

# Ōtepoti ki te Raki



**ŌTEPOTI KI TE RAKI**

**NORTH DUNEDIN COMMUNITY OF LEARNING**  
BRINGING ALL LEARNERS INTO THE LEARNING JOURNEY

## Who are we?

The North Dunedin education community is made up of a wide range of learning environments, from early childhood providers through to New Zealand's most successful polytechnic and New Zealand's oldest university.

The general community too is varied – whilst there are pockets of real deprivation in our district, where poverty is as bad as anywhere else in the country, the presence of the tertiary institutions and the history of the city combine to place high expectations on the educators.

[NZ Deprivation Index 2013](#)

The experience and wisdom found amongst this group is vast – many of the education leaders are leaders in local and national organisations. Most have worked in this part of the city for most of their careers.

The outstanding feature of educational leadership in our community is that the educators know their learners. They understand the power of making the connections with the learner and the learner's whānau.

[Ka Hikitia Accelerating Success](#)

**So, these leaders bring to this community of learning**

**Successful teaching experience**

**Successful leadership**

**Rich connections with the learner and their whānau**

## What are some of these successes?

**Strengthening wairua in schools (SWiS)** is a collaborative approach across North Dunedin schools and ECE sites to bolster teacher efficacy in the area of inclusive education. Started by local school leaders, this initiative brings teachers and support staff together once a term to discuss an issue around inclusion. Invited panellists include a local educational psychologist, ICT specialists and local teachers who demonstrate effective practice in their classrooms and centres.

You can see that these experienced and innovative leaders and teachers are already working collaboratively to better engage children and young people in the learning process by reaching out to whānau and community.

## **And what do we want to do?**

We want to build on this work.

We want to immerse ourselves in the community.

We want to continue to work with groups such as the:

- Otago Port Authority
- Ravensdown Fertiliser Company
- Dunedin City Council
- Highlanders Rugby franchise
- Otago University and Polytechnic.

Anyone and everyone in and around North Dunedin who will work with us to make North Dunedin a better place to live, especially for children and young people and especially those who need our help the most.

We want to explore every learner's potential and work towards them reaching their goals.

## **And what does achievement mean for us?**

Our definition of achievement is that all learners will reach their potential.

We will achieve this by the strategies outlined in this document.

We will measure this by a number of factors, as stated in the document, but mostly by using our collective understanding of what achievement is and judging whether our learners are reaching their potential. This measure will be made by us all – the village!

## **Why did we choose the achievement challenges in 2017?**

The challenges were about creating an environment in which learning can flourish for all. We need competent teachers, engaged learners, healthy whānau and a networked community to ensure the optimal learning environment for our children and young people. Learning does not happen in isolation, and we will use our influence to improve the context of the learners' lives, so they are better able to learn.

## **Our Journey - The driving force behind our new Achievement Challenges**

The Ōtepoti ki te Raki Kāhui Ako has been in operation since 2017. The Achievement Challenges that we originally agreed upon involved us identifying and supporting the 30 most vulnerable 4-, 5- and 6-year-olds in the cluster, and necessarily had a health and wellbeing focus. As time has gone on we have seen staffing changes across the Kāhui. We are also about how best to measure gain and as such we have determined that a new direction will be most beneficial to our learners.

In August we surveyed all of the school principals in attendance at our meeting (81% were present) around the likely focus for their own annual plan in 2023. There have been a number of themes that show that as a group, we are on the same page.

Kura	Similar Themes	Different
DNI	<ul style="list-style-type: none"> <li>• Refreshed Curriculum (maths and literacy esp)</li> <li>• Assessment</li> </ul>	
St Leonards	<ul style="list-style-type: none"> <li>• Assessment</li> <li>• Writing and Structured literacy combination.</li> </ul>	Delivery of STEAM
Pine Hill School	<ul style="list-style-type: none"> <li>• Maths - refreshed curriculum</li> <li>• Assessment</li> <li>• Local curriculum work</li> </ul>	
George Street Normal	<ul style="list-style-type: none"> <li>• Maths</li> <li>• Structured Literacy</li> <li>• Local curriculum mahi</li> </ul>	
Ravensbourne School	<ul style="list-style-type: none"> <li>• Assessment maps</li> <li>• Prime Maths</li> <li>• Structured Literacy</li> </ul>	2nd round of our 2 yearly concept map - embedding phase
Sawyers Bay School	<ul style="list-style-type: none"> <li>• Mathematics</li> <li>• Assessment</li> <li>• Structured Literacy</li> </ul>	
Ōpoho School	<ul style="list-style-type: none"> <li>• Structured Literacy</li> <li>• Local Curriculum</li> <li>• New Curriculums - Aotearoa Histories, Maths &amp; Literacy</li> </ul>	
Liberton CS	<ul style="list-style-type: none"> <li>• Curriculum Refresh</li> <li>• Structured Literacy</li> <li>• Local curriculum</li> </ul>	
Port Chalmers	<ul style="list-style-type: none"> <li>• Structured Literacy</li> <li>• Curriculum Refresh - Aotearoa Histories, Maths &amp; Literacy, local curriculum</li> </ul>	

This gives us clarity moving forward. It is clear that working together with colleagues within their own and other schools to share best practice and ideas, moderate and problem solve was the aspect principals felt most strongly about. Transition was also an area that although has had many good things happening already, is something that could be developed further.

## Previous Achievement Challenges

The original focus was to:

- To improve teacher confidence (see survey results 2019) by an average of 5% by the end of 2020 - ECE from 65% to 70 %, primary 61% - 66%, intermediate 69% - 74% and secondary 60% - 65% and another 5% by the end of 2021.
- To improve reading scores - using the Ready to Read scheme which ranges across the community from 25% at Level 14 after one year at school to 79% of children after one year of schooling by an average of 5% by the end of 2020 and another 5% by the end of 2021.
- To improve inclusion in our schools and centres. We will gather baseline data using the Inclusion Index late in 2019 and aim to increase inclusion by an average of 5% by the end of 2020 and another 5% by the end of 2021.
- To improve student and whanau wellbeing. We will gather baseline data late 2019 and aim to increase the results by an average of 5% by the end of 2020 and another 5% by the end of 2021.

These achievement challenges have been challenging to engage with because they:

- Were only primary focused and therefore didn't engage/involve the majority of secondary school teachers (partly this was by design but now needs to change)
- The continued gathering of data was a barrier to analysing the improvement in reading scores.

## Our Schools



**dni**  
DUNEDIN NORTH INTERMEDIATE

### Dunedin North Intermediate

#### **Vision**

Kia Māia – be courageous and independent.

Dream Big – promote creative, curious, happy learners.

Act with Integrity – we value manaakitaka, kaitiakitaka and kotahitaka.



School  
**Dunedin Rudolf Steiner**  
Learning with head, heart and hands

### Dunedin Rudolf Steiner School

#### **Vision**

A vibrant community with children who grow to know themselves as kaitiaki

think • thrive • create

**GEORGE STREET**  
NORMAL SCHOOL



### George Street Normal School

#### **Vision**

Weaving diversity, strengths and values into meaningful learning

#### **Whakataukī**

Kia mau te aka matua i te piki e muri ake nei



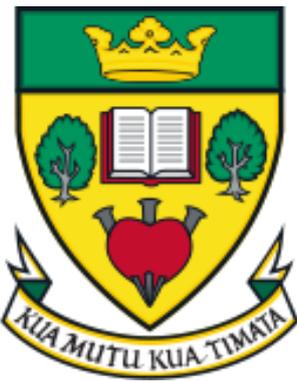
### Liberton Christian School

**Vision**

Our children, as part of the Christian community, learning with enthusiasm, growing in knowledge, developing their abilities, and desiring to serve God.

**Motto**

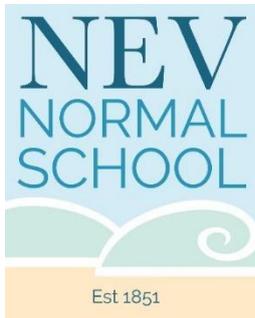
In Christ are hid all the treasures of wisdom and knowledge.



### Logan Park High School

**Vision**

Logan Park High School dedicates itself to the holistic nurturing of its young people. In growing good people, we focus on extending the academic, sporting, cultural, emotional and physical experiences of our learners in preparation for the diverse pathways our learners embark on as leavers. With our emphasis on the importance of relationships and interpersonal connections, we are proud of our co-educational environment. Our emphasis is firmly on achievement for the individual, measured against their own aspirations and abilities.



### North East Valley Normal School

**Vision**

We are caring, respectful, knowledgeable, confident and competent: we are prepared for life and grounded in the greater good and in community.

He aha te mea nui o te ao? He tangata, he tangata, he tangata.



### Ōpoho School

**Vision**

To develop confident lifelong learners and be at the heart of the community.

**Values**

Be kind, be responsible and be the best you can be.



### Pine Hill School

**Vision**

Our vision is for Pine Hill School to be a place where all learners, parents, staff and other members of our school community view themselves as learners and actively participate in their own learning.

**Motto**

A community of learners.



## Port Chalmers School

### **Vision**

In partnership with our community, Port Chalmers School will provide a happy and healthy centre of learning where every child receives equal opportunity and encouragement to develop his/her potential.

### **Motto**

Creative, enthusiastic and resilient learners becoming leaders



## Ravensbourne School

### **Mission**

To equip and inspire our learners to be the very best version of themselves. Our school values are Hauora, Excellence, Aroha, Respect-Resilience-Responsibility and Teamwork [H.E.A.R.T]

### **Motto**

Kia kaha, kia maia, kia manawanui.

Be brace, be strong, be willing.



## Sawyers Bay School

### **Vision**

Sawyers Bay School is a place where teaching and learning engages, challenges and supports our learners, empowering all to become confident and capable lifelong learners.

### **Motto**

A safe harbour for learning, growing and making a difference.



## **St Leonards School**

## St Leonard's School

### **Vision**

To do our best to meet the individual needs of all children, and to promote learning that prepares children for life's experiences, builds their self-esteem, resilience and encourages them to care for others.

### **Motto**

Learning for life.

## Our ECE's



### Dunedin Kindergartens

**Vision:** Providing excellence in early childhood for all children

- Kelsey Yaralla
- Jonathan Rhodes
- Port Chalmers



### Islington ECE

**Vision:** We provide high quality education and care in partnership with families and the community, supporting children to become competent, confident learners and communicators.

**Motto:**

Learning for Life



### Otago University Childcare Association

**Vision:** A Community of Excellence in Early Learning

### Pioneers Koputai



**Vision:** To provide accessible, affordable and flexible quality education and care for families of Dunedin

## Our Revised Achievement Challenges

### 1 **Support teachers to collaborate across our Kāhui ako to positively affect student outcomes.**

- 1.1 Gain the confidence of all Kāhui Ako tumuaki/leaders and kaiako
- 1.2 Appropriately support educators through modelling, coaching and mentoring evidenced based best practice in centres and schools
- 1.3 Develop effective strategies for gathering, interrogating and sharing high veracity, valid data using an agreed data gathering tool to obtain a clear understanding of where we are.
- 1.4 From this data, collaboratively form deliberate actions, based on high quality evidence that we are going to undertake across the Kahui Ako to positively affect student outcomes.
- 1.5 Interpret and develop kaiako capabilities, based on key indicators (eg Iterative Best Practice Synthesis) in the national curriculum initiatives which could include the refresh, Aotearoa NZ Histories, Literacy and/or Mathematics etc based on an agreed focus method or pedagogy

### **Tools that will support collaboration to positively affect student outcomes**

- Curriculum developments:
  - Curriculum Refresh
  - Local Curriculum
  - Literacy Practices that support learning for all students
  - Numeracy Practices that support learning for all students
  - Coherent Pathway development for NCEA literacy & numeracy requirements
- Professional development
  - Well-Being/Hauora (this needs defining)
  - Neurodiversity
  - Curriculum Refresh
  - NZCER
- Collegial Support
  - Principalship
  - Transition

## **2 Evaluate and make a positive impact on student and teacher wellbeing/ hauora across the Kāhui Ako**

2.1 Gather quality and relevant information about the wellbeing/hauora of our all ākonga using an agreed data gathering tool

2.2 Evaluate the effectiveness of each kura / ECE's approach to well-being.

2.3 Promote wellbeing as a priority in the curriculum, classrooms and in everyday life.

NB Wellbeing/hauora is defined as feeling positive about life, whanaungatanga & belonging, cultural connectedness and cultural identity with the tools, support, and environments we need to be who are we and to build and sustain lives worth living.

Wellbeing | Children have a sense of wellbeing and resilience

Mana atua | Children understand their own mana atuaatanga – uniqueness and spiritual connectedness (*Te Whāriki: Early Childhood Curriculum*)

The health and wellbeing of the child are protected and nurtured.

Ko tēnei te whakatipuranga o te tamaiti i roto i tōna oranga nui, i runga hoki i tōna mana motuhake, mana atuaatanga.

### **Tools that could evaluate and make a positive impact on student and teacher wellbeing**

- Possible options of data gathering tools include:
  - NZCER tools
  - Inclusive Practices survey
  - Awesome Schools
  - Our own student/ākonga/whanau/staff surveys
  - Attendance rates
  - Pastoral data

### **3 Reflect culturally responsive practice and confidence across the Kāhui Ako**

- 3.1 Engage with ākonga Māori, their whānau, and our Māori communities to develop a shared understanding of what achieving success as Māori could look like within our kura / ECEs.
- 3.2 Develop a graduate profile with schools to define what Māori having success as Māori
- 3.3 Identify what is existing good culturally responsive practice in our kura/ ECEs and how we achieve positive outcomes for Māori.
- 3.4 Identify and know more about which aspects of culturally responsive practice making the most difference for ākonga
- 3.5 Work in schools/centres with kaiako to support positive change in order to provide our ākonga Māori with consistent opportunities to achieve their educational aspirations from ECE to tertiary

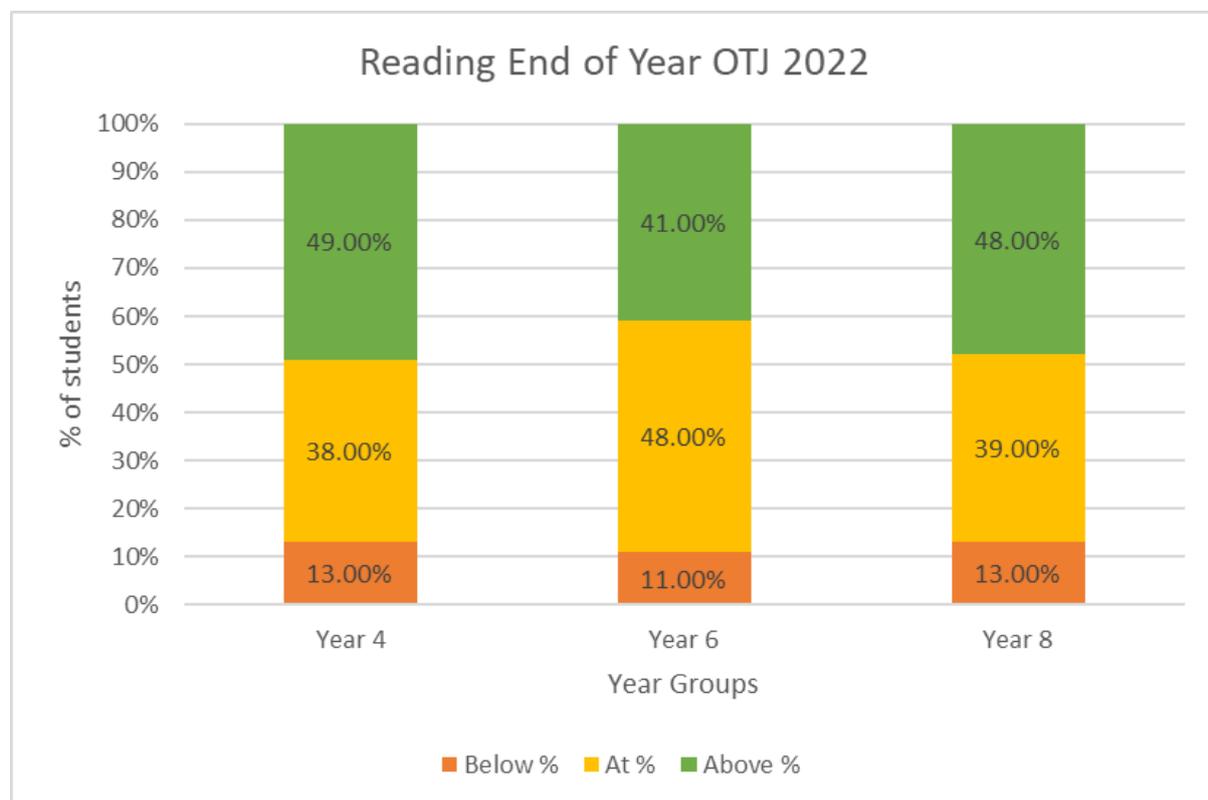
#### **Tools that could improve culturally responsive practice and confidence.**

- Possible resources to improve culturally responsive practices
  - Niho Taniwha: Improving Teaching and Learning for Ākonga Māori – Melanie Riwai-Couch
  - The Hikairo Schema: Culturally responsive teaching and learning in early childhood education settings
  - The Hikairo Schema for Primary: Culturally responsive teaching and learning
  - The Hikairo Schema for Secondary: Culturally responsive teaching and learning

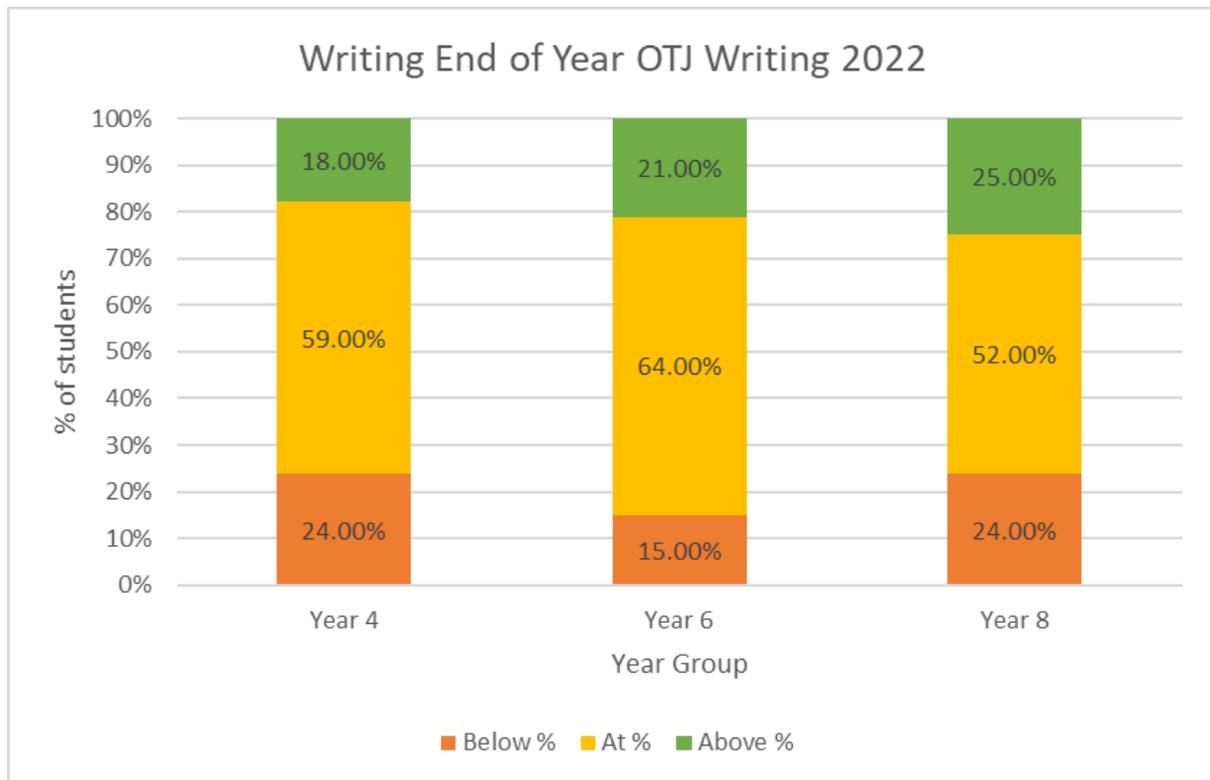
## Supporting Data

End of Year OTJ's (overall teacher judgements) data was collected in term 1 2023 from every primary school in the Kāhui in reading, writing and mathematics as assessed against the curriculum levels for Year 4's (curriculum level 2), Year 6's (curriculum level 3) and Year 8's (curriculum level 4). This data was then collated and put into percentages so that no one school can be identified. We will use this data as baseline and will continue to gather the data every year in term 1.

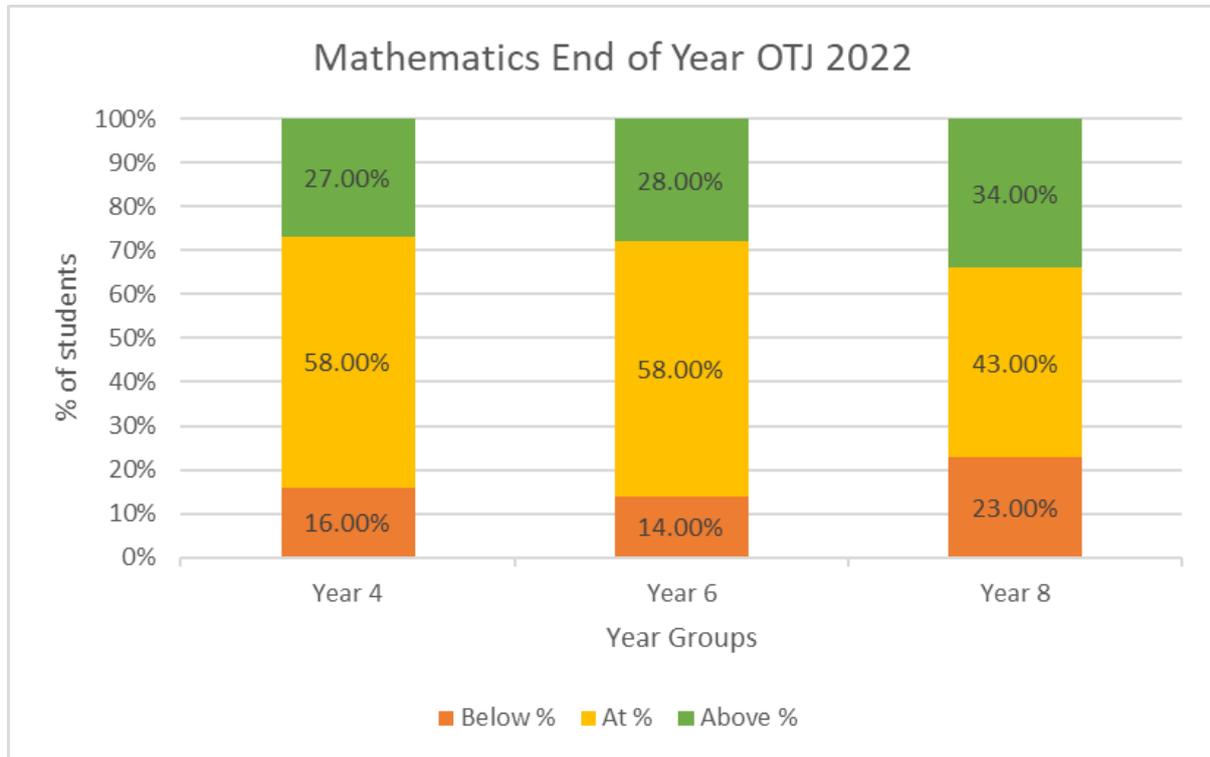
Reading							
	Below	Below %	At	At %	Above	Above %	Totals
Year 4	24	13.00%	69	38.00%	88	49.00%	181
Year 6	17	11.00%	77	48.00%	66	41.00%	160
Year 8	22	13.00%	69	39.00%	84	48.00%	175



Writing							
	Below	Below %	At	At %	Above	Above %	Totals
Year 4	42	24.00%	103	59.00%	31	18.00%	176
Year 6	23	15.00%	101	64.00%	33	21.00%	157
Year 8	41	24.00%	90	52.00%	43	25.00%	174



Mathematics							
	Below	Below %	At	At %	Above	Above %	Totals
Year 4	27	16.00%	100	58.00%	46	27.00%	173
Year 6	22	14.00%	89	58.00%	43	28.00%	154
Year 8	40	23.00%	76	43.00%	60	34.00%	176



## Inclusive Practices Survey Summary

The Inclusive practices tool is designed to gather perceptions of stakeholders as to how well all students feel involved in all aspects of school life. This report is from the learners' perspective and explores these themes:

1. **Presence:** all students are welcome to enrol and be included at their local school
2. **Participation** (and engagement): all students take part in all aspects of school life (e.g., both curricula and extra-curricular activities)
3. **Learning** (and achievement): all students' learning needs are recognised and met

The aggregate report is for primary/intermediate age students. It provides an opportunity to understand and interrogate the areas of surprise, contradiction, or concern across the schools, while remembering different schools can be at different ends of the continuum of practice. This makes the document useful to identify good practice that can be analysed and shared.

The heart of an inclusive curriculum is how well teachers know their students.

Theme	Questions
<p><b>Presence</b></p> <ul style="list-style-type: none"> <li>- approx 75% of students feel welcome and safe at school. They acknowledge they're encouraged to get along</li> <li>- approx. 72 % of students acknowledge teachers let them know it's OK to be different yet only 65% feel they can be themselves</li> <li>- 66 – 70% of students feel their ideas are listened to either about worries or their learning</li> </ul> <p>Only 41% of students feel teachers are interested in them and where they come from, therefore what they bring with them</p>	<p>The expectations seem to be in place for an inclusive curriculum, as the majority of students feel it – if up to 25% don't, how are teachers checking in on individuals, monitoring and checking their perceptions?</p> <p>Around 2/3's of students feel their ideas on things are valued – who are they? what are the opportunities where students contribute? do they suit the bold and confident? how can 34% feel marginalised and what does this mean for the levels of trust between student and teacher – required for risk-taking, required for learning?</p> <p>If 'knowing my students well' is the heart of an inclusive learning environment, what do teachers value in what they know about their students – is it driven by academic capabilities or is there a broader expectation of what teachers ought to know?</p> <p>What impact does not feeling visible for 'who I am' have on a student's learning? What do students feel is valued about themselves?</p>

<p><b>Participation</b></p> <ul style="list-style-type: none"> <li>- over 80% of students feel their family are welcome in the school and treated with respect</li> <li>- 78% of students feel they are encouraged to join in a broad range of activities and that their learning helps them to get better at things</li> <li>- 68% of students feel supported to develop social problem solving skills and that students do help each other</li> <li>66 – 70% feel their ideas about learning are listened</li> <li>58% of students are interested in what they are learning about</li> </ul>	<p>Policies and practices for welcoming whanau into the school seem to be working for most students – in terms of the conversations that are had with parents, how much is focused on learning about the student in their own environments?</p> <p>Could the good relationships with most families be used to improve knowledge of culture and family background which may, in turn, impact the learning contexts that might improve student interest? What is the quality of the conversations in classrooms – how do teachers plan for student contribution (KCs)?</p> <p>Do students have expectations of what the school wants but not all feel it is working from their point of view?</p>
<p><b>Learning</b></p> <ul style="list-style-type: none"> <li>- 81% of students feel they learn to accept other’s ways of doing things</li> <li>69 - 72% feel students and teachers care about each other and they have a sense of belonging in the classroom</li> </ul>	<p>How have teachers achieved this perception for those students who feel positive about teachers’ intentions for a caring and supportive environment – who are the students who feel marginalised and why?</p> <p>What do teachers value in their interactions with students?</p> <p>What is celebrated as learning – is it broad enough to include all learners?</p>