

Te Kāhui Tokotoko o Ōtaki

Creating a learning ecosystem in Ōtaki

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Introduction

This proposal to form a kāhui ako formalises 5 years of collaboration amongst a community education trust and the kura and schools of Ōtaki. The underlying driver of this proposal is that through collaboration we can strengthen the educational opportunities for all the young people in our community. This proposal is supported by Te Reanga Ipurangi Ōtaki Education Trust and the kura and schools of Ōtaki.

Te Kāhui Tokotoko o Ōtaki is a name derived from the mōteatea that names the rivers and places along the west-coast over to Wairarapa and describes the notion that kura/schools can strengthen communities by creating unique spaces for tamariki/taiohi to grow and stand tall.

A learning ecosystem is a system of people, content, technology, culture, and strategy, existing both within and outside of a community, all of which has an impact on both the formal and informal learning that goes on in that community.

This proposal to form a kāhui ako across our community is arranged in three sections:

- The first section addresses the interest of the Ministry of Education. It introduces who we are, a little of our context and history and proposes our achievement challenge.
- The second section is about ourselves and our commitments to each other as part of this collaboration.
- The third section is the appendix and has more detail on the description of the achievement challenges and their supporting data.

Section 1: Proposal to the Ministry of Education

To establish Te Kāhui Tokotoko o Ōtaki, a learning ecosystem, in Ōtaki

The kura, schools and college in the Ōtaki area, working in collaboration with each other and the community, wish to strengthen education in Ōtaki through supporting the creation of a community-wide learning ecosystem. Involved in this collaboration are:

- Te Reanga Ipurangi Ōtaki Education Trust
- Te Kura ā Iwi o Whakatupuranga Rua Mano (Māori medium years 1-13)
- Te Kura Kaupapa Māori o Te Rito (Māori medium, years 1-13)
- Ōtaki Primary School (Māori immersion, bilingual and English medium, years 1-8)
- Waitohu Primary School (English medium, years 1-6)
- Ōtaki College (English medium, years 7-13)
- St Peter Chanel School (English medium and bilingual, years 1-8)
- Te Horo School (English medium, Years 1-8).

Once established, the other education institutions in our community including early childhood services, kōhanga reo and Te Wānanga o Raukawa will be invited to participate in expanding the ecosystem.

As a community, we wish to apply to create a kāhui ako as an important step in creating a learning ecosystem in Ōtaki. As a collective our goal is to grow Ōtaki as an education community. This vision for education sees iwi, the community in its various formations, whānau and businesses as the drivers and participants in education, working in collaboration with the educational institutions. We already have such a model operating in the community in Māori medium education. Over the last 30 years Ngāti Raukawa have established a kaupapa Māori education precinct, and this proposal seeks to expand that concept to include the whole community.

Consistent with the practice and aspirations of our community we propose a dual leadership model of a kura kaupapa lead and an English medium lead. Our shared challenge as a community is to grow the effective practices of our pouako and teachers.

Our vision

Our vision is that all young people in Ōtaki have the opportunity to achieve their education potential in an educational environment that fosters identity, collaboration and excellence. It is a learning environment that sees all our young people engaged and retained in education until they are ready for the next step in their lives.

To support this as a community of educators we share:

- An understanding that identity and culture are a critical building block for learning. Our goal is that all our young people have a shared understanding of the history and world view of Ngāti Raukawa as the foundation for affirming identity and culture.

- A commitment to strengthen the hauora of all our young people.
- The recognition that across our collaboration we share a common interest in enhancing the skills and practices of our pouako and teachers.

Learning in a Covid-19 environment makes collaboration even more important. It may change when and how we do things but does not change our direction and vision.

Background to this proposal

Ōtaki

Ōtaki is one of the most deprived communities in New Zealand. It has a deprivation index score of 9.¹

The population of the community is just under 7,000 with about 30% identifying as Māori. Of those identifying as Māori, 55% are aged under 29. This compares with about 40% for the general population.

This very youthful population living in a community of high levels of deprivation faces a wide range of educational challenges. These young people also face significant challenges to their wellbeing, with high levels of unmet social and psychological needs. Experiencing success in education is critical for this community to achieve its potential and to reverse generations of deprivation.

Ōtaki has an almost 200-year history of engagement between Māori and Pākehā. While the impact of colonisation has had direct negative impacts on Ngāti Raukawa tikanga and resources, this history is also characterised by a commitment to cooperation and pursuit of the common good. This proposal is developed within this broader community context.

The Ōtaki school student population is about 1300, of whom about 70% identify as Māori. About 45% choose te reo Māori immersion or bilingual education. An additional 200 young people live in the community but go to school in either Paraparaumu, Levin or further afield as day pupils or boarders.

The major innovations in education in Ōtaki over the last 30 years have been driven by the leadership of Ngāti Raukawa. As a result of this leadership Ōtaki now has a wānanga, a kura kaupapa Māori, a kura ā iwi, and four kōhanga reo. St Peter Chanel has a bilingual programme, Ōtaki Primary School has an immersion and a bilingual programme as well as its English medium programme and Ōtaki College offers Te Reo Māori as a learning area. All the English medium schools place an emphasis on valuing the culture and identity of each of their students.

The impact of this locally-driven revitalisation is that te reo Māori is now a language of conversation in the streets and shops of the town, is used by many as a first language, and

¹ The deprivation index is the official measure of social deprivation in NZ. On a scale of 1 to 10 it ranks all communities in NZ on such things as access to internet, family income, employment, education levels, housing and transport.

education has become a major influence on the development of the community. The Māori education precinct at the heart of our community is not just a collection of 'education providers'. It is an impressive expression and demonstration of Ngāti Raukawa beliefs, practices and ambitions.

The benefits of collaboration since 2014

In 2013, as part of an initiative to lift education performance, the two kura initiated discussion on ways to make digital devices available to their ākonga/learners. To support this initiative Te Reanga Ipurangi Ōtaki Education Trust (TRIO) was created. This local trust, whose establishment was sponsored by Ngāti Raukawa, was set up to support development and improvement in education for Ōtaki. Its first initiative was to enable the purchase of digital devices by students attending schools and kura in Ōtaki.

Since its establishment TRIO has worked with the kura and schools on supporting the development of digital literacy. The kura and schools have responded to this initiative by shifting their delivery of the curriculum to make greater use of this technology. In support of this TRIO has facilitated improved cooperation amongst the schools for the benefit of Ōtaki ākonga/learners. The schools have each adopted their own approach to digital learning and have cooperated in sharing their experiences and some joint staff development.

Early research on the impact shows the initiative is having a positive impact on learning and on teacher skills and capability.

The collaboration across TRIO and the kura and schools means that:

- all students across Ōtaki have access to chromebooks at affordable prices. About 1200 devices have been supplied and support has been given to those unable to pay.
- a whānau education planning tool has been developed.
- in partnership with Manaiakalani, kura and schools have had the services of two professional development leaders: one for Māori medium, one for English medium since 2018. This support is in place until the end of 2020.
- the kura are leading the development of a kura-centric model of the Manaiakalani pedagogy.
- about 30 pouako and teachers have participated in an intensive digital learning programme.
- 3 pouako/teachers have been granted post graduate study opportunities.
- *Mai i te Kākano*² and historical recordings of local te reo Māori resources are currently being digitised.
- the kura and schools are currently collaborating on the establishment of two Learning support coordinators with the skills to work in both Māori and English medium settings.

² Jacob, H. (2012). *Mai i te Kākano*. Te Wānanga o Raukawa, Ōtaki. This helps Māori language speakers and ākonga/learners sustain more animated, in-depth conversations in te reo Māori.

- This foundation of digital literacy skills has strengthened our response to learning in the Covid 19 environment.

Developing an achievement challenge

Forming a kāhui ako requires the development of an achievement challenge.

In setting this challenge we have looked at what would add the most educational value from collaboration across both Māori and English medium learning and the needs of our community. Given the very different curricula that shape the learning in kura and schools, our focus is on the outcomes we seek as a community; irrespective of the type of schooling our young people experience.

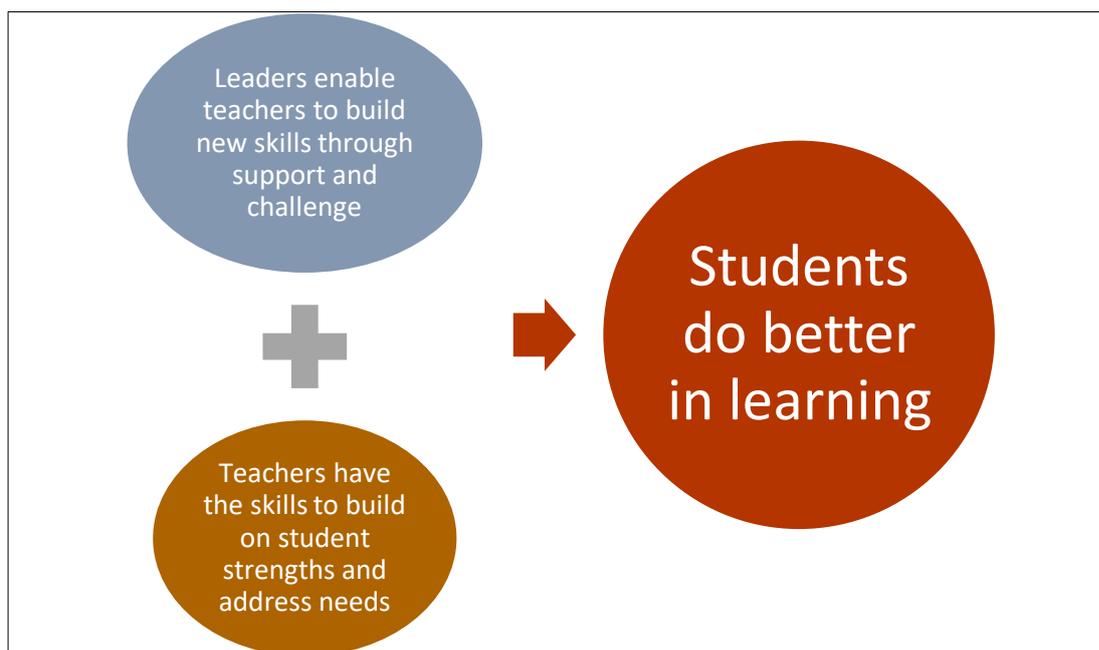
There is no common set of data on numeracy and literacy levels across our kura and schools and therefore we are not able to create an achievement challenge based on ākongā/student achievement data. We have therefore left the responsibility to improve levels of numeracy and literacy with each kura and school. Individual kura and schools will continue to use their own student achievement data to track progress and shape teacher practice within their kura or school. Currently there are many different approaches to what that data is, and so it is currently not possible to collectivise it. We are working on a common approach to data collection but it may take several years. Hence our focus on pouako/teacher practices.

The area where our collaboration can add most value is in the practices of our pouako and teachers. We know that the most important influence on learning, at our disposal, are the practices and behaviours of pouako and teachers. Therefore, our achievement challenge has teacher capability as its focus. We propose that we build our achievement challenge around improving the practices and behaviours of teachers and pouako. By lifting the skills of our pouako and teachers we have a direct impact on the levels of achievement across all ākongā/learners in our community. These desirable practices are common to teaching in both Maori and English medium settings and are well founded in research.

We currently have a research programme with the Woolf Fisher Research Centre. The Woolf Fisher project collects twice-yearly teacher observations of identified desirable teacher practices and develops reports based on the collation and synthesis of those observations. Through this we are able to establish the base level of those practices across our collaboration and track shifts in practice over time. As a community we are about to enter into a further three-year agreement with Woolf Fisher. This will give us a multi-year view of the extent to which we are shifting the levels of desirable teacher practices. We are also working with the kura and the Woolf Fisher Research Centre on capturing indicators of ākongā progress in Māori immersion settings so that eventually we will have a shared view of achievement across our community.

Our proposal is that we would adopt improving teacher practice across our whole pouako and teacher community as our achievement challenge. This approach to setting our achievement challenge is underpinned by our understanding that leaders can enable teachers to build new skills through support and challenge, and teachers have the skills to build on student strengths and address needs. Then students do better in learning.

Three underpinning concepts



We have selected a small number of practices that are our focus.

Achievement challenge: Te Kāhui Tokotoko o Ōtaki

More detail on this achievement challenge is provided in the [appendix](#).

Purpose

Lift educational performance across kura and schools in Ōtaki with a focus on what teachers do in a digitally rich environment.

Shifts in the indicators used here are captured in the twice-yearly classroom observations as part of the Woolf Fisher research programme. We are about to enter into a second three-year agreement with Woolf Fisher.

Goals

1. Generate more time for student learning

Appropriate use of devices has the potential to free up time for teachers to spend greater time on learning activities.

Indicators

- increased device access in appropriate year levels within the overall teaching and learning framework of each kura and school
- Move to more group and individual teaching and away from whole of class teaching
- Move to more online and verbal and total digital management and away from offline learning management approaches.

2. Improve quality of feedback to students

Improving the quality of feedback received by students makes a direct impact on their understanding.

Indicator

- Move teacher practice to greater use of generative and online feedback.

3. Improve reading skills and text usage

Indicators

- Shift to greater student use of digital and print texts
- Move teacher use of text to a greater use of text created by students
- Move reading tasks by students to greater use of extended multiple text and blog comment
- Move to a greater use of blogs.

4. Strengthen critical thinking

Indicators

- Move teacher practice to a greater focus on strategy and critical thinking
- Move teacher practice to a greater use of student conferencing and extended discussion and lecturing/modelling.

5. Strengthen collaboration and empowerment

Indicators

- Move teaching practice to encourage greater use of students collaborating in work using computers and greater discussion of collaborative work
- Move teaching practice to encourage greater student influence on selection of topics, texts, and products.

Collaborative professional development to support the achievement challenges

We will develop a shared programme of professional development to support the achievement challenges. This would include:

- a description of the desired practices of Ōtaki pouako and teachers
- commitment to supporting the growth of these practices by each tumuaki and principal
- a programme of peer based professional development, and shared professional development across the Kāhui ako
- Continued support from our two professional development leaders

All kura and schools are committed to implementing a programme of strengthening these practices amongst their pouako/teachers.

Other indicators

We see the achievement challenge, as expressed as shift in teacher practice, as an indicator that we are doing the right things but on its own is insufficient. Our goal of success for every student requires collaboration across a wide range of activities. To support this we will need to develop other indicators that help us understand the impact of the collaboration. There is quite a lot of work to be done in developing indicators that are meaningful in both Maori and English medium. We do not want the indicators to be barriers to collaboration.

Additional indicators of the value of our collaboration could include:

- Collection of ākongā/student/whanau/hapū voice
- increase in the proportion of Ōtaki resident students being educated in Ōtaki, particularly secondary students
- increase in the education retention rates for students in the community
- increase in the diversity of education pathways available for young people in the community
- increase in the proportion of young people leaving kura and schools in Ōtaki with a graduate profile that accurately reflects their values, skills, abilities and awesomeness.
- increase in the availability of curriculum resources based on Raukawatanga
- increase in the state of wellbeing of all our young people.

Once established as a kāhui ako, we will develop appropriate data sets to track progress on these further indicators.

Collaborative activities

In addition to those activities necessary to support the achievement challenge other significant activities to support our broader vision are:

- assisting whanau to set goals for their children, in education and life, to navigate through the increasing range of education options to meet the needs of each learner
- strengthening our approaches around student hauora through the implementation of Learning Support Coordinators and collecting data on the state of wellbeing across our learner community
- development of tikanga/best practice use of digital devices with incorporates best available health and well-being knowledge
- continue to explore opportunities for collaboration across kura and schools to maximise the value of the educational resources in our community
- continuing to invest in technology as an enabler of learning
- continue to develop digital learning resources in te reo Māori
- researching, evaluating and reporting on the impact of our work to inform a cycle of continuous improvement
- strengthen community learning across generations
- development of shared platform for Ohu Whakahaere/BoT to access baseline data that tracks progress of achievement challenges.

Section 2: Important elements about how we operate

This proposal for the development of a community wide learning ecosystem wishes to build on the progress we have made over the last five years. It draws together several very different but complementary strands of thinking. These are:

- The role of Ngāti Raukawatanga: valuing, understanding and engaging with hapū and iwi in Ōtaki
- Strengthening hauora
- The skills and competencies needed for work in the future
- How we organise ourselves in the Kāhui Ako founded on a distributive leadership approach underpinned by wānanga, and whakapapa.

The role of Ngāti Raukawatanga and hapū located in Ōtaki

Education in Ōtaki sits within the mana whenua of Ngāti Raukawa ki te Au o te Tonga. All young people, and their pouako and teachers, need a solid understanding of the history and world view of Ngāti Raukawa. Ngāti Raukawa use the following as expressions of their view of the world. These form the underpinning values of our kāhui ako.

Manaakitanga

Maintaining mana-enhancing relationships with each other within our kāhui ako and all others we have relationships with. Upholding our mana and the mana of others.

Whanaungatanga

Nurturing and sustaining the connections between us. Understanding the rights and reciprocal obligations we all have to each other.

Rangatiratanga

Living and developing the attributes of a rangatira, including humility, leadership by example, generosity, altruism, acting unselfishly towards one another, and ensuring all decisions are made amicably for the benefit of all.

Kotahitanga

Developing and maintaining our unity of purpose and direction, avoiding disharmony and division: encouraging contributions from taiohi, whānau and all involved in education in Ōtaki, promoting harmony and collaboration within our kāhui ako and in our dealing with others.

Wairuatanga

Nourishing the wairua of all people; managing and promoting relationships that enrich and enhance our wellbeing, and the wellbeing of those with whom we work.

Ūkaipōtanga

Acknowledging the strength and energy we gain from our sense of place. Ensuring our places of learning are places of safety, strength and nourishment.

Pūkengatanga

Promoting excellence in the advancement of mātauranga Māori, and all areas of learning. Promoting the importance of educational success and the success of our Kāhui Ako as a platform to improve learning.

Pouakotanga

Preserving and developing our kāhui ako to fulfil its purpose and functions; upholding our uniqueness and integrity; fulfilling our obligations to the government, and our school communities.

Whakapapa

Recognition of the connections between all things. Promoting relationships and benefits that acknowledge the multiple relationships and obligations we have to one another.

Te reo

The underpinning taonga for all these values. Ko te reo te kaupuri i te Māoritanga: whāia kia mau. Promoting and advancing teaching and learning in Te reo Māori and creation of learning resources in te reo Māori.

Our collective commitment

All of the organisations in this collaboration commit to understanding and promoting these values as the guide to our relationships and our actions. This will be supported by a programme for all to deepen our understanding and application of these values. The teaching and learning associated with them provides the foundation for our local curriculum. The understanding of these values and their application will form part of the graduate profile for each Ōtaki student.

Strengthening hauora of young people in Ōtaki

Recently the social fabric of our community has been torn by the deaths of too many of our young people. The education community has a key role in strengthening hauora in all our young people. This is not just about improving access to social services. It is about creating an environment where young people are respected, valued and supported; where asking for help is ok and where help is readily available.

The concept of hauora encompasses the physical, mental, emotional and spiritual dimensions of our lives. Hauora provides the framework for how we understand this concept. Hauora comprises taha tinana, taha hinengaro, taha whānau, and taha wairua.

Taha tinana is about physical wellbeing; the physical body, its growth, development, and ability to move, and ways of caring for it.

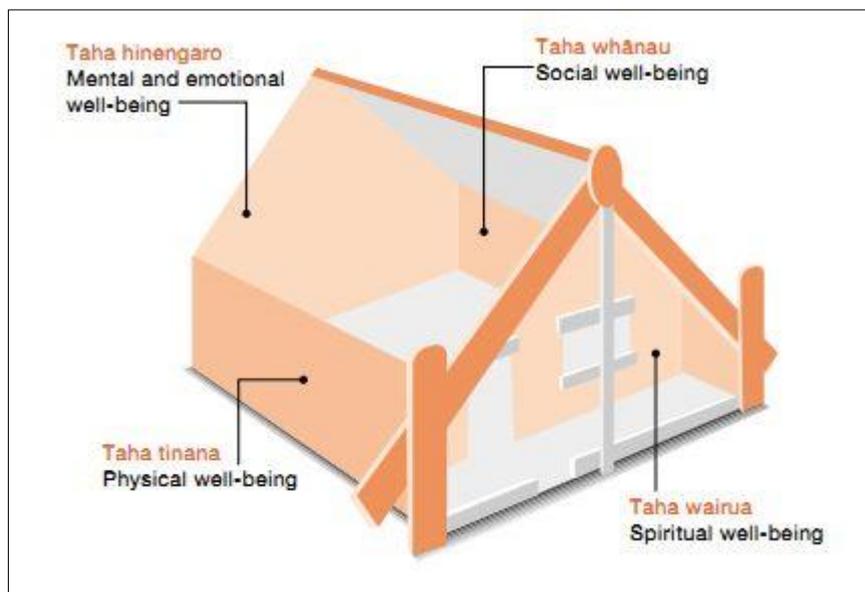
Taha hinengaro is about mental and emotional wellbeing-coherent thinking processes, acknowledging and expressing thoughts and feelings and responding constructively.

Taha whānau is about social wellbeing-family relationships, friendships, and other interpersonal relationships; feelings of belonging, compassion, and caring; and social support.

Taha wairua is about spiritual wellbeing-the values and beliefs that determine the way people live, the search for meaning and purpose in life, and personal identity and self-awareness (For some individuals and communities, spiritual well-being is linked to a particular religion; for others, it is not.)

Each of these four dimensions of hauora influences and supports the others.

The tapa whā model of hauora



Dr Mason Durie's whare tapa whā model compares hauora to the four walls of a whare, each wall representing a different dimension: taha wairua, taha hinengaro, taha tinana, and taha whānau. All four dimensions are necessary for strength and symmetry.³

Our collective commitment

Kura and schools will use his framework to ensure that collectively we have the programmes and activities in place to support all our young people. Addressing hauora/wellbeing will be an essential component of each student's learning plan. We have established two Learning Support Coordinator roles with practitioners competent to work in both Māori and English medium settings.

³ Adapted from Mason Durie's *Whaiora: Māori Health Development*. Auckland: Oxford University Press, 1994. <http://health.tki.org.nz/Teaching-in-HPE/Health-and-PE-in-the-NZC/Health-and-PE-in-the-NZC-1999/Underlying-concepts/Wellbeing-hauora>

The skills and competencies needed for work in the future

The world our young people are entering is changing rapidly and this raises questions about how learning needs to adapt so that our young people “learn to thrive in a transforming world”.⁴

We know from our current experience that strengthening culture and identity is central to forming successful ākongā/learners.

What we know of the future points to young people needing knowledge and capability in:

science

technology

creativity

design

problem solving

self-management

relating to others

collaboration

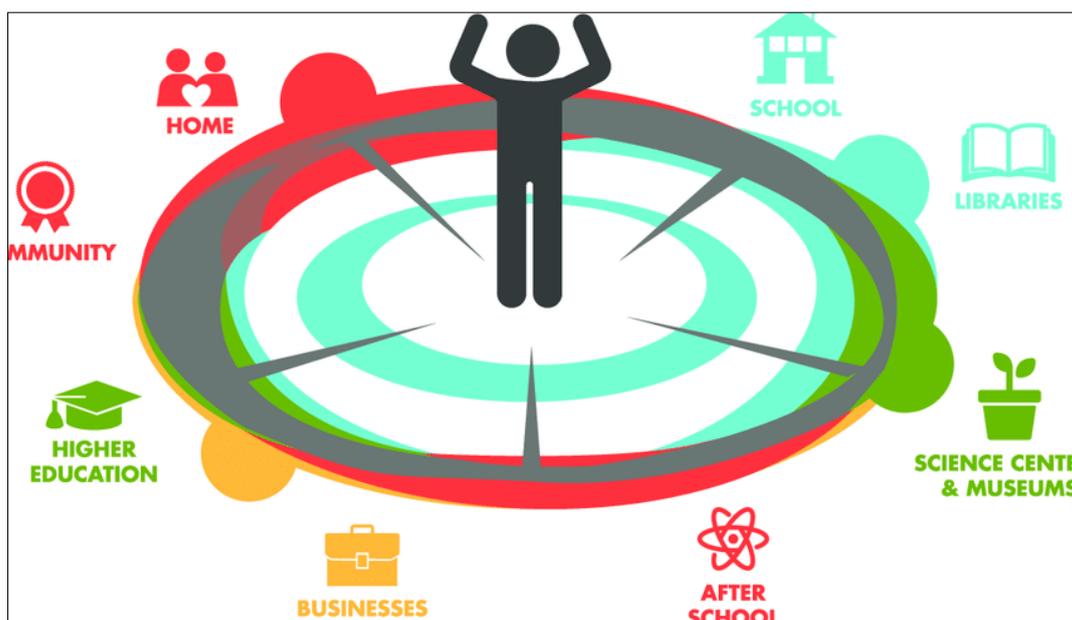
lifelong learning.⁵

This emerging new world is beyond the capacity of any individual kura or school. Growing the personal competencies as well as knowledge in the learning areas, will require both changes to what is delivered and how it is delivered. Schools are already busy places so adding more is not the answer. The solution is in the Ōtaki community becoming a learning ecosystem. In this workplaces, libraries, other education institutions and community organisations all become sources and places of learning. Schools are no longer the sole repository of knowledge and learning but the facilitator of planned and structured learning experiences in a wide variety of settings. Our increasing adoption of new technologies makes such a learning system possible.

⁴ Hannon, V. What is school for? Nine to Noon 16 April 2018. Radio New Zealand.

⁵ Global Education Futures, Preparing for the tide: future of education in the 21st century, June 2016, and Foundation for Young Australians, The New Basics, April 2016.

A learning ecosystem⁶



In Ōtaki we want all our ākonga/learners to be able to achieve success in this new world. We are a small community and so it will require both changes in the teaching and learning within each kura and school and better collaboration amongst kura and schools. This does not mean each institution losing its particular identity and focus but, instead, building on its strengths so that its ākonga/learners can move more easily across fields of learning. By building on our combined strengths and resources we are able to improve the available options for all in our community.

In Ōtaki the commitment to te reo and tikanga Māori by all our educational institutions as part of this proposal provides a solid foundation for our young people “to live as Māori and as citizens of the world”.⁷

Central to being able to participate in this new world is digital competence. Over the last four years we have enabled each learner in Ōtaki to have their own digital device. Kura and schools have supported this with professional development of their staff and changes to their curriculum delivery. This is supported through a partnership with the Manaiakalani Trust that gives us two digital professional development leaders, one for Māori immersion settings and one for English language settings. This is funded from both Manaiakalani and local sources.

⁶Weiss, H, Lopez, E & Rosenberg, H. (2010). Beyond Random Acts: Family, School, and Community Engagement as an Integral Part of Education Reform. National Policy Forum for Family, School, & Community Engagement. Harvard Family Research Project.

⁷ Durie, M. 2002. Pūmau Tonu te Mauri Living as Māori, now and in the future – A Discussion Paper. Te Puni Kōkiri.

Digital devices are an essential tool but are insufficient on their own to have the required impact on learning. We have made a very significant start in equipping all our young ākongā/learners with a device. We now need to build on that to maximise the potential these devices have to contribute to learning.

Our collective commitment

The Kāhui Ako commits to developing approaches to teaching and learning that are future focussed, and engage every learner. We will continue to extend our understanding and use of new technologies and continue to explore effective practices that improve engagement in the curriculum.

Strengthening our understanding and teaching of the competencies

An essential element in creating a future focussed learning community is strengthening our understanding of our role in growing confident, competent ākongā/learners healthy in mind and body, secure in their identity and sense of belonging.

The New Zealand Curriculum (NZC), Te Marautanga o Aotearoa and Te Matauranga o Te Aho Matua all contain descriptions of the characteristics we as a community value in our young people. They all emphasise the growth and development of the whole person. As kura and schools we have an important role to help our young people grow into valued citizens.

Our collective commitment

Currently each kura and school has programmes developing their own graduate profiles and enhancing the competencies. Through collaboration, sharing knowledge, skills and resources over the next three years will see those individual school efforts strengthened and aligned. We will facilitate the development of the tools to strengthen young people's understanding and acquisition of the competencies, and their assessment. This work complements the development of an Ōtaki education graduate profile. We will develop a graduate profile that will capture the unique characteristics that come from being educated in Ōtaki, complemented by the unique characteristics acquired through the learning experience at each particular kura or school.

The organisational and design principles underpinning our Kāhui Ako

Michael Fullan⁸ describes many of the traditional reform instruments as the “wrong drivers” – accountability pressures, individual teacher and leadership quality approaches, technology, and fragmented strategies – because they do not lead to culture change and re-professionalisation, and often de-motivate. Instead, in his view, the “right” drivers include

⁸ Fullan M. Choosing the wrong drivers for whole system reform, Seminar Series 204, Centre for Strategic Education. April 2011.

the focus on the learning-teaching-assessment nexus, social capital to build the profession, pedagogy matching technology, and developing systemic synergies.

This kāhui ako is the practical application of that approach.

Theory of change

If Ōtaki ākonga/learners are to be secure in their identity, confident in their abilities, purposeful in their approach to the world and skilled and qualified to meet the challenges of the future then:

- Ōtaki kura and schools need to work together in a way that reflects these values and aspirations
- The culture and identity of all ākonga/learners is strengthened by a sound understanding of the history and world view of Ngāti Raukawa.
- Ōtaki kura and schools invest in teaching and learning practices that place the learner at the centre, value relevant contextual learning, and value the whole community as a place of learning
- Ōtaki whānau need to be active participants in their young persons' learning
- Ōtaki ākonga/learners need to be valued, their wellbeing supported and to know by what they experience daily, that the schools and kura are acting in their best interests.

Leadership

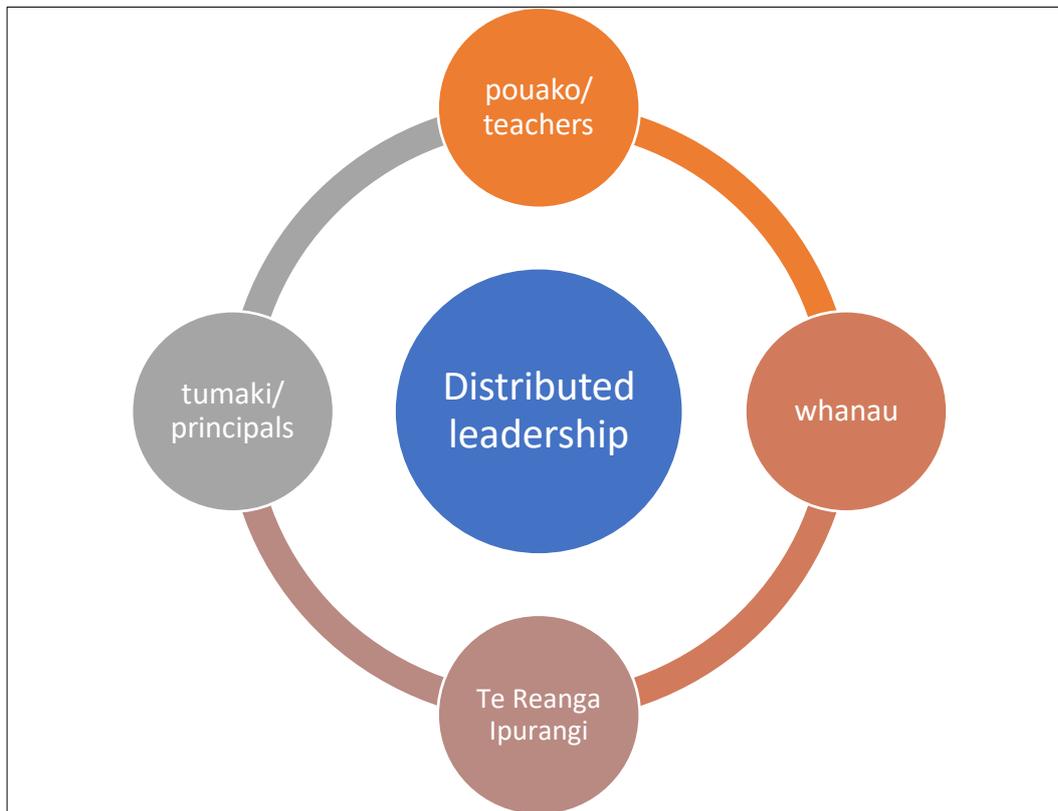
This proposal recognises the independence of each kura and school and assumes that each will continue to build its own strengths while also engaging in collaborative ventures with other institutions. Fullan's concept of connected autonomy best describes how we relate to each other. This approach leaves the achievement of our collective goals and implementation of our collaborative activities with each tumuaki and principal. We have used this model successfully over the last three years where we have had two professional development leaders working across our community. They work together on a common programme of development although one is a specialist in Maori medium and the other in English medium. We envisage continuing to use that model in the implementation of shared resources as part of the kāhui ako.

This proposal is founded on an understanding of the history of education in our community that shows that collaboration across and amongst the kura and school and has not always been easy. Over the last five years TRIO, as a community organisation, has carried out an essential role in providing the facilitation and leadership for the collaborative activities so far. This community-based leadership has been an essential component to the progress we have made. It is an essential part of overcoming the historical barriers that often limit kura and English medium schools collaborating. The leadership model is one of enabling rather than direction. We intend to continue this distributed leadership model that has worked successfully for us.

The organisation of our kāhui ako must reflect our values and aspirations and be suited to the needs of our community.

This distributive leadership encourages a network approach underpinned by Ngāti Raukawatanga, in particular, the concepts of wānanga and whakapapa. Wānanga is our process of discussion, engagement and collaboration and its purpose is to enable the best possible outcome for our young people. Whakapapa, in this context, is the acknowledgement that all things are connected and to make progress we need to explore and understand those connections.

A model of distributed leadership



The key elements of distributed leadership are that it:

- requires a shared vision
- is enabling
- facilitates teamwork and information sharing
- values collaborative decision making and problem solving
- encourages experimentation
- is open and transparent.

This approach to leadership is essential to the success of Te Kāhui Tokotoko o Ōtaki.

Over the last five years the initiation and facilitation of our collaboration has been provided by Te Reanga Ipurangi Ōtaki Education Trust. The collaboration would not have happened without the Trust’s leadership. Such a leadership model is outside the current kāhui ako settings. We propose therefore a Treaty of Waitangi based leadership model with joint leaders appointed. One from the Māori medium sector and one from the English medium

sector. The tumuaki of Te Rito and the principal of Ōtaki College have the support of the kura, schools and community to take up these roles.

We will continue to operate a distributed leadership model and so these appointees may choose that the salary component generated by these appointments (less any tax liability) will be available to support our distributed leadership model.

Section 3: Appendix: Achievement challenges of Te Kāhui Tokotoko o Ōtaki

Purpose

To lift educational performance across kura and schools in Ōtaki with a focus on what teachers do. Shifts in the indicators used here are captured in the twice-yearly classroom observations as part of the Woolf Fisher research programme. We are about to enter a second three-year agreement with Woolf Fisher.

Our achievement challenge is growing the frequency of high value pouako and teacher practices. These will generate more time for student learning, improve the quality of feedback, improve reading, improve critical thinking and critical literacy and strengthen collaboration and empowerment.

This approach to improving learner outcomes stems from the theory of change developed by the Woolf Fisher Research Centre that states:

Students achieve improvements in valued learning outcomes:

when

Teachers learn, implement and monitor teaching approaches that are increasingly more effective in building on existing student strengths and addressing prioritised needs

and when

Leaders provide the resourcing, support and challenge that enable teachers to build new knowledge and change practices.

The baseline data to support these challenges has been drawn from observations at Ōtaki College, Waitohu and Ōtaki Primary schools. The baseline data is collected and analysed as part of our research project with the Woolf Fisher Research Centre. Our intention is to extend the classroom observations to the kura and other schools in this collaboration.

Summary table of achievement challenges

Goal	Action/Objective	Indicator	Tracking	Who's responsible?	Outcome
Generate more time for student learning	Effective and integrated use of devices can free up teacher time to focus on learning activities	Shifts in how students are working with teachers and how learning is being managed	Collation and analysis of Woolf Fisher twice-yearly classroom observations Feedback from individual kura and schools, students and whanau	All tumuaki and principals	Annual report on shifts in teacher practice over time and across each kura and school

Goal	Action/Objective	Indicator	Tracking	Who's responsible?	Outcome
Improve quality of feedback to students	Improving quality of feedback received by students makes a direct impact on their understanding	Shift teacher practice to greater use of generative and online feedback	Collation and analysis of Woolf Fisher twice-yearly classroom observations Feedback from individual kura and schools, students and whanau	All tumuaki and principals	Annual report on shifts in teacher practice over time and across each kura and school
Improve reading skills and text usage	Student understanding is strengthened by improving student reading. This is achieved by creating more opportunities for students to read authentic texts, learn about reading, learn through reading, talk and think about what they read	Shifts in the type of texts being used by students and the tasks and sites used by students independent from the teacher	Collation and analysis of Woolf Fisher twice-yearly classroom observations Feedback from individual kura and schools, students and whanau	All tumuaki and principals	Annual report on shifts in teacher practice over time and across each kura and school
Strengthen critical thinking	Student understanding is strengthened by increasing their skills in critical thinking, use of strategy, and greater use of conferencing or wānanga	Shifts in teacher practice to activities with greater level of critical thinking, creativity, learning connexions and scaffolding of learning	Collation and analysis of Woolf Fisher twice-yearly classroom observations Feedback from individual kura and schools, students and whanau	All tumuaki and principals	Annual report on shifts in teacher practice over time and across each kura and school
Strengthen collaboration and empowerment	Students are more likely to experience success when they are skilled at collaboration and in control of their own learning	Shifts in teacher practice to greater use of student collaboration and greater student influence on what is learnt and when.	Collation and analysis of Woolf Fisher twice-yearly classroom observations Feedback from individual kura and schools, students and whanau	All tumuaki and principals	Annual report on shifts in teacher practice over time and across each kura and school

Specific achievement challenges

1. Generate more time for student learning

Free up time for teachers to spend greater time on high value learning activities.

Indicators

- Increased device use as appropriate within the teaching and learning framework of each school or kura
- Move to more group and individual teaching and away from whole-of-class teaching
- Move to more online and verbal and total digital management and away from offline learning management approaches.

This will require:

- more criticality
- more student agency (empowerment)
- dialogic discussions and wānanga
- time for more explicit, generative feedback/forward
- deliberate scaffolding that leads to re-thinking
- embracing uncertainty.

Baseline data

A SNAPSHOT OF THE OBSERVATIONS IN 2018 & 2019:

Subjects	Year 2018	Year 2019
Cyber Smart	6	0
English	12	12
English-Reading	12	35
English-Writing	18	6
Integrated Learning	0	12
Maths	6	12
Science	0	6
Social Science	0	6
Total	54	89

The total number of intervals (times) when elements in the tool could have been observed.

Academic Year	Year Level	N of Observed Intervals	N of Teachers
2018	Y4-6	24	4
2018	Y7-8	18	3
2018	Y9-13	12	2
2019	Y4-6	41	6
2019	Y7-8	24	4
2019	Y9-13	24	4

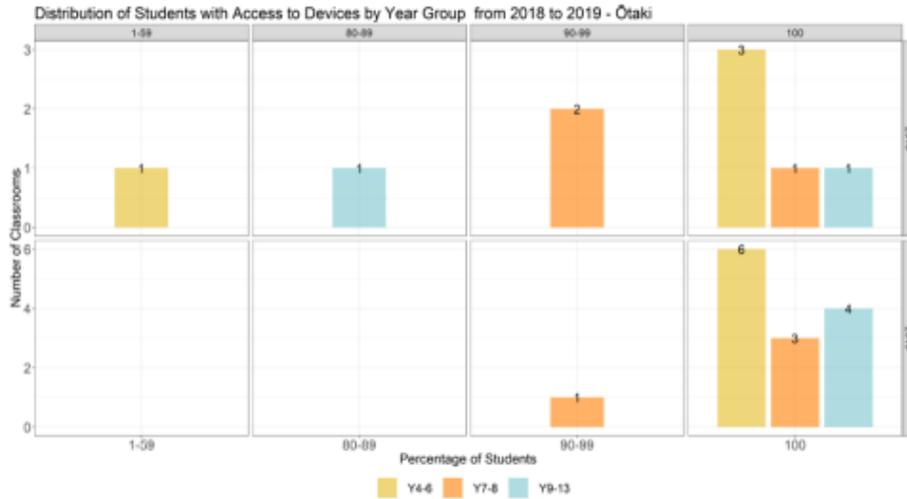
2018= 9 teachers

2019= 14 teachers

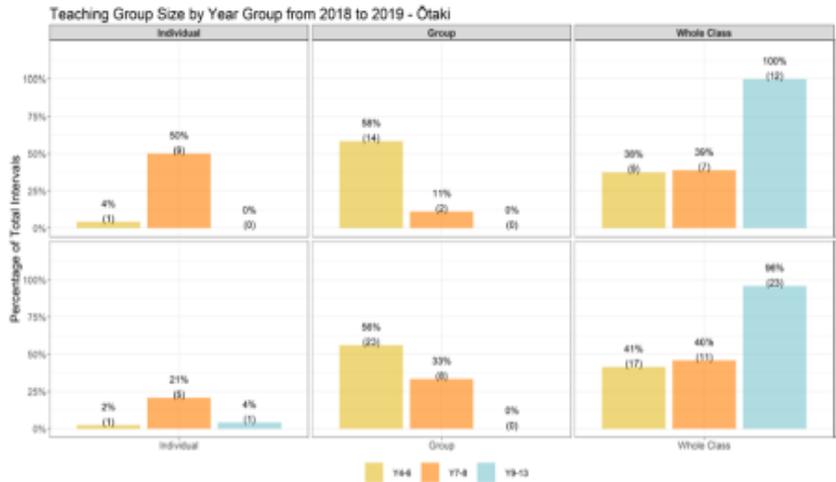
The number of observations in the cluster in 2019 is in-line with the number in other clusters, with a good distribution across the year levels and subjects.

Be cautious when comparing 2018 & 2019 because of the different numbers.

IN ALL CLASSES THE MAJORITY OF STUDENTS HAVE A DEVICE THEY CAN USE



HOW THE STUDENTS WERE WORKING WITH THE TEACHER:

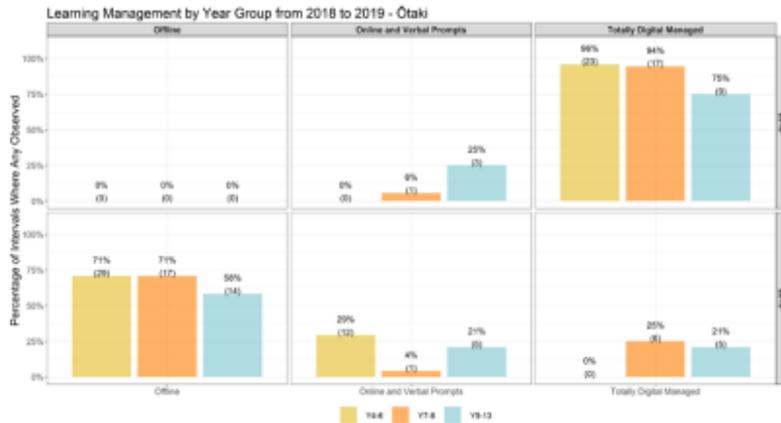


Whole class teaching was still the norm in Years 9-13

More group teaching in Years 7-8

The patterns in Years 4-6 were very similar in 2018 & 2019

HOW THE LEARNING WAS BEING MANAGED:



Notice the shift from total digital management to the other 2 categories in 2019.

Why do you think that might have occurred?

Is that a problem or concern?

Offline management options are used such as whiteboards

Teacher provides verbal support for online management options

Class sites providing learning that allows students to self-manage without support

2. Improve quality of feedback to students

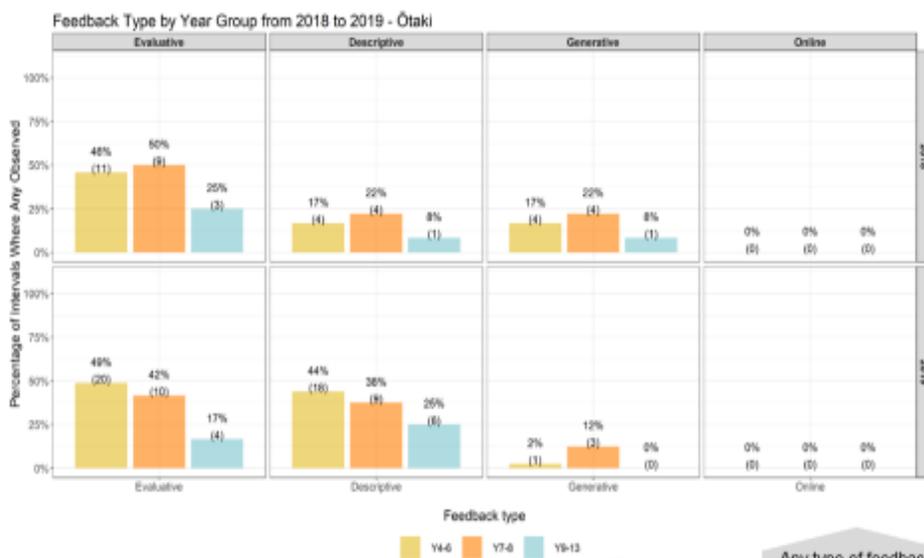
Improving the quality of feedback received by students makes a direct impact on their understanding

Indicators

- Move teacher practice to greater use of generative and online feedback

Baseline data

RECORDED FEEDBACK TYPES GIVEN BY TEACHERS



There was less feedback observed in all classes in 2019 and, in particular much less generative feedback

E.g. "well done"

E.g. "I see you have completed all 3 tasks"

This is also known as feedforward

Any type of feedback given to students online during the lesson

3. Improve reading skills and text usage

If we want kids to get better at reading then they need many quality opportunities to:

- read authentic texts
- learn about reading
- learn through reading
- talk and think about what they read.

Indicators

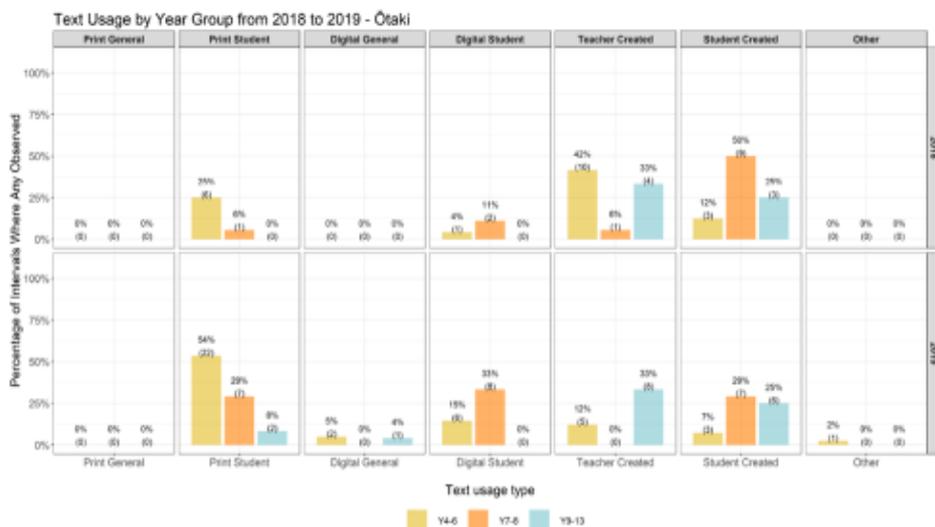
- Shift to greater student use of digital and print texts
- Move teacher use of text to a greater use of text created by students
- Move reading tasks by students to greater use of extended multiple text and blog comment
- Move to a greater use of blogs

This will require:

- Using more challenging texts for reading groups
- Understanding ‘Wide and deep’ reading ([T-shaped literacy](#)).

Baseline data

TEXTS BEING USED BY THE TEACHER:



Almost all the texts observed in use in 2018 and 2019 were written for a student audience.

TASKS STUDENTS WERE DOING INDEPENDENT OF THE TEACHER:

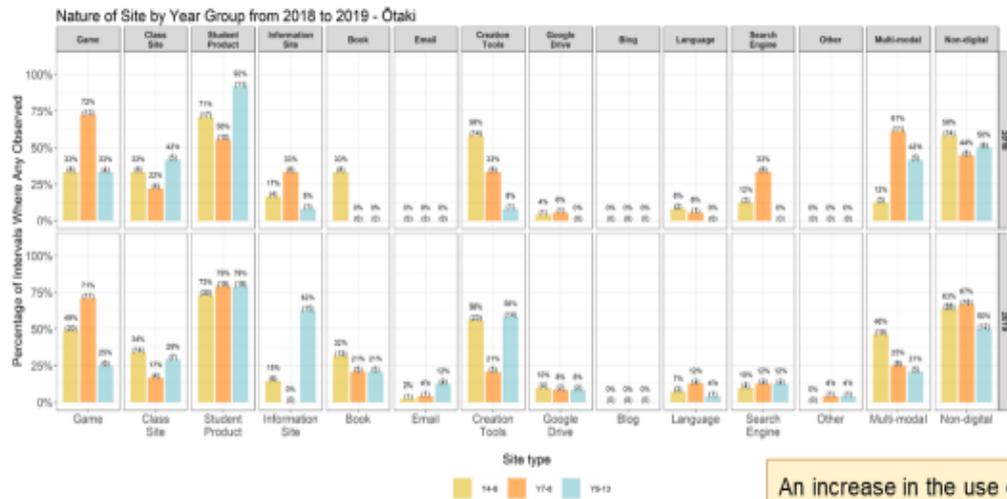
NB: This could represent one student or the whole class doing e.g. Game Based Learning



A slight increase in extended reading of multiple texts observed in 2019 but less reading of single texts.

More non-digital and viewing/listening observed in Year 4-6 classes in 2019.

SITES STUDENTS WERE ON WHEN WORKING INDEPENDENTLY:



An increase in the use of creation tools Years 9-13

4. Strengthen critical thinking

Indicators

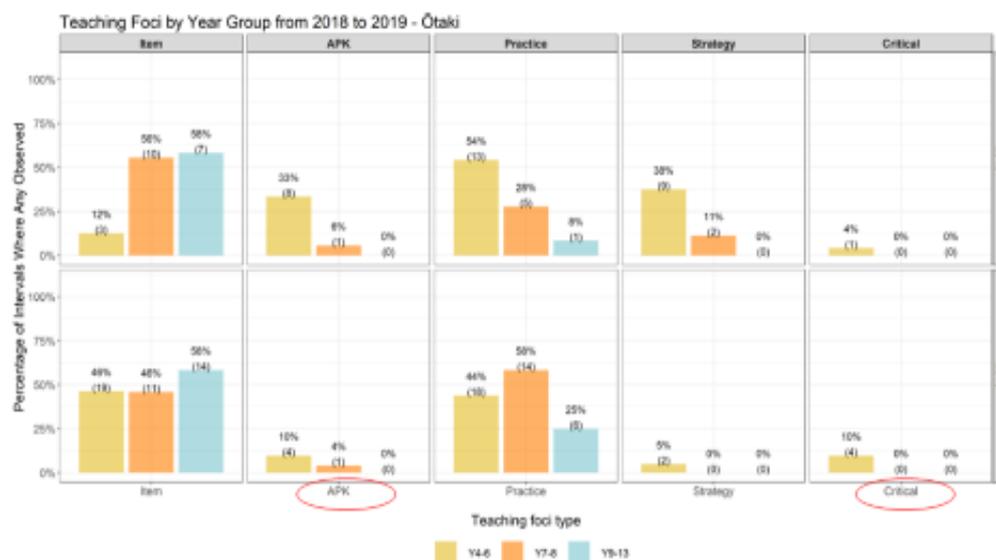
- Move teacher practice to a greater focus on strategy and critical thinking
- Move teacher practice to a greater use of student conferencing and extended discussion and lecturing/modelling

This will require:

- more teaching of critical thinking as a skill.
- more creativity and innovation
- more explicit learning connections
- continuing to use the affordances of the technologies to create tasks that aren't possible in traditional classrooms. Digital design that represents re-thinking
- tasks that extend beyond the highly scaffolded to ones that include a greater variety of textual and multimedia genres
- tasks that have moved from students simply re-presenting researched materials to students engaged in critical thinking about the topic researched.

Baseline data

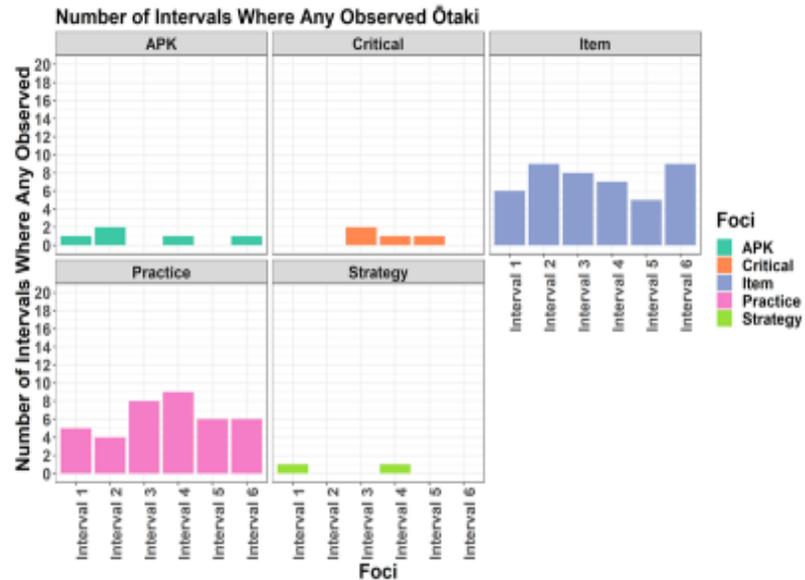
THE MAIN THING THE TEACHER WAS FOCUSING ON:



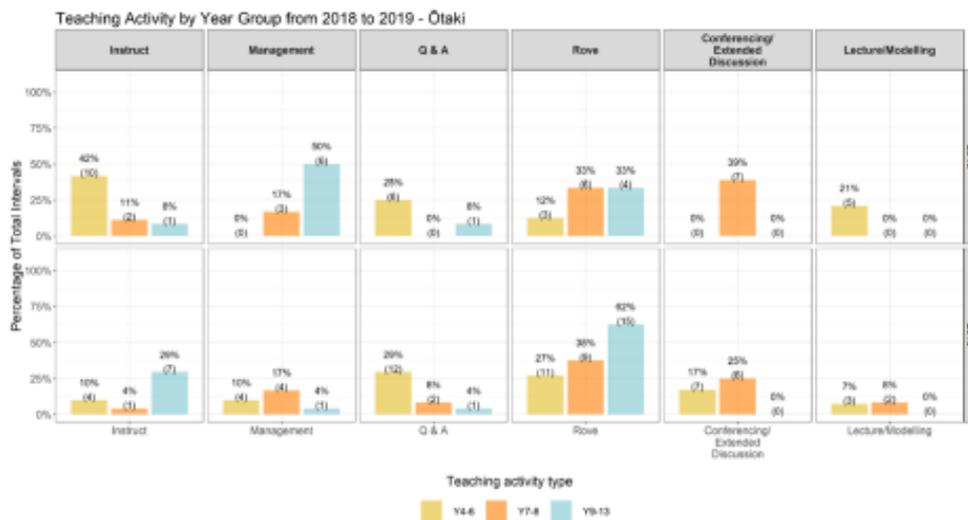
ANOTHER WAY TO LOOK AT THE MAIN TEACHING ACTIVITY HAPPENING DURING THE 'TEACHER FOCUSED' PART OF INTERVAL:

In this graph the Main Teaching Foci information (slide 29) are presented just by the categories and the number of times they were observed in each interval but without year levels included.

During the observation the observer notes any time they observed any of these teaching foci for each interval.



MAIN TEACHING ACTIVITY HAPPENING DURING 'TEACHER FOCUSED' PART OF INTERVAL



5. Strengthen collaboration and empowerment

Ākonga/learners who are skilled at collaboration and are in control of their own learning are more likely to experience success.

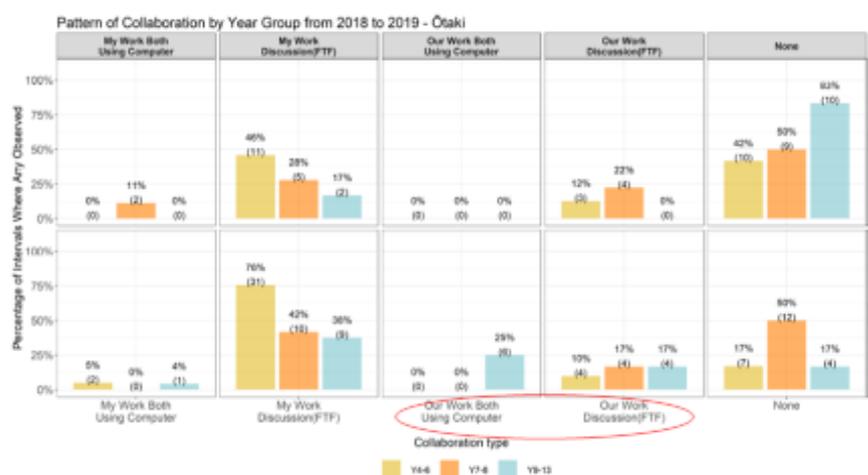
Indicators

- Move teaching practice to encourage greater use of students collaborating in work using computers and greater discussion of collaborative work.
- Move teaching practice to encourage greater student influence on selection of topics, texts, and products.

Baseline data

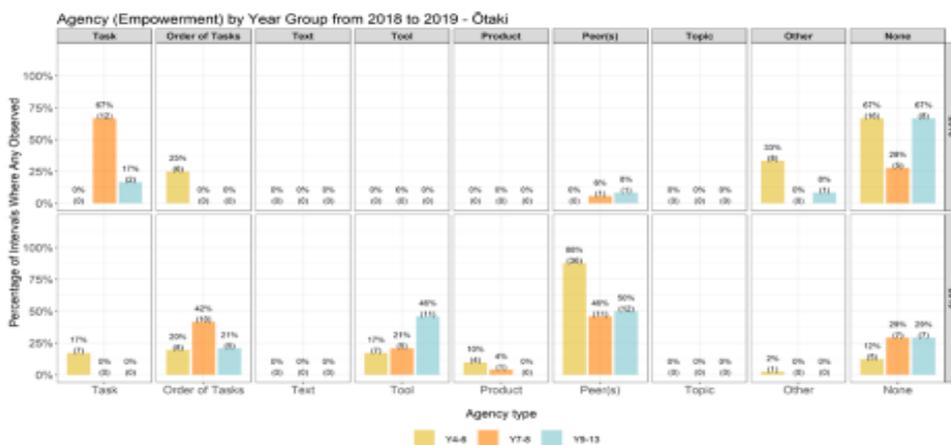
When students talk about their own work face-to-face it is often incidental; not built into the task by the teacher

TEACHING STRATEGIES: INCLUDING COLLABORATION



More collaboration observed in 2019, although group collaboration low in 2018 & 2019.

EMPOWERMENT, ENGAGEMENT & INDEPENDENCE



In 2018 & 2019, we observed no agency over text and topic.

In 2019, more students were able to choose the tool, with whom to work and the order in which to complete tasks.