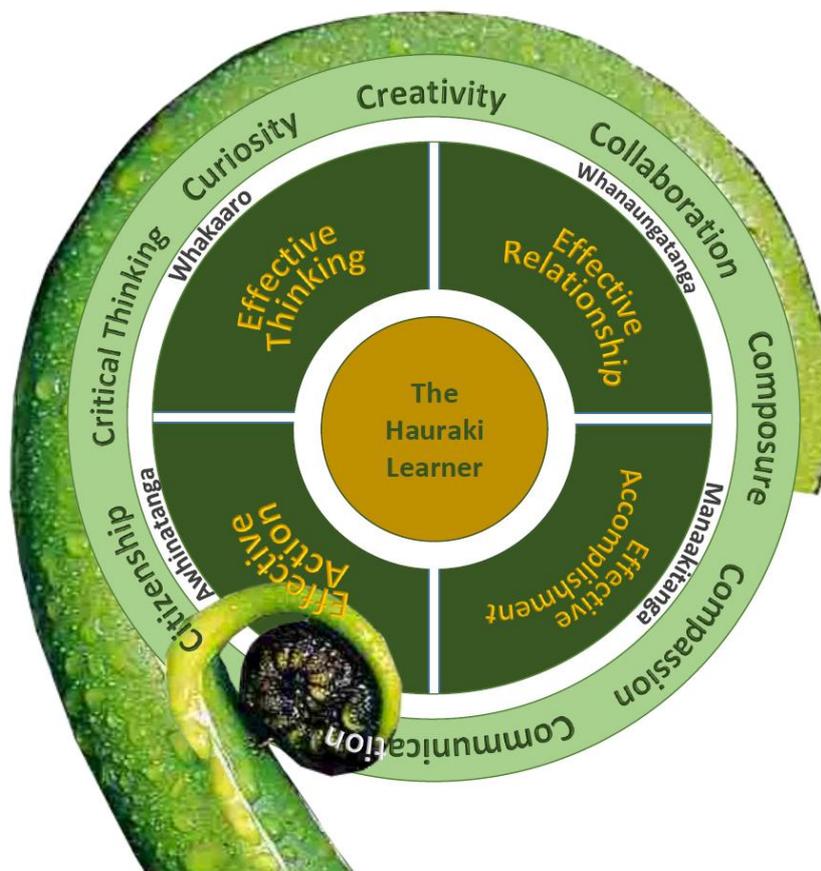


The Hauraki Community of Learning



The focus of our achievement challenges is literacy and numeracy, equitably attained by all learners with a specific focus on Māori, as essential for accessing current and future learning opportunities. Underpinning these challenges, it is our collective understanding that the root cause of underachievement is fundamentally attributable to the lack of key capabilities in students which are essential both now and in their future lives. As the NZC makes explicit, the capacity to manage oneself, relate to others effectively and participate and contribute, for example, has a direct impact on student learning and achievement.

The NZC expects all learners to progressively become confident, connected, actively involved and lifelong learners as they undertake the learning pathways through primary and secondary school. To this end, an ideal of the *Hauraki Learner* has been developed as a common framework of language and understanding to work from. The *Hauraki Learner* is based on four capabilities which are high order skills that are needed for a flourishing life¹:

- Effective Thinking (e.g. critical thinking, design thinking, problem solving, habits of mind).
- Effective Action (e.g. mindset, project management, resilience, entrepreneurship).
- Effective Relationships (e.g. communication, collaboration, empathy, conflict resolution).
- Effective Accomplishment (i.e. doing projects in the real world).

Critical to effective thinking, effective action, effective relationships and effective accomplishment, are the 7 C's i.e. communication, collaboration, composure, creativity, curiosity, critical thinking, compassion and citizenship². These are considered to be essential attributes needed for lifelong learners and contributing citizens of the 21st century.³

1. Prensky, Marc (2014). *The World Needs A New Curriculum*.
2. Robinson, Ken (2015). *Creative Schools*.
3. Hipkins et al, (2015). *Key Competencies for the Future*.

**The Hauraki Community of Learners
Achievement Challenges**
(Target group: Priority learners with a specific focus on Māori)

Achievement Challenge: Reading

Target: By 2017, 85% of all Years 1 – 8 learners (including 85% Maori) will be at or above national standard in reading. *

Reading	Māori			All Students		
	At or above	Total Students	%	At or above	Total students	%
2014 - Actual	158	231	68.4%	624	848	73.6%
2015 – Path or projected progress	171	231	73.9%	656	848	77.4%
2016 – Path or projected progress	184	231	79.5%	689	848	81.2%
2017 - Target	196	231	85.0%	721	848	85.0%
Shift per year	13		5.5%	32		3.8%

Achievement Challenge: Writing

Targets: By 2017, 85% of all Years 1 – 8 learners (including 85% Māori) will be at or above national standard in writing. *

Writing	Māori			All Students		
	At or above	Total Students	%	At or above	Total students	%
2014 - Actual	141	234	60.3%	576	848	67.9%
2015 – Path or projected progress	160	234	68.5%	624	848	73.6%
2016 – Path or projected progress	180	234	76.8%	673	848	79.3%
2017 - Target	199	234	85.0%	721	848	85.0%
Shift per year	19		8%	48		6%

Achievement Challenge: Mathematics

Target: By 2017, 85% of all Years 1 – 8 learners (including 85% Māori) will be at or above national standard in mathematics. *

Mathematics	Māori			All Students		
	At or above	Total Students	%	At or above	Total students	%
2014 - Actual	159	233	68.2%	628	848	71.4%
2015 – Path or projected progress	172	233	73.8%	659	848	77.7%
2016 – Path or projected progress	185	233	79.4%	690	848	81.4%
2018 - Target	198	233	85.0%	721	848	85.0%
Shift per year	13		6%	31		3.6%

* The data is based on 2014 information only and will be revised as soon as 2015 confirmed data is available.

Achievement Challenge: Pathways

The Hauraki Community of Learning acknowledges that there remains a need to focus on NCEA Level 2 student achievement, particularly in relation to Māori Learners. The rate of progress in NCEA Level 2 achievement for the Community of Learning is now considered sustainable as part of business as usual; the Hauraki Community of Learning will specifically focus on other achievement challenges at senior secondary level of the student pathway.

Target: 1) By 2017, 75% of all school leavers (including 75% of Māori) will have achieved at least one Vocational Pathway endorsement*.

School Leavers with NCEA Level 2 Vocational Pathway Endorsement	Māori			All Students		
	Achieved	Total Students	%	Achieved	Total students	%
2014 - Actual	0	32	0%	0	150	0%
2015 – Path or projected progress	8	32	25%	37	150	25%
2016 – Path or projected progress	16	32	50%	74	150	50%
2017 - Target	24	32	75%	112	150	75%
Shift per year	8		25%	37		25%

* The data is based on 2014 information only and will be revised as soon as 2015 confirmed data is available.

Target: 2) By 2017, 90% of school leavers (including 90% of Māori) pursue a pathway option aligned with their aspirations, strengths and interests until at least 16 months after leaving school#.

School Leavers pursuing aligned pathways for at least 16 months	Māori			All Students		
	Achieved	Total Students	%	Achieved	Total students	%
2015 – Actual#	19	32	60%	90	150	60%
2016 – Path or projected progress	24	32	75%	113	150	75%
2017 - Target	29	32	90%	136	150	90%
Shift per year	5		15%	23		15%

Evidence of achievement for this target would include a learning and pathway progression plan in place for all students from year 7 that is evolved and adapted as part of each students' portfolio. Additionally, achievement of this target would require at least 90% of all school leavers to have:

- Appropriate qualifications for their identified pathway(s) (with a minimum benchmark of NCEA Level 2 or equivalent)
- Full time employment or tertiary level learning (apprenticeship, university or polytech) aligned to a planned pathway option for at least 16 months after leaving school.

This achievement challenge would require tracking and supporting each student's destination and pathway development from at least year 7 right through to at least 16 months after leaving school.

A research element would also be integrated within this achievement challenge to determine factors impacting any student or leaver that does not pursue a pathway aligned with their aspirations, strengths and interests. This will then feed back into the schooling pathway programmes offered for all students across the Hauraki Community of Learning.

Extending the student pathway out 16 months from the time a student leaves school is a significant shift in focus for the Hauraki Community of Learning. There is limited valid data around this currently as it requires a change to what and how data is collected. As this achievement challenge requires pathway development within student portfolios from at least year 7 actual current attainment would be 0%, however it is considered valid that between 50-65% of current leavers would otherwise meet this criteria.

High Level Plan

In order to meet these achievement challenges the Hauraki Community of Learners intend to take the following actions:

- Analyse data across schools.
 - Establish a shared understanding of baseline data for numeracy and literacy from Year 1 to Year 13 and how that data might be analysed and shared effectively.
 - Develop a common format/ digital platform for each learner e.g. portfolios for demonstrating individual student progress
 - Identify individual learners below national standards and expectations
 - Developing a coherent approach to reporting data to community e.g. curriculum levels
- Develop a shared understanding of the four effectiveness capabilities
 - Unpack the relevant research of the nature of learning, the effectiveness capabilities and 21st century skills and attributes

- b. Develop a common understanding and language around the four effectiveness capabilities.
 - c. Establish a set of key performance indicators for each of the four effectiveness capabilities at each of the four critical stages:
 - i) Years 1 – 3: Ready to Learn. (We have identified that a disturbing number of learners enter primary school lacking basic skills required for readiness to learn)
 - ii) Years 4 – 6: Resilient in learning. (We have identified that lack of resilience and motivation is a general characteristic of this group.)
 - iii) Years 7 – 10: Collaborating for learning. (We have identified that a reluctance to work collaboratively and appropriately with others is a general characteristic of this group.)
 - iv) Years 11 – 13. Pathways for learning. (The need to develop pathways for learning and accomplish authentic projects in the real world is vital for this group of learners).
 - d. Explore curriculum contexts focused on real world authentic projects (including projects related to te ao Māori) to promote, enable and support the development of the four effectiveness capabilities in each learner.
3. Explore and share current learning and teaching practices.
- a. Develop a structure for a community of practice across the Hauraki schools.
 - b. Develop an inquiry approach to teaching and learning which will support students achieving in literacy and numeracy and enable the growth of the effectiveness capabilities.
4. Developing leadership capability.
- a. Develop evaluative capabilities e.g. self-review
5. Engaging community
- a. Developed shared agreements with parents and whānau on aspirations for all our young people.
 - b. In partnership with iwi, engage with the wider community ensuring we connect with and develop partnerships with, for example, early childhood centres and employers.

Intended Outcomes: what we will see happening differently

- All Hauraki learners, including boys, showing progress in reading, writing and mathematics, with a specific focus on accelerated progress for Māori.
- Each learner progressively developing in effective thinking, effective action, effective relationships and effective accomplishment in order to accelerate achievement.
- Māori achieving educational success as Māori with an emphasis on valuing and embedding identity, language and culture across all curricula in all schools.
- Māori students will gain the skills, knowledge and qualifications they need to achieve success in te ao Māori, New Zealand and the wider world.
- Common understanding, language, standards and assessment practices used by all teachers within schools, both in the primary and secondary sector.
- All students achieving the qualifications for further learning or full time employment.
- All learners developing as lifelong and lifewise learners with purposeful pathways to the future.
- Cross sector and inter-school collaboration to strengthen common understandings and 'best practice'.
- Strengthened relationships with iwi/ hapu/ whānau, early childhood, tertiary providers and employers.
- Each school's charter will reflect the Hauraki Community of Learners targets.

Professional Learning and Development Support

- Access Ministry of Education PLD in Curriculum Development / Accelerated Learning in Literacy & Mathematics in 2016.
- Collaborative partnerships with experts (eg NZCER) particularly around the development of the four effectiveness capabilities and a curriculum which supports this.¹

Notes:

¹ NZCER: Preliminary discussions with Rose Hipkin (NZCER); Jane Gilbert (AUT) and Ally Bull (Independent curriculum developer and advisor) suggest an interest in this project.