection will be planned for the year. As we are using empirical data collection the timing and consistency of data collection needs to be targeted, deliberate and consistent.

Every effort will be made to align data collection to suit schools programmes and timetables so as not to add any additional workload.