



Focusing on:

Hauora

Culturally Responsive
Practice

Transitions

Digital Fluency

To raise achievement for all students and address our achievement challenges

Strategic Review September 2019

www.waimeacol.org

This milestone report outlines the progress of the Waimea Kāhui Ako.

Principal Leads appointed:
Achievement challenges ratified: July 2017
Across School Teachers employed: October 2017
Within School Teachers employed: December 2017
First teacher only day of all 12 schools: February 2018
Vision developed: April 2018
Strategic plan shared: August 2018
First milestone report: July 2019

Quick Links

CoL Website



Vision



Strategic Plan



CoL Team



2019 Dates



Waimea Kāhui Ako 2019

Our vision for the Waimea Community of Learners/Kāhui Ako is to create pathways to success for all our students through strong and purposeful partnerships that improve learning within and across our early childhood centres and schools.

Inquiry Process

used to identify and share strengths within our Kāhui Ako



Evidence based



Collaborative



Making links between schools

Themes

identified by our teachers, as how to raise achievement for all students

Hauora

Culturally Responsive & Relational Pedagogy

Transitions

Digital Fluency

Achievement Challenges

identified by our data, across schools and levels

To improve achievement in writing for boys in Years 1-10

To reduce the gap between the achievement of males and females at NCEA Years 11-13

To improve the educational outcomes for Māori students Years 1-13

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Why?

Our vision for the Waimea Community of Learners/Kāhui Ako is to create pathways to success for all our students through strong and purposeful partnerships that improve learning within and across our early childhood centres and schools.

What?

Achievement Challenges

- To improve achievement in writing for boys in Years 1-10
- To reduce the gap between the achievement of males and females at NCEA years 11-13
- To improve the educational outcomes for Māori students in Years 1-13

How?

In response to teacher voice across our 12 schools, across school inquiries fell into 4 themes: Within School Teachers are leading collaborative inquiry in their own schools under these 4 themes, with Across School Teachers facilitating each theme.

KĀHUI AKO KI WAIMEA - WAIMEA COMMUNITY OF LEARNING
Strategic Plan 2019-2020



Our strategic plan explores these area in greater detail. The strategic plan and our inquiries are linked on our website.

The Team:

Stewardship Group	John Maguire, Lisa Dunn, Maureen Phillips, Brenda Ellis , Natalie Doty, Marina Tristram
Co-Leaders	2017-2018: Peter Verstappen, John Armstrong 2019-2020: Glenda Earle, Janine Higgins
Support Principals	2017-2018: Dave Sampson, Graham Avery 2019-2020: Peter Verstappen, Justine McDonald
Across School Teachers	2018: Gus Shirley, Sarah Rankin, Andrew Ricciardi, Janine Higgins, Glenda Earle 2019: Gus Shirley, Sarah Rankin, Andrew Ricciardi, Tania Alesana, Nic Walker (Glenda/Janine shared role)
Expert Partner	2017-May 2019: Dr Camilla Highfield
Within School Teachers	30 positions (several shared) with at least one in each of our 12 schools.
Communication	<ul style="list-style-type: none">• CoL Update newsletters• Principal meetings• Across School Team hui• Within School Teacher hui

Upskilling of teachers to support learning opportunities for students

Teacher Only Day Term 1 2018	Keynote speakers: Nathan Wallis Marcus Akuhata-Brown	All teachers in our schools have been offered professional learning opportunities to enhance teacher capacity in the areas of focus for our schools. Our philosophy of focused choice for schools and teachers, as well as removing workload when adding PLD, is central to our professional learning planning.
Connect Week: Term 3 2018	<ul style="list-style-type: none"> ● The Changing Role of Middle Leaders (Nick Major, CORE Ed) ● Seesaw App for Sharing Learning (Alannah King, CORE Ed) ● Precision Teaching (Sarah Wilkens & Karen Cooper, RTLB) ● Mindfulness (Tim Wright, Waimea College) ● The Changing Role of Middle Leaders (Nick Major, CORE Ed) ● Digital Tools to Engage Boys in Writing (Nicki Tempero, CORE Ed) ● SENCO Connect (Gus Shirley, Waimea Kāhui Ako) ● Precision Teaching (Sarah Wilkens & Karen Cooper, RTLB) ● Te Reo Māori (Tania Alesana, Waimea Intermediate) ● Teacher Inquiry that Raises Achievement (Dr Camilla Highfield, Sarah Rankin, Glenda Earle) ● Pedagogies Known to be Effective for Māori Students (Sharyn Gibbens, RTLB) ● Digital Tools to Engage Boys in Writing (Nicki Tempero, CORE Ed) ● Digital Technology Curriculum Y1-10 (Janine Higgins, Waimea Int) ● Zones of Regulation (Shelly Paul & Sarah Etchells, RTLB) 	
Connect Week Term 1 2019	<p>Netsafe Event: 3 presentations for school leaders, teachers and parents</p> <ul style="list-style-type: none"> ● Collective Libraries using Book Creator (Allanah King, CORE Ed) ● Scratch Programming (Karl Summerfield, CORE Ed) ● E-Learning Tools (Phillipa Hood, Saint Paul's Catholic School) ● Coding & Robots in Primary School (Ryan Higgins, Richmond Primary) ● Digital Tool Sharing (Hannah Douglas, Henley School) ● Insert Learning (Allanah King, CORE Ed) ● Y9-10 Digital Curriculum Integration (Karl Summerfield, CORE Ed) ● Digital Tools to Integrate into your Programme (Nicola Gibellini, Waimea College, & Sarah Rankin, Garin College) ● Bits, Bytes & Byte Arrays (David Dewhurst & Amy Cornelisen, Garin) ● Learning Portfolios with Google Sites (Sami Tangimetua, Waimea Int) ● Etap SMS (Andrew McFarlane, Etap) ● College Curriculum Integration (Amy Cornelisen & David Dewhurst, Garin) 	
Poutama Pounamu	First cohort began Term 4 2018. 8 teachers and their akonga groups are trialling this PLD, with the aim of sharing learning with others and promoting the programme so that other cohorts will follow.	
Etap SMS	<ul style="list-style-type: none"> ● Workshops offered for SENCOs and for teachers involved in Y6-Y7 transition. ● Transition markbook developed to share information between Y6-Y7 	
Leadership	Leadership and coaching workshops offered to school leadership teams. DP Connect, networking for Deputy Principals.	
Digital Technologies	MoE funded PLD hours successfully applied for. Primary and intermediate school IT leads have 3 strategic planning workshops, led by CORE Education facilitators. All teachers invited to attend workshops aimed at the level they teach: Y1-2, Y3-4, Y5-6, Y7-8. Colleges applied for and managed their own hours.	

Gathering evidence to support research and initiatives to improve learning outcomes

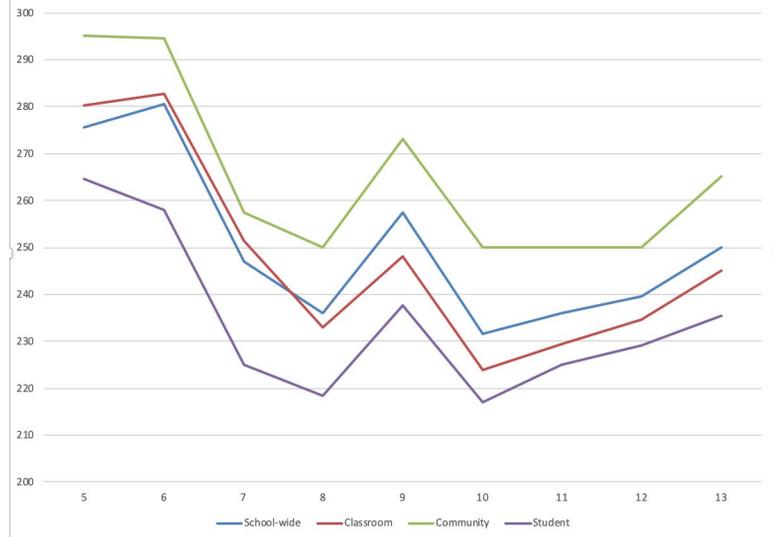
Evidence gathered across schools and levels, using evidence-based tools and approaches.

Hauora

Wellbeing@school Survey

Students in Years 5-13 completed the Wellbeing@School Survey in 2018.

While results were generally positive, student prosocial behaviour needs to be an area of focus across all levels and transition points are key.



Next step: we have applied for a faculty research development fund, through the University of Auckland to assist with our inquiry in this area.

CRP4RP

CRRP Survey

The CRRP survey was developed by Auckland University's Team Solutions group.

Teachers, whanau and students in Years 5-10 completed the CRRP Survey in 2019.

The survey was completed by a total of 1335 students across the Waimea Kahui Ako (the vast majority in years 5-10) of which 12% identify as Maori in June and July, 2019.

The survey was completed by 218 teachers - 51% of these were from college teachers (this would be expected given the varying sizes of our schools).

For most of the questions the Maori and non-Maori students responded similarly (when aggregating the **Mostly** and **Always** figures). The biggest differences in perceptions of the effectiveness of teaching were between students and teachers.

Transition

Transition inquiries were initiated in 2018 at the early childhood to primary school level and from year 6 to year 7. The data has provided evidence for focus areas at these key transition points. A year 8 to Year 9 transition inquiry has begun.

Focus areas that came from the data:

- What is school readiness?
- Information sharing - what information is shared? Who is it shared with? Is this consistent across the Kahui Ako?
- What culturally responsive practices are considered within the transition process?
- How is student / whanau voice captured within the process?
- What changes / practices / support will reduce the anxiety that some students and their whanau feel at times of transition?

Changes to date:

- ECE cluster group established to focus on outcomes of transition inquiry
- SMS used to provide consistency of information sharing at Year 6-7
- Changes made to transition processes from year 6-7
- Effective ways of communicating with family / whanau identified

Digital

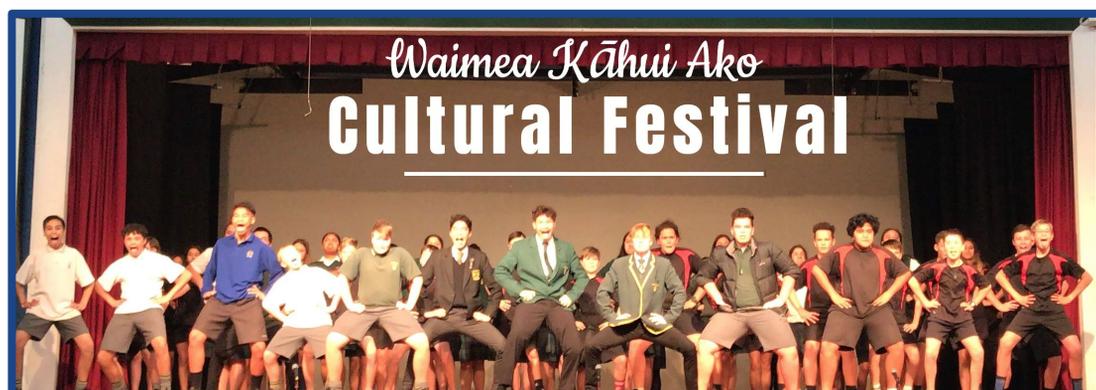
The digital inquiry is focused on improving the digital fluency of teachers to better meet the needs of their students (engagement, achievement, connections, relevance). Feedback from a survey of IT Lead teachers in schools in mid 2017 indicated that the area of greatest concern was the new Digital Technologies curriculum content. Therefore, the focus became how to enable teachers who are already digitally reluctant to make accelerated progress in digital fluency and develop the confidence and capability to deliver the DTHM curriculum (Y1-8).

Actions to date:

- Connect Week, Term 1 2019, provided teachers with a choice of 15 different digital workshops, as well as a Netsafe Event for school leaders, teachers, and parents.
- DTHM PLD application successful for 120 hours PLD for our 10 schools teaching Y1-8, structured so that IT lead teachers could strategically plan for their schools and that teachers could attend workshops with teachers of similar levels from other schools.
- Liaison with College PLD and shared facilitator, in order to make connections across levels within our Kāhui Ako for Digital Technologies.
- DT resources shared digitally via Kāhui Ako website: <https://www.waimeacol.org/digital-fluency>

Success/Evidence so far

- Upskilling of teachers in various areas to support learning opportunities for students
- Gathering evidence to support research and initiatives to improve learning outcomes
- Networking teachers across community and sectors to build collective efficacy
- Strategic plan has supported direction for KA and schools
- Professional learning for teachers / schools to support focus areas within annual plans
- DT professional development has provided support for schools to begin implementation of Technology curriculum in 2020
- Evidence from Year 6-7 transition surveys has enabled positive changes to process and to information sharing
- ECE sector is now formally included with KA
- Networking with Principals / SLTs allowing for clear communication and alignment of some initiatives across schools
- Development of leadership skills across our KA with support from CORE Education facilitation - with individual teams, WSTs, ASTs and middle management
- Cultural festival provided an opportunity for 350 students and teachers to celebrate Māori succeeding as Māori.
- WST and AST guidelines created and adopted in response to feedback for better role clarity and direction.



**Waimea Kāhui Ako Cultural Festival
July 2019**

The inaugural Waimea Kāhui Ako Cultural Festival took place on 28th June 2019, with students from 11 schools across our Kāhui gathering to share performances and artwork.

Many thanks to Across School Teachers, Sarah Rankin and Tania Alesana, for their organisation of the event. Thanks also to Waimea College for hosting, Faye Wilkinson for her support, student cultural leaders from Garin and Waimea Colleges for leading the event, and kaiako, tamariki and rangatahi from our schools for sharing in this day.

Feedback from classroom teachers in our schools

- *“The shared PD has allowed for collaboration and a sharing of resources and positive practice. I have taken this into my classroom, shared it with whanau and colleagues within my school and others.”*
- *“I think it’s really great that as a joint force we can get some very top mark speakers to our area eg. Nathan Wallace and Marcus Akuhata-Brown.”*
- *“I have become more aware of how pakeha NCEA is and I am making a conscious effort to include more Te Reo in my teaching. I also would like to add more of te ao Maori and te matauranga Maori in my teaching.”*
- *Connect week: “The courses themselves are a great way to network with fellow teachers and this is a valuable bonus for me. I always pick up other (often unrelated) ideas from other teachers attending the course/PD.”*
- *“I have established relationships with other teachers within our Kāhui Ako who have been able to share their knowledge and support me in implementing new initiatives at my school. For example the mihi whakatau, akonga group for Poutama Pounamu.”*
- *“Having similar PD for example the zones of regulation will benefit children as they transition through schools within the Kāhui Ako with some shared understanding of the language and expectations around the zones and building emotional intelligence.”*
- *“Gaining support and drawing upon those with experience and the knowledge for the teaching of Te reo Maori and tikanga is important. In order for us to grow this skill set in our individual kura it’s important to feel supported and encouraged to continue developing our confidence and knowledge in this area.”*
- *“It’s great to have such a range of PD offered at times where we can attend without cost to the school.”*
- *“I am now more focused on ensuring that perspectives are clearly integrated into all of my teaching programmes. DT has become a regular class learning programme since the start of 2019.”*

Where to next?

Our Principals' strategic planning workshop, held at Salisbury School in September, indicated some clear points of future direction:

- Principals are keen to see the direction of the Kāhui Ako continue to be broad, with opportunities for schools to engage in aspects of the Kāhui Ako strategic plan that best fits their school.
- Current themes of Cultural Relationships for Responsive Pedagogy, Hauora and Transition (change name to 'pathways') are key for most schools. Digital Fluency has been a focus for many schools in 2019, with the introduction of the new Digital Technologies curriculum content. From 2020, the Digital Fluency theme could broaden to involve digital citizenship and teaching pedagogies in general.
- Several schools are interested in being involved in professional learning across schools and levels, using the Developing Mathematical Inquiring Communities model. This model uses culturally responsive teaching pedagogies to engage students, build teacher capacity, and raise achievement in Mathematics. Kāhui Ako leaders to investigate applying for facilitator hours for this.
- Connect weeks to continue as a valuable source of professional learning and connecting teachers across our schools.
- Across School Team to look at opportunities to engage iwi and community groups.
- Assessment is an area for further inquiry. Schools to possibly use a consistent assessment tool in order to ensure valid data collection, particularly at Years 6 and 8.
- Ministry of Education data indicated a need to look further into attendance rates across our schools, given the general downward trend.
- Pathways for our students continue to be a focus, with the need to build a common language from ECE - Primary utilising key competencies and Te Whariki
- Restorative practice could be a common framework across our kāhui for social competencies.
- Principals to continue to build on communication channels between our schools at leadership, teacher and student level.

Where to next?

Across School Inquiries:

Transition - Monitor and strengthen practices and processes for major transition points. Value and spread models of good practice. Examine learnercy/values models utilised and investigate ways they could best be aligned or recognised.

Hauora

Expand the Tuakana-teina project. Some schools will be working with Ara Simmonds (CORE Education) on a well-being toolkit project, to be trialled and shared.

Culturally Responsive and Relational Pedagogy

Continue with the current Poutama Pounamu intake. Across School Teachers to offer to share this mahi with schools who have not been involved to date.

Cultural Festival planned for 2020, with a similar format to 2019. Plans to involve more whanau in this.

Waimea Kāhui Ako haka to be taught to all schools and explore a waiata also.

New PLD opportunity available: some aspects of Poutama Pounamu, in a 12 month, 5 module course. This will be made available to any schools who wish to be involved.

Continue to work with Sivina Jacobs (external facilitator) on improving the understanding of Cultural Relationships for Responsive Pedagogy in our schools.

Digital Fluency - Digital Technology lead teachers to meet in 2020 to share implementation of curriculum content in their schools, planning and resources. Begin mahi on digital citizenship across schools and levels.

Supporting the Development of Collaborative Practice in Kāhui Ako

Self-evaluation tool, completed with our expert partner, Dr Camilla Highfield

The Development Map on the following pages is a tool to help Kāhui Ako understand where they are at now, and where they might decide to head in the future in the development of collaborative practice as they shift from a group of independent education providers to a collaborative network. The blue circles indicate where we have self-evaluated the Kāhui Ako to date and the honey comb indicates next steps for each domain. The fully functioning stage is very different to how teaching and learning is organised today. Progression against some domains may take years before a Kāhui Ako is in the fully functioning stage.

Teaching collaboratively for the best learning outcome for every child

DEVELOPMENT STATEMENTS DOMAIN 1

Teaching collaboratively for the best learning outcome for every child

As you work through the map, ask yourselves 'What stage of development are we at?' and 'Is what we are doing within our Kōhūi Ako making a difference to the progress and achievement of every child and young person?'



Evidence and Analysis - implementing plan with some exemplary practice. Sharing good practice. Unpacking what a local curriculum should look like.

Next: Pockets where it is embedded and areas where it is not, are not consistent. Use Within School Teachers and Across School Teachers to help build more consistent capability.

Leading for progress and achievement for every child and every teacher.

DEVELOPMENT STATEMENTS DOMAIN 2

Leading for progress and achievement for every child and every teacher

As you work through the map, ask yourselves 'What stage of development are we at?' and 'Is what we are doing within our Kōhūi Ako making a difference to the progress and achievement of every child and young person?'

Establishing

Achievement challenges, recruitment and planning.

Developing

Shifting from cooperating to collaborating on what matters most.

Embedding

Collaborating leads to collective impact on children and young peoples learning.

Fully Functioning

Collaboration is focused, systemic, sustainable and responsive.

1. LEADERSHIP DEVELOPMENT

We are identifying the roles and responsibilities of leaders in the Kōhūi Ako and identifying what leadership skills, knowledge and attributes we want in our Kōhūi Ako Leader, Across and Within School Teachers.

Our Leaders are learning from each other.
We are supporting our Kōhūi Ako Leader, Across and Within School Teachers to establish themselves as leaders of learning.

We are growing leadership capability across the community.
Our Leader, Across, and Within School Teachers are leading change across the Kōhūi Ako.

Our Kōhūi Ako has a strong leadership capability that is self-sustaining. Our Leaders support and encourage professional growth across the Kōhūi Ako.

2. COLLECTIVE PURPOSE, FOCUS & RESPONSIBILITY

We are finding common ground and agreeing how to work together to achieve our goals.

We have a shared purpose and an established way of working together.
Our people are engaging with and influencing the shared purpose and vision.

We have a clear vision and purpose developed with, and owned by, the wider community.
Our leaders have strong and trusting relationships and are leading the community together.

Our Leaders lead with manaakitanga. They hold themselves accountable for achieving our communities vision for all of our children and young people.

Evidence and Analysis: High trust across ASL's. Developing trust with Principals. Leadership has been an area of growth for everyone. Shared purpose and strong and trusting relationships but not in the wider community yet.

Next Steps:

Pockets where it is embedded and areas where it is not, are not consistent. Use Within School Teachers and Across School Teachers to help build more consistent capability.

Evidence guiding our practice and actions

DEVELOPMENT STATEMENTS DOMAIN 3

Evidence guiding our practice and actions

As you work through the map, ask yourselves 'What stage of development are we at?' and 'Is what we are doing within our Kāhui Ako making a difference to the progress and achievement of every child and young person?'

Establishing
Achievement challenges,
recruitment and planning

Developing
Shifting from cooperating
to collaborating on what
matters most.

Embedding
Collaborating leads to
collective impact on children
and young peoples learning.

Fully Functioning
Collaboration is focused,
systemic, sustainable and
responsive.

1. DATA COLLECTION AND MANAGEMENT

We are identifying what data and evidence our members collect, what is useful for Kāhui Ako purposes and how we safely share this information.

We are exploring how we can improve the quality of our data and evidence, and how we can improve the way we collect and share data.

We are improving the quality of our data and evidence.
We have sustainable systems in place for data collection and management.

We make adaptations to our data collections when needed and are confident in the quality, relevance and security of the data we collect.

2. USING EVIDENCE & DATA TO MONITOR PROGRESS AND LIFT ACHIEVEMENT

We are using data and evidence to set our achievement challenges and inform our action plan.

We are measuring student attainment and progress against our achievement challenges. Both in our own organisations and our Kāhui Ako.

We are using broad and reliable data and evidence to evaluate and inform our actions.

Data and evidence is the major driver of practice in our Kāhui Ako.

Evidence and Analysis:

Improving the quality of the data and good systems in place. CRRP survey increasing the range of data and Well-being@School survey has been used to inform projects. Data collected has informed the 're-set' goals for the Kahui Ako.

Next Steps:

School-based achievement data has not been linked across schools or collected in relation to the initial Kahui Ako goals.

Pathways, developing and connecting along the whole educational journey for every child.

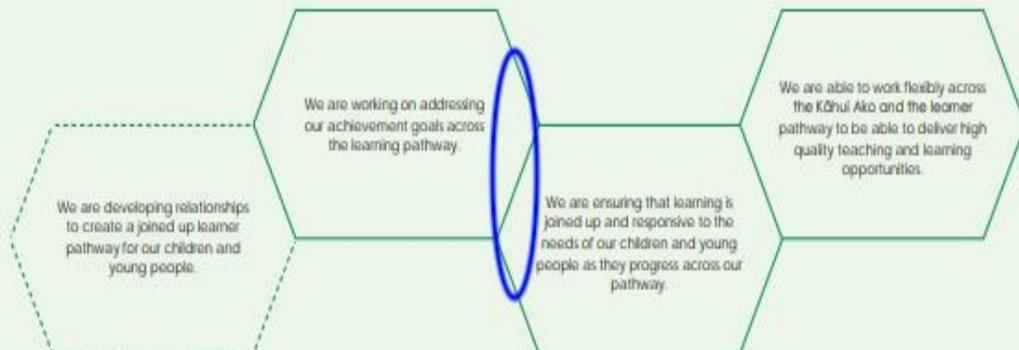
DEVELOPMENT STATEMENTS DOMAIN 4

Pathways developing and connecting along the whole educational journey for every child

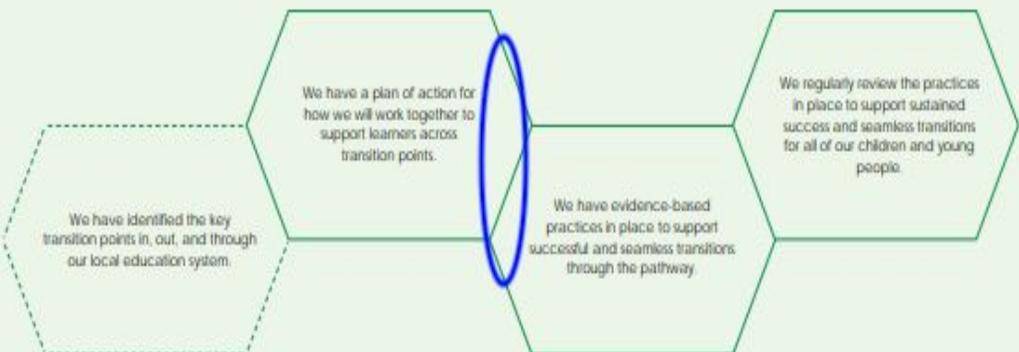
As you work through the map, ask yourselves 'What stage of development are we at?' and 'Is what we are doing within our Kāhui Ako making a difference to the progress and achievement of every child and young person?'

Establishing Achievement challenges, recruitment and planning.	Developing Shifting from cooperating to collaborating on what matters most.	Embedding Collaborating leads to collective impact on children and young peoples learning.	Fully Functioning Collaboration is focused, systemic, sustainable and responsive.
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1. INTEGRATING THE LEARNING PATHWAY



2. SUPPORTING TRANSITIONS



Evidence and Analysis:

We have conducted rigorous data collection from students and whanau in order to improve practices. New practices are being established which are having a positive impact on transitions for students.

Next Steps:

Sharing achievement data to promote student achievement.

Partnering with families, employers, iwi and community.

DEVELOPMENT STATEMENTS DOMAIN 5

Partnering with families, employers, iwi and community

As you work through the map, ask yourselves 'What stage of development are we at?' and 'Is what we are doing within our Kōhūi Ako making a difference to the progress and achievement of every child and young person?'



Evidence and Analysis:
Netsafe presentations for parents / whanau.

Next Steps:
Making some changes but that is not yet impacting on students. Iwi relationships are establishing in Stoke and Nelson...a slow process but is underway.

Building a thriving community of learning/kāhui ako

As you work through the map, ask yourselves 'What stage of development are we at?' and 'Is what we are doing within our Kāhui Ako making a difference to the progress and achievement of every child and young person?'

DEVELOPMENT STATEMENTS DOMAIN 6

Building a thriving Community of Learning | Kāhui Ako

Establishing
Achievement challenges,
recruitment and planning.

Developing
Shifting from cooperating
to collaborating on what
matters most.

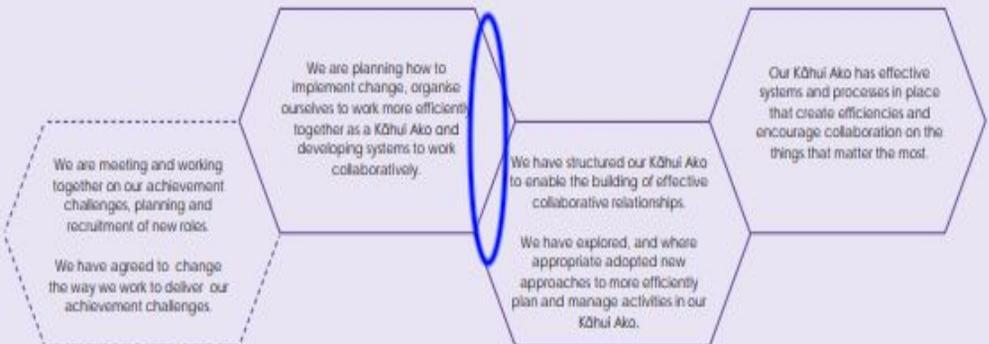
Embedding
Collaborating leads to
collective impact on children
and young peoples learning.

Fully Functioning
Collaboration is focused,
systemic, sustainable and
responsive.

1. CULTURE OF TRUST



2. PLANNING AND DELIVERING TOGETHER



Evidence and Analysis:

Definitely building trust in culture across the kahui - eg cross sharing workshops.

Next Steps:

Developing levels of a culture of collaboration but still pockets of resistance. Work happening on understanding what the Kahui could do to adapt and work for current resisters. Focus on lifting attainment for the most vulnerable.



Waimea Kāhui Ako

www.waimeacol.org

Communication:

- CoL Update newsletters
- Principal meetings
- Across School Team hui
- Within School Teacher hui