

# Te Kāhui Waiako

*Mai it te maunga ki te awa mai i te awa ki te moana*



Madelyn Mathieson Year 5 San Antonio

**Hapaitia te ara tika pumau ai te rangatiratanga mo nga uri whakatipu.**

**Foster the pathway of knowledge to strength, independence and growth for future generations**

# KāHUI AKO REFLECTION

On The Road

Please slow down and walk with me.

Be my companion for a mile or two

And tell me your story,

For I have much to learn

and every pilgrim's story

enhances my own.

Speak to me of yearnings

beyond people and things

and show me the learning

of your heart like a compass

towards true north.

It does not matter

that we borrow from different books

or use different words

to describe the journey.

We are on the same path

whatever shoes we wear.

(Joy Cowley)

God of the journey,

Bless us as your people 'on the road together'

Journeying with the community of our Catholic Schools.

Walk with us, work with us,

wonder with us as we walk in the footsteps of Jesus our Emmaus companion,

Powered by the Holy Spirit.

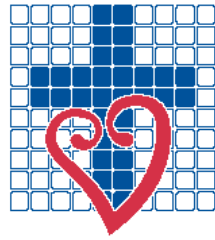
Amen

# TABLE OF CONTENTS

1. Community of Schools
2. Vision
3. Principles
4. Sharing the Journey
5. Structure for Collaboration
6. Learning Area Rationale
7. Community Connections
8. High Level Plan
9. Appreciative Inquiry
10. Monitoring and Evaluation

# COMMUNITY OF SCHOOLS

Te Kāhui Waiako is made up of six Catholic Schools, four primary schools and two secondary schools. This section introduces each school within the Kāhui Ako.



## **San Antonio School, Eastbourne**

We call ourselves the 'little school with the big heart'. We are a family centred school where parents actively participate in their child's learning. We know that building strong relationships between home and school makes a significant difference to a child's learning. The small size of the school fosters the development of a warm and close school community where families interact often and meaningfully.

We are an integrated Catholic school named after the Franciscan friar, San Antonio (St Anthony of Padua). This Italian name reflects the strong Catholic faith, courage and industry of the Italian community that emigrated and settled around the church working for a better life for their families.

San Antonio School was established in 1936. It aims to educate children academically, socially and spiritually, to challenge children to achieve and to prepare them to play a positive role in society and in life. The small size of the school fosters close and co-operative relationships between children of all ages.

### **Sacred Heart Primary School, Petone**

Sacred Heart School, in partnership with parents and caregivers, develops the talents of each child. We value and encourage the spiritual, emotional, and cultural identity of each child. We support and foster academic growth and physical wellbeing. Through our influence and example our students will become caring, confident, connected, actively involved, lifelong learners. Teachers and parents are committed to uphold the Special Character of the school within the Catholic Community of Sacred Heart, Petone. The Special Character is reflected in our school and in our School Values.

### **Our Lady of the Rosary School, Waiwhetu**

Our Lady of the Rosary Catholic School is an integrated Roman Catholic School situated in Lower Hutt, Waiwhetu. The school is a full primary school for girls and boys Years 0-8.

Our Lady of Rosary School is a decile 5 and has a maximum roll of 286. The school roll consists of 41% European, 23% Māori, 10% Pasifika, 20% Asian and 6% other ethnicity.

Our Lady of the Rosary School was first established in 1932 and was based at the Church Hall in Waiwhetu Road and then moved to our current site in 1941. Our school mission statement 'Guided by our Lady together with the community, our children develop a relationship with Christ and share in an education of excellence'. The community works in partnership with our Parish, *Parish of the Holy Spirit, Te Wairua Tapu* to provide an education where our students are supported 'To live, learn and Love with Christ, Ka ora, ka ako, ka aroha me te Karaiti for their now and their future.

### **St Claudine Thevenet School, Wainuiomata**

St Claudine Thevenet School was established in 2005 as a result of the merging of St Matthew's and St Patrick's Schools. The school continued the charism of the sisters of Jesus and Mary and took the name of their foundress as the name for the newly merged school. St Claudine Thevenet School is an integrated Catholic school in Wainuiomata, Lower Hutt. The school caters for students from Years 1 to 8. Students on the roll are comprised of, 20% Māori, 45% Pacific, 17% Pākehā and 14% Asian. The school's vision is to be a community that strives for excellence. A community where parents and whānau are actively engaged in their child's learning journey. Clearly established values and curriculum principles link to the school's special Catholic character. The curriculum focusses on providing students with a wide range of learning opportunities through discover, integration collaboration and self-direction.

### **Sacred Heart College, Lower Hutt**

Sacred Heart College provides a Catholic education for 825 girls in Years 9 to 13. Māori students comprise 20% of the roll, Asian 15% and Pacific 15%. The College encourages each student to aim for excellence and to pursue her full potential. At the heart of the Catholic character of this school are the Catholic hearts of all those who work here. They are witnesses to the students of a mature faith, and an integration of faith with life. Our school is based on traditional values with innovative approaches to teaching and learning supported by modern information communication technology.

We have a proud tradition of academic excellence and a proven record of outstanding achievement in sport, visual and performing arts and The Duke of Edinburgh's Hillary Award Programme.

Personal development is given high priority and leadership opportunities abound at all levels throughout the school. We welcome international students and value their contribution and the cultural diversity they bring to our school community.

Sacred Heart College is a school that undertakes to ensure that the young women entering its gates will receive an education that enhances learning and is responsive to individual needs.

### **St Bernard's College, Lower Hutt**

St Bernard's College is an integrated Catholic Year 7 to 13 school for boys. It serves the Catholic community across the Hutt Valley and Wainuiomata area. The maximum roll is 660 pupils. This size allows the College to provide a full and varied range of subjects and activities, yet is small enough to ensure a caring, safe and personalised environment. The College is based on the Catholic, Gospel values which sees the sanctity and dignity of the individual person as paramount. In particular, the College's educational philosophy is based on the Marist way of living out the Gospel. This way focusses on empowering others and removing barriers that might prevent them from becoming the best person that they can be. This 'Marist way' demands a teaching and learning environment that is student centered; celebrates diversity and always seeks to focus on the growth of the individual. Because we are a Marist school we focus not on just the academic or sporting potential of our learners. We work hard to provide our students with meaningful learning pathways and engaging learning opportunities that allow them to fulfil their potential and become just, informed and successful citizens.

## **VISION**

To foster successful connected learners within and  
across the faith community

## **VALUES**

Faith Honesty Trust

## **PRINCIPLES**

Our special character underpins all we do within the Kāhui Ako

Staff are committed to professional learning, collaboration and reflective practices

Effective and shared leadership enables us to achieve our desired success.

Excellence in achievement is the responsibility of the whole community and decisions  
are always evidence driven.

Maori students achieve success as Maori

Pasifika students achieve success as Pasifika.

Professionalism, confidentiality and transparency are key touchstones for all members  
of the Kāhui Ako.

# SHARING THE JOURNEY

The Kāhui Ako Achievement Challenges (areas we wish to strengthen) and the Development Areas (aspects of students' environments considered to impact on educational challenges) were identified through two processes.

- a. Review of achievement information across the six schools of the Kāhui Ako
- b. Analysis of survey information collected from students, school staff and family/whānau.

These two processes are briefly described below.

## **Review of Achievement Information**

School principals and senior staff attending the Kāhui Ako meetings reviewed 2016 National Standards and NCEA data across the schools to identify patterns, areas of strength and areas for improvement. School principals then met to further discuss and prioritise areas of academic strength and challenge, identifying patterns of achievement across year groups. The Academic Achievement Challenge selected was mathematics in Years 4 and 8. This challenge and the rationale for selection is discussed in the Achievement Challenge section of this document.

## **Student, school staff, family/whānau survey**

### *Design of the Survey*

The Kāhui Ako principals and senior staff members designed a survey that would help to identify areas of students' achievement, wellbeing and development that were valued and prioritise across the school community. The process was appreciative and considered, from multiple participants' points of view, what learning in schools was currently valued, what knowledge and skills were seen as important for students in the future, and what aspects of learning and teaching could be made better. The survey questions for students, school staff and family/whānau participants are listed below.



1. What makes our school a good place to be?
2. What would make our school better?
3. What do you think good learning looks like?
4. What do you think are the most important things you (students, your child) will need to be successful in the future?

### *Data Collection*

The four survey questions were entered into a Google Survey form for each participant group and were distributed through each school. In total, there were 10% of students, 100% of teaching staff and 10% of family/whānau members.

### *Data Analysis*

Each school downloaded its own set of responses. To ensure that wider school staffs were involved in the analysis of the data and had first-hand information about the comments made by participants, the analysis was carried out at staff meetings in each school. Each school staff reduced their school data to three main themes (emerging ideas) for each question and listed, beside each theme, examples of comments as evidence and illustration of each selected theme.

A meeting of Kāhui Ako school principals and senior staff was held to collate the data across the schools. This process was undertaken in two phases. In the first phase, the collated themes (ideas) for each question were listed. In the second phase, we identified, from the collated lists, the ideas relating to WHAT outcomes were sought and those relating to HOW these outcomes might be supported.

### *Findings*

The survey information indicated that valued outcomes of education were Faith, acceleration of learning, student engagement, student agency (resilience, understanding self, creativity and critical thinking). Areas considered to support sound educational outcomes were diversity, ongoing teacher development, strong relationships and connections, opportunities for authentic learning and physical and social environments conducive to learning.

## Overall findings: The Achievement Challenges and Development Areas

In summary, the Achievement Challenges and Development Areas were based on the findings of the review of student achievement data and the survey (See figure 1 below). They represent the areas of we wish to strengthen and those that are valued by the community. They were:

- Faith
- Academic Achievement: Mathematics
- Engagement
- Agency

Five areas that would be further understood and developed in order to meet the challenges about were:

- Diversity
- Teaching practice and development
- Connections and relationships
- Authentic learning
- Learning environments

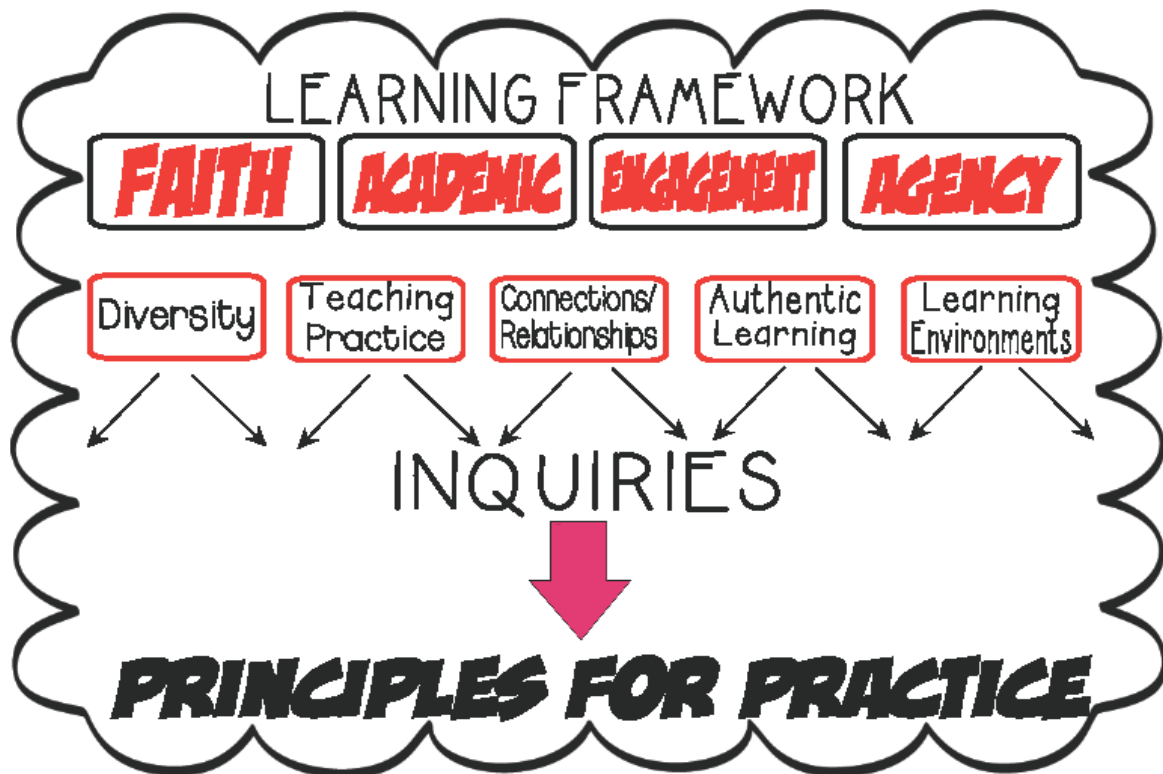
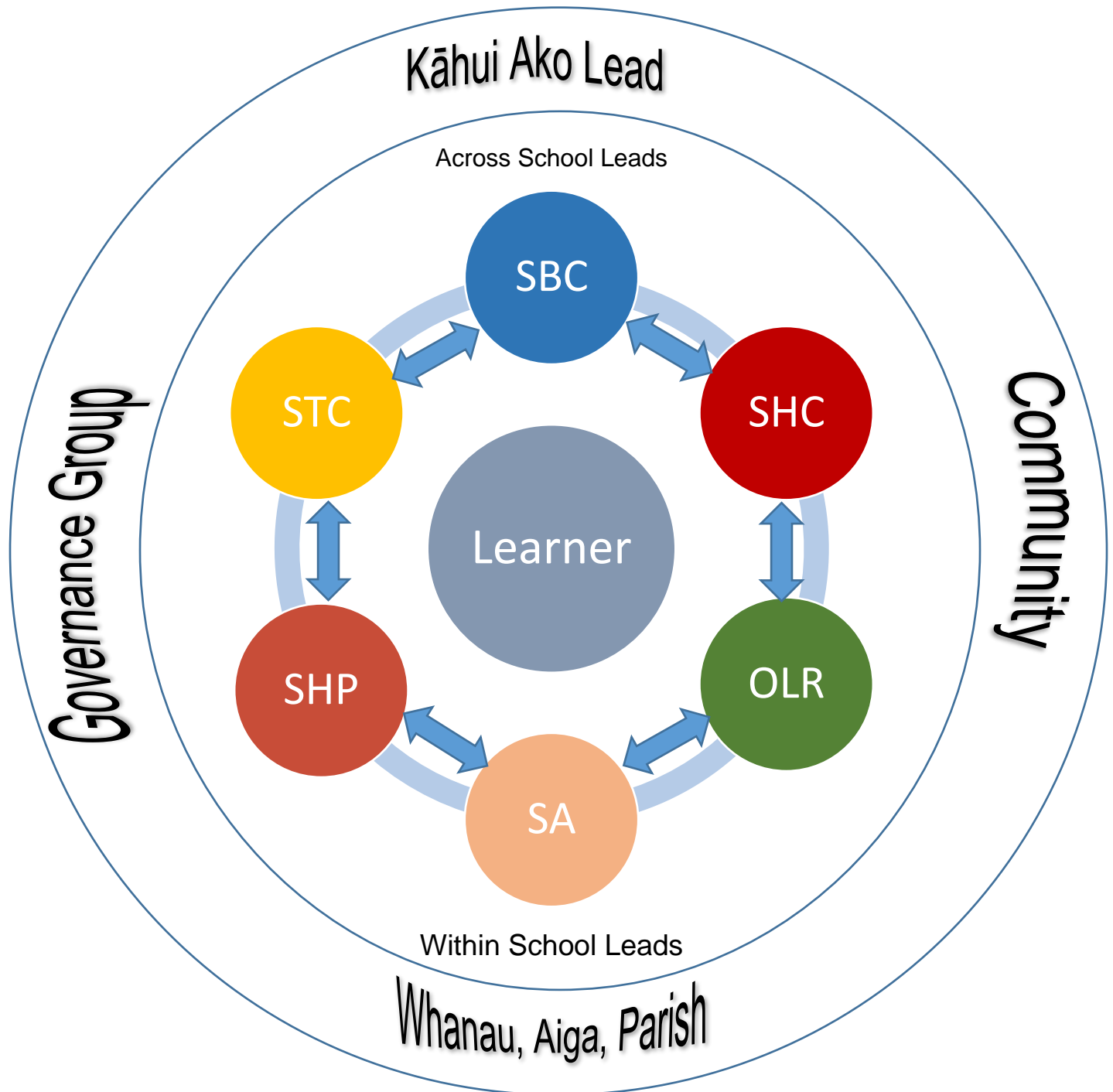


Figure 1. Learning Framework- Principles of Practice

# STRUCTURE FOR COLLABORATION



This diagram reflects the Kāhui Ako connections. The learner sits at the centre of all we do. Each learner comes from one of the six schools within the group (Sacred Heart Primary Petone, St Claudine Thevenet, Wainuiomata, Our Lady of the Rosary, Waiwhetu, San Antonio, Eastbourne, Sacred Heart College, Lower Hutt and St Bernard's College, Lower Hutt). The implementation governance group consists of the Principals and a representative from the Across School Lead teachers.

# LEARNING AREAS

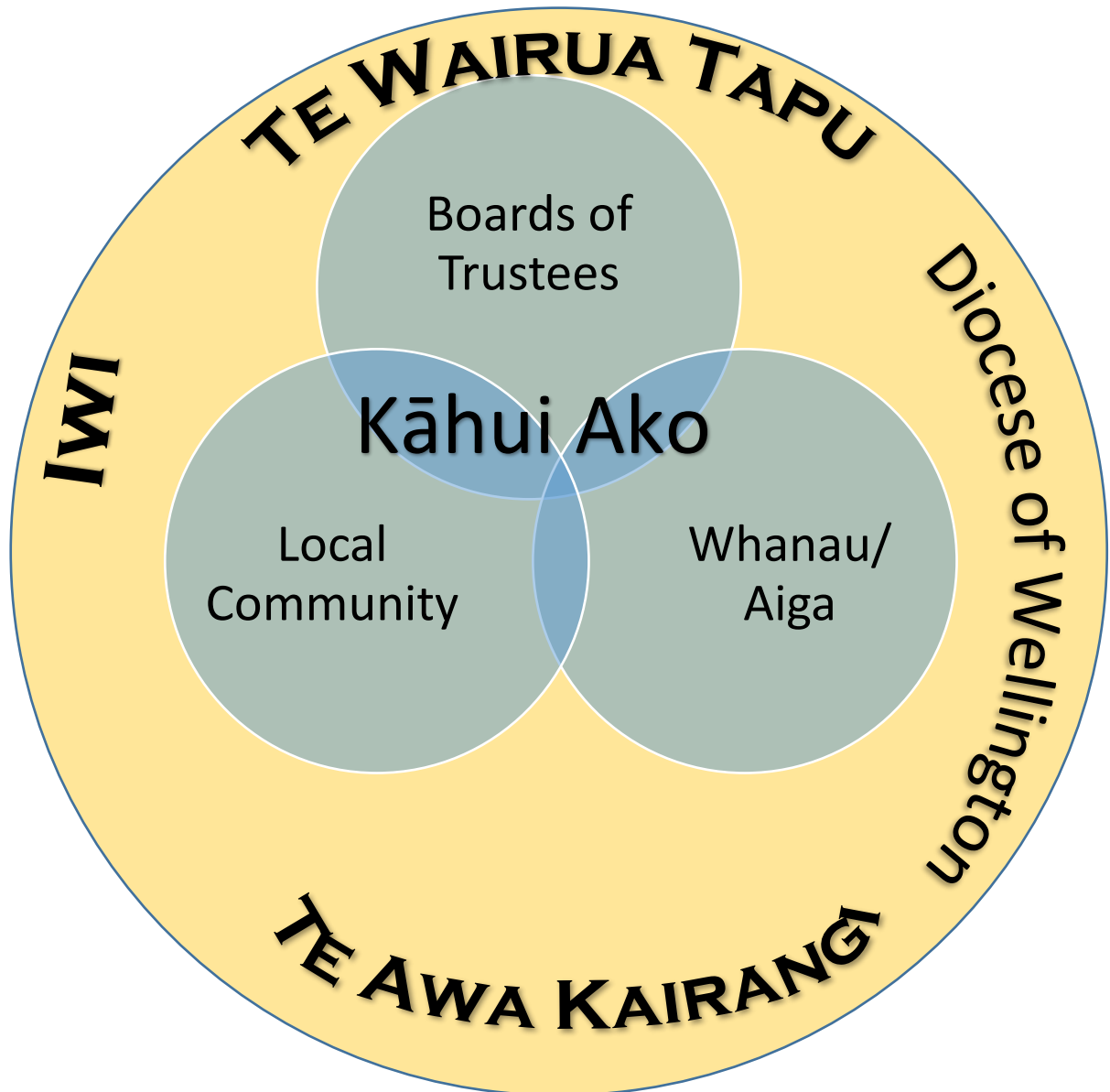
<b>Learning Area 1</b>	<b>Faith</b>
Our Dream	<p>Increase engagement with faith communities</p> <p>To provide a place where faith is nurtured for now and for the future</p>
Baseline	<p>Students show a strong engagement within the school faith community but there is a disconnect with a wider faith community. Faith is evident and pervasive throughout the schools.</p>
Rationale for selection of learning area and evidence	<p>Schools are of themselves a faith community however, it is acknowledged that our students are underrepresented in the wider faith community of the parish. Our community desires to develop faith in action as is evidenced by these quotes from our initial survey:</p> <p>“A sense of inclusiveness and family and a strong tangible presence of faith” (Teacher)</p> <p>“We wish to help our children and encourage them to be good Catholic citizens” (Parent)</p> <p>“Let’s develop stronger relationships with our parishes in partnership with our families” (BOT Member)</p>
How will we know we are making an impact?	<p>We will observe greater engagement in faith practices and groups.</p>

<b>Learning Area 2</b>	<b>Academic (Mathematics/ Maori Achievement)</b>																												
Our Dream	To reduce inequity and improve achievement for Maori in Maths																												
Baseline	<p>NMSSA Data identified a drop in achievement from year 4 to year 8. This was also reflected in the year 4 and year 8 data from the Kāhui Ako (2016)</p> <p><b>National Data</b> Year 4 :81% Year 8: 41%    <b>Kāhui Ako Data</b> Year 4: 83%    Year 8: 66%</p> <p><b>National Maori Data</b> Year 4: 68% Year 8: 26%    <b>Kāhui Ako Data</b> Year 4: 53%    Year 8:33%</p> <p><b>Total Kāhui Ako Achievement Data Maths (2017)</b></p> <p>There are 942 Year 4 to Year 10 students in our Kāhui Ako (end of 2017). A total of 63.1% are achieving at or above expectation in relation to curriculum levels in maths.</p> <table border="1" data-bbox="574 877 1466 940"> <tr> <th>Year 4</th> <th>Year 5</th> <th>Year 6</th> <th>Year 7</th> <th>Year 8</th> <th>Year 9</th> <th>Year 10</th> </tr> <tr> <td>68%</td> <td>86%</td> <td>75%</td> <td>72%</td> <td>61%</td> <td>54%</td> <td>45%</td> </tr> </table> <p><b>Maori Kāhui Ako Achievement Data Maths (2017)</b></p> <p>There are 209 Year 4 to 10 Maori students in our Kāhui Ako</p> <table border="1" data-bbox="574 1066 1466 1129"> <tr> <th>Year 4</th> <th>Year 5</th> <th>Year 6</th> <th>Year 7</th> <th>Year 8</th> <th>Year 9</th> <th>Year 10</th> </tr> <tr> <td>53%</td> <td>69%</td> <td>45%</td> <td>47%</td> <td>33%</td> <td>28%</td> <td>39%</td> </tr> </table>	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	68%	86%	75%	72%	61%	54%	45%	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	53%	69%	45%	47%	33%	28%	39%
Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10																							
68%	86%	75%	72%	61%	54%	45%																							
Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10																							
53%	69%	45%	47%	33%	28%	39%																							
Rationale for selection of learning area and evidence	In the data we notice a progressive drop of achievement in Maths with significant numbers underachieving being Maori.																												
How will we know we are making an impact?	<p>Improved and sustained achievement outcomes for Maori across all years of schooling.</p> <p>Maori students are engaged positively with maths and learning</p> <p>Greater number of Maori students electing maths in senior schooling (Yrs 12&amp;13)</p> <p>72-75% of Maori Students at Year 7/8 achieving at expectation by 2020</p> <p>60-65% of Maori Students at Year 10 achieving at expectation by 2020</p>																												

<b>Learning Area 3</b>	<b>Engagement</b>
Our Dream	To understand what impacts engagement in order to respond to the needs of students.
Baseline	<p>Students being engaged and learning being engaging. Engagement within and across community and parishes. Students engage differently across different settings.</p> <p>Student engagement “can loosely divided into three types:</p> <p><b>Cognitive engagement</b>, where students are engaged with the processes and progressions of their learning</p> <p><b>Behavioural engagement</b>, where students show they are ready and willing to learn.</p> <p><b>Emotional engagement</b>, where students feel secure in their relationships with their teachers, classmates and the school. This can be particularly important for Māori and Pasifika students.” (TKI)</p> <p>Regular attendance across the Kāhui Ako has dropped from 75.6% in 2011 to 64.3% in 2018</p>
Rationale for selection of learning area and evidence	<p>In our data it is identified that at specific transition points a significant group of students enter the Kāhui Ako. We want to ensure learning opportunities within the Kāhui Ako reflect values and practices that enhance student engagement. These practices are identified in our initial community survey.</p> <p>“Good learning looks like students who are engaged in self-selecting and self-monitoring their learning based on their personal goals.” (Student)</p> <p>“Student engagement looks like students enjoying what they are learning across a range of disciplines” (Teacher)</p> <p>“Students are encouraged to explore their passions, cultivate a love of learning and be positive along the way.” (Parent)</p>
How will we know we are making an impact?	<p>Regular attendance- Increase the rate of regular attendance to 75% by 2020 Higher level of retention at senior schooling level Improved achievement outcomes for all learners Students leaving school equipped to confidently enter the next stage of their learning journey.</p>

<b>Learning Area 4</b>	<b>Agency</b>
Our Dream	To understand and grow student and teacher agency
Baseline	Community survey indicated that the community wants students to be agentic: Characteristics identified; <ul style="list-style-type: none"> <li>- resilient</li> <li>- understanding self as learner, creative, critical thinkers</li> </ul>
Rationale for selection of learning area and evidence	<p>Agency is an expression of personal power in relation to a students' learning journey. It is a precursor to engagement and achievement.</p> <p>The students in our community identified the following practices in relation to agency:</p> <p>“Good learning looks like students making goals for themselves, improving their skills, making next steps and then turning this into reality.”</p> <p>“Having a focus and working well with other students.”</p> <p>“Having a say in what you want to learn and how you want to learn it.”</p> <p>“Good learning looks like people working together, focusing on their work and not being worried about what is ahead of them. Good learning looks like team work, supporting each other and giving things a go.”</p> <p>“Learning looks like teachers and peers being willing to offer support at any time. It looks like students engaging with one another and being focused at the same time. Learning is also about having fun. We can learn in many different ways and this is what makes learning so amazing. It looks like people failing, but then getting back up and never giving up. It looks like setting goals for yourself and working to achieve these goals with all of the help that is provided.”</p>
How will we know we are making an impact?	<p>In 2019 we will develop a common understanding of agency and develop a survey to ascertain levels of agency across the Kāhui Ako. From this data we will set a target for increased agency.</p> <p>Students will make decisions about their own learning journey with the support of peers and teachers.</p> <p>Student voice will be sought, respected and valued.</p> <p>Increased engagement.</p> <p>Improved achievement outcomes.</p>

## COMMUNITY CONNECTIONS



The Kāhui Ako began its journey by asking the community (Students, Whanau, BOT) what they desired for their children. (See initial journey section). All Boards of Trustees are regularly updated in relation to the developments of the Kāhui Ako. When the leadership roles are in place it is envisaged that we will meet regularly with representatives of the Parish communities.



# HIGH LEVEL PLAN

Faith in Action		
Goals		
1. Increase engagement with faith communities 2. To provide a place where faith is nurtured for now and for the future		
<b>Explore</b>	<b>Trial/ Evaluate</b>	<b>Diffuse/Embed</b>
<i>In this phase we begin to ask questions to explore the concept in order to develop inquiries</i>	<i>In this phase we begin to trial new practices continually evaluating impact.</i>	<i>In this phase we begin to share good practice and develop systems to ensure sustainability</i>
<ul style="list-style-type: none"> <li>• What does faith look like?</li> <li>• What does faith look like at various stages of schooling?</li> <li>• Inquiries designed by Kāhui Ako members to answer above questions</li> <li>• (students/teachers/whanau)</li> </ul>	<ul style="list-style-type: none"> <li>• Design an environment that incorporates the practices and qualities identified in Phase One.</li> <li>• Implement practices identified as nurturing of faith.</li> <li>• Review the implementation</li> </ul>	<ul style="list-style-type: none"> <li>• Diffuse good ideas through the Kāhui Ako</li> <li>• Embed practices into school systems and regular school practices</li> </ul>
<b>Evaluate</b>		
<i>In this phase we begin to evaluate the impact of our practices using a wide variety of measures</i>		
<ul style="list-style-type: none"> <li>• Demonstrate faith through participation in service practices.</li> <li>• Internal and External Special Character Reviews</li> <li>• Survey Students/ Whanau.</li> <li>• Measures designed by the leaders group.</li> <li>• Compare this to published measures e.g (Fowlers stages of faith)</li> <li>• <a href="http://www.lexingtonavenue.org/james-fowler-stages-of-faith">http://www.lexingtonavenue.org/james-fowler-stages-of-faith</a></li> </ul>		

# Academic Maori Achievement in Maths

## Goals

Reduce inequity and improve achievement of Maori in Maths

<b>Explore</b> <i>In this phase we begin to ask questions to explore the concept in order to develop inquiries</i>	<b>Trial/ Evaluate</b> <i>In this phase we begin to trial new practices continually evaluating impact.</i>	<b>Diffuse/Embed</b> <i>In this phase we begin to share good practice and develop systems to ensure sustainability</i>
<p>Explore the influences on Maori student learning: (Ka Hikitia, Tātaiako and Hautū)</p> <p>Multiple foci of inquiry e.g.</p> <ul style="list-style-type: none"> <li>• Teaching practice</li> <li>• Diversity</li> <li>• Connections/ Relationships</li> <li>• Authentic Learning</li> <li>• Learning environments</li> <li>• Identify key elements for learning.</li> </ul>	<ul style="list-style-type: none"> <li>• Implement practices identified as having a positive impact for Maori learners</li> <li>• Review the implementation</li> </ul>	<ul style="list-style-type: none"> <li>• Diffuse good ideas through the Kāhui Ako</li> <li>• Embed practices into school systems and regular school practices</li> </ul>
<b>Evaluate</b> <i>In this phase we begin to evaluate the impact of our practices using a wide variety of measures</i>		
<ul style="list-style-type: none"> <li>• Pre and Post PAT Maths data ( NZCER Scale Score conversion to curriculum level)</li> </ul>		

# Engagement

## Goals

- To understand what impacts engagement in order to respond to needs of students.

<p><b>Explore</b> <i>In this phase we begin to ask questions to explore the concept in order to develop inquiries</i></p>	<p><b>Trial/ Evaluate</b> <i>In this phase we begin to trial new practices continually evaluating impact.</i></p>	<p><b>Diffuse/Embed</b> <i>In this phase we begin to share good practice and develop systems to ensure sustainability</i></p>
<ul style="list-style-type: none"> <li>• What is engagement?</li> <li>• What is impacting engagement?</li> <li>• Explore engagement through surveys and interviews with students, teachers, whanau, aiga.</li> <li>• Source and read current literature on learner engagement</li> <li>• Explore engagement projects across Kāhui Ako</li> <li>• Develop a working definition of learner engagement</li> <li>• Explore engagement with ECE and Tertiary providers</li> </ul>	<ul style="list-style-type: none"> <li>• Develop and trial strategies based on information gathered in exploration phase.</li> </ul>	<ul style="list-style-type: none"> <li>• Diffuse good ideas through the Kāhui Ako</li> <li>• Embed practices into school systems and regular school practices</li> </ul>
<p><b>Evaluate</b> <i>In this phase we begin to evaluate the impact of our practices using a wide variety of measures</i></p>		
<ul style="list-style-type: none"> <li>• Develop a set of engagement indicators</li> <li>• Develop measures from published engagement research</li> <li>• Comparison of narrative from initial survey.</li> </ul>		

# Agency

## Goals

- To understand and grow student and teacher agency.

<b>Explore</b>	<b>Trial/ Evaluate</b>	<b>Diffuse/Embed</b>
<i>In this phase we begin to ask questions to explore the concept in order to develop inquiries</i>	<i>In this phase we begin to trial new practices continually evaluating impact.</i>	<i>In this phase we begin to share good practice and develop systems to ensure sustainability</i>
<ul style="list-style-type: none"> <li>• Identify a common understanding of the characteristics of agency</li> <li>• Develop a working definition of agency.</li> <li>• Explore the supports and inhibitors of student and teacher agency (Interagency)</li> <li>• Understand what agency looks like, sounds like and feels like.</li> </ul>	<p>Develop and trial strategies based on information gathered in exploration phase.</p>	<ul style="list-style-type: none"> <li>• Diffuse good ideas through the Kāhui Ako</li> <li>• Embed practices into school systems and regular school practices</li> </ul>
<b>Evaluate</b>		
<i>In this phase we begin to evaluate the impact of our practices using a wide variety of measures</i>		
<ul style="list-style-type: none"> <li>• Survey to create a student agency narrative.</li> <li>• Develop a set of agency indicators for students and teachers</li> </ul>		

## POSSIBLE INQUIRIES

Faith and agency	<p>Maths Pedagogy</p> <p>Perceptions of Gender/Ethnicity success.</p>	<p>Transitions to school, within schools and to different schools (Year 6 to 7, Year 8 to 9).</p> <p>Destination data of school leavers.</p> <p>Retention data of students who remain in schooling to year 13.</p>	<p>Key Competencies</p> <p>Cross level exploration of skills</p> <p>Teacher Practice</p>
------------------	---	--	--

## DEVELOPMENT AREAS

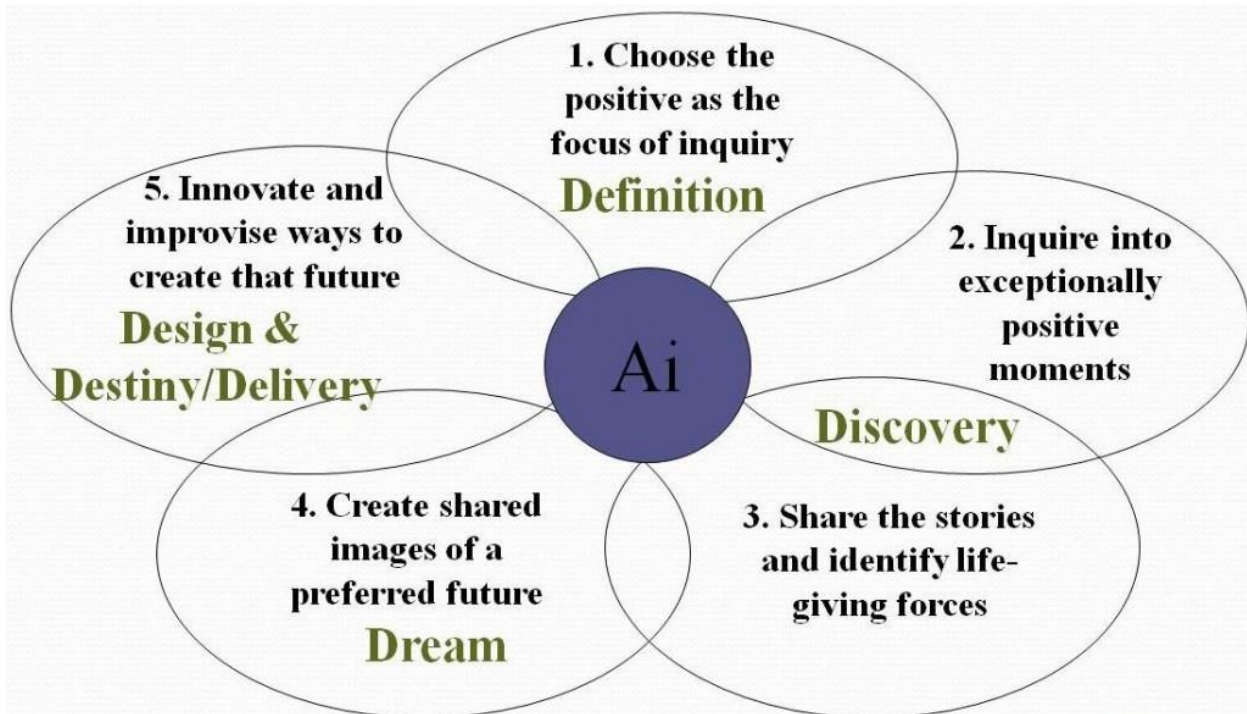
Diversity	Teaching Practice	Connections/ Relationships	Authentic Learning	Learning Environments
Recognizing and valuing diversity of learners, socially and culturally within and across schools and communities.	Being open to new learning and pedagogy.	Strengthening connections, relationships, collaboration and communication within and across schools and between communities.	Students understand relevance of activities and are able to learn what they individually need in a real life context. Ensuring we enable students to internalize the story of being a capable learner.	Understanding that learning extends beyond the classroom. Where teachers are facilitators of agency and learning is interactive and negotiated.

# APPRECIATIVE INQUIRY

Appreciative Inquiry (AI) is a way of looking at organisational change which focuses on identifying and doing more of **what is already working**, rather than looking for problems and trying to fix them. It makes rapid strategic change possible by focusing on the core strengths of an organisation and then using those strengths to reshape the future.

Appreciative Inquiry uses language reflective of our faith in terms of identifying life giving forces, dreaming of what is possible and improvising ways to create a future we dream of.

"When we **dream alone**, it remains only a **dream**. When we **dream together**, it is not just a **dream**. It is the beginning of reality." —Dom Helder Camara



\* Bernard J Mohr & Jane Magruder Watkins,  
The Essentials of Appreciative Inquiry:  
A Roadmap for Creating Positive Futures, p. 5

A variety of models of inquiry may be used across schools however there is an expectation that all models take an appreciative focus to eliminate a deficit mindset.

# MONITORING AND EVALUATION

We as a Kāhui Ako commit to ongoing monitoring and evaluation both in terms of progress towards our goals and the continued development of our Kāhui Ako.

Progress towards goals will be monitored as set out below:

## **Faith in Action:**

Evaluate initial participation in service practices. Collect and collate information and review regularly. School internal and external special character reviews will inform practice.

## **Achievement Target**

All schools have baseline data for Kāhui Ako Students from Year 4-10 and Maori Students from Year 4-10. Data will be collected twice annually (March/ November). All data will be collated and analysed in order to provide regular progress updates to all schools and Boards of Trustees and to inform Kāhui Ako of practices identified as having a positive impact for Maori learners. Analysis of variance will be developed within and across schools.

## **Engagement:**

Reflective practice, inquiry projects, new tools and matrices will be developed to measure levels of engagement.

Primary Schools – Review engagement with feeder ECE groups

Secondary Schools- Use secondary/ tertiary app to review the tertiary feed and successes

**Agency:**

A follow up survey will provide information to create a narrative. This narrative will be compared to the narrative from the initial survey.

Matrices developed will enable teachers and students to reflect on the personal levels of agency.

**Reporting:**

The lead principal will regularly provide a report to the governance group which in turn will be shared with each Board of Trustees.

**Charters/Strategic Plans:**

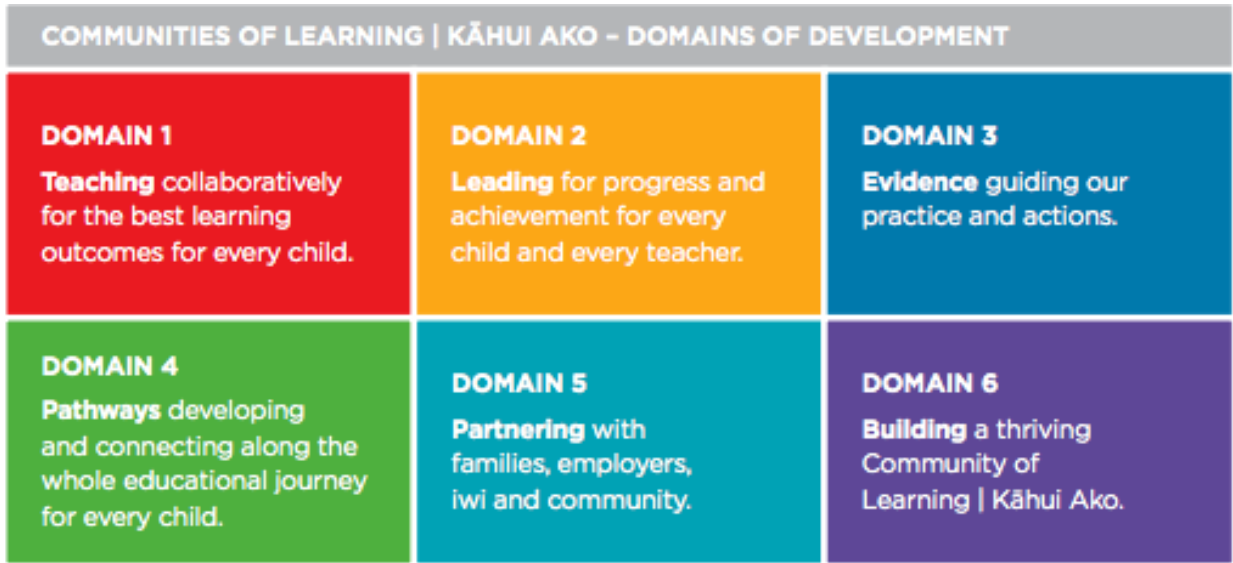
All school charters/ strategic plans will identify the work of the Kāhui Ako for 2019. These will consequently be reported in a school's individual analysis of variance.

**Kāhui Ako development:**

The Kāhui Ako will assess their progress as a community using the Ministry of Education's 'Guide to understanding the progress of your Community of Learning | Kāhui Ako' (2017, March). We will consider our progress in the six domains of the Development Map.

1. Teaching
2. Leading
3. Evidence
4. Pathways
5. Partnering
6. Building a thriving Community of Learning | Kāhui Ako





For each of these domains, we will determine each school term where our Kāhui Ako development fits. Using the Development Map, we will consider whether we are establishing the Kāhui Ako, developing our processes and activity, embedding the effective practices we have observed or fully functioning where collaboration has become systemic. We view the map as both evaluative and formative, showing us where we have been, where we are and where we may go next.

**“EHARA TAKU TOA I TE TOA TAKI TAHI ENGARI  
HE TOA TAKIMANO”**

(My strength is not that of an individual but that of the collective)

## Te Kāhui Waiako

### MEMORANDUM OF AGREEMENT

The Boards of Trustees and Principals of the schools identified below, known as the *Te Kāhui Waiako*, agree to work collaboratively as a community of learning to raise student achievement.

- |   |  |
|---|--|
| <input type="checkbox"/> Claudine Thevenet School | <input type="checkbox"/> Our Lady of the Rosary School |
| <input type="checkbox"/> Sacred Heart School      | <input type="checkbox"/> San Antonio School            |
| <input type="checkbox"/> Sacred heart College     | <input type="checkbox"/> St Bernard's College          |

This agreement is for a period of three years commencing August 2018

One year prior to the end of this term, the members in this Community of Learning will formally review whether to continue with its current composition. ('Procedure for self-review' attached)

#### **How the parties will work together?**

The schools who are party to the Te Kāhui Waiako declare their shared understanding and agreement for the Memorandum of Understanding and Protocols contained herein. These protocols clearly demonstrate the expectations for conduct, processes, procedures and communication applicable to this community. Where relevant, a more detailed procedure is referred to.

#### **1. By joining Te Kāhui Waiako we agree to:**

- 1.1 Collaboratively identify shared achievement goals that are relevant to the needs of the ākonga/learners within our schools
- 1.2 Develop a shared achievement plan to address these goals and reach the expected student achievement outcomes
- 1.3 Commit to the implementation of the shared goals, achievement plan, and processes of the Community; and to involving parents, students, families, whānau and communities in this implementation
- 1.4 Ensure that our individual Boards of Trustees reference the Community of Learning plan within their own individual school Charter along with the goals related to the needs of their own students
- 1.5 Establish and operate an effective structure to manage the implementation of the achievement plan (an outline of the operational structure is attached)
- 1.6 Undertake regular self-review against the agreed community goals and achievement plan (in accordance with the 'Self-Review Procedure' attached)
- 1.7 Communicate openly, honestly, respectfully and within a timely manner, with other members and professional associates

## 2. Amendments to the existing Community of Learning

- 2.1 Any amendment to these protocols or amendment to the shared achievement goals and/or achievement plan must be made in consultation and agreement with the Community of Learning leadership committee, and upon ratification will be communicated forthwith to all members of the community.
- 2.2 Records of amendments and corresponding evidence relating to amendments must be kept up to date within the approved cloud (online) based file, and also be attached to the original (hardcopy) Community of Learning Memorandum of Understanding.

## 3. Variations

We acknowledge that the following must be recorded as an amendment to this Agreement and the Ministry of Education informed as per the following:

### 3.1 Change to the composition of this Community of Learning:

- (a) **Joining:** Where a school is to join our Community of Learning, the Ministry of Education is to be informed of this prior to the change taking effect.
- (i) The school joining the existing Community of Learning agrees to operate within the current goals, processes, protocols and contractual obligations of the existing Community of Learning.
- (b) **Withdrawing:** Where any Board elects to leave our Community of Learning, they will provide notice no later than the end of term two to our Community of Learning and the Ministry of Education. The withdrawal will take effect from the start of the following school year.
- (i) This does not preclude a withdrawing school from participating in another Community of Learning (Schools) without resourcing during this period of notice.

### 3.2 We acknowledge that our agreement to clauses 3.1(a) and (b) have resourcing and employment relations implications for the schools in our Community of Learning.

Particularly:

- (a) where one of the roles is employed by a departing school.
- (b) where the departing school is critical to the maintenance of ākonga/student pathway within the Community of Learning.

3.3 Changes to the composition of our Community of Learning will require:

- (a) approval by the Ministry of Education.
- (b) amendment to the list of signatories to the Agreement.

**3.4 Disestablishment of the Community of Learning:** If prior to the termination date of this agreement, our Community of Learning determines to disestablish, we will notify the Ministry of Education of this intent immediately. We acknowledge the same conditions as in clause 3.1(b) Withdrawing, apply to disestablishment.

#### **4 Conflicts of Interest / Breach of Protocols**

4.1 Any conflict of interest, dissatisfaction with processes, or breach of protocols must be communicated in writing to the Community of Learning leadership committee where it will be discussed at the next meeting and responded to in writing. *Note: Where applicable Collective Agreement processes will be followed.*

#### **5 Professional integrity**

As members of Te Kāhui Waiako we agree to:

- 5.1 Contribute to the development and promotion of the community of learning, being consistently aware of fostering the greater-good of our community
- 5.2 Commit to the attainment of the highest standards of professional service in the promotion of learning
- 5.3 Utilise and manage the dedicated resources provided to best implement the community achievement plan
- 5.4 Engage in continuing, relevant professional learning and development

5.5 Contribute to the development of an open and reflective professional culture, demonstrating an unbridled willingness to share professional knowledge

5.6 Treat colleagues and associates with respect, working with them collaboratively and collegially to promote students' learning and teachers' professional learning

5.7 Protect the confidentiality of information about learners, teachers and schools obtained in the course of professional service, consistent with legal requirements

5.8 Complete all actions/activities within the agreed timeline

## 6. Privacy

The Community of Schools Privacy Protocol (as set out in appendix 1 of the Community of Schools Guide for Schools and which is compliant with the Privacy Act 1993, and the Official Information Act 1982 (sharing of aggregated data), has been adopted by our Community of Learning. All participating Boards agree to comply with and to ensure compliance with the privacy protocol when dealing with personal information about leaders, teachers, students', parents, families, and whānau. The Privacy Protocol is attached as an appendix.

***The Education Council (Aotearoa New Zealand) Code of Ethics for Certificated Teachers; and the Secondary Schools Collective Agreement, applicable to Secondary School teachers (New Zealand); underpins Te Kāhui Waiako protocols and it is expected and agreed that every teacher will adhere to these at all times.***

**School: St Claudine Thevenet School**

Signed: ..... DATE: .....  
(Principal)

Signed: ..... DATE: .....  
(Board of Trustees Chairperson)

**School: Our Lady of the Rosary School**

Signed: ..... DATE: .....  
(Principal)

Signed: ..... DATE: .....  
(Board of Trustees Chairperson)

**School: Sacred Heart Primary School**

Signed: ..... DATE: .....  
(Principal)

Signed: ..... DATE: .....  
(Board of Trustees Chairperson)

**School: San Antonio School**

Signed: ..... DATE: .....  
(Principal)

Signed: ..... DATE: .....  
(Board of Trustees Chairperson)

**School: Sacred Heart College**

Signed: .....  
(Principal)

DATE: .....

Signed: .....  
(Board of Trustees Chairperson)

DATE: .....

**School: St Bernard's College**

Signed: .....  
(Principal)

DATE: .....

Signed: .....  
(Board of Trustees Chairperson)

DATE: .....