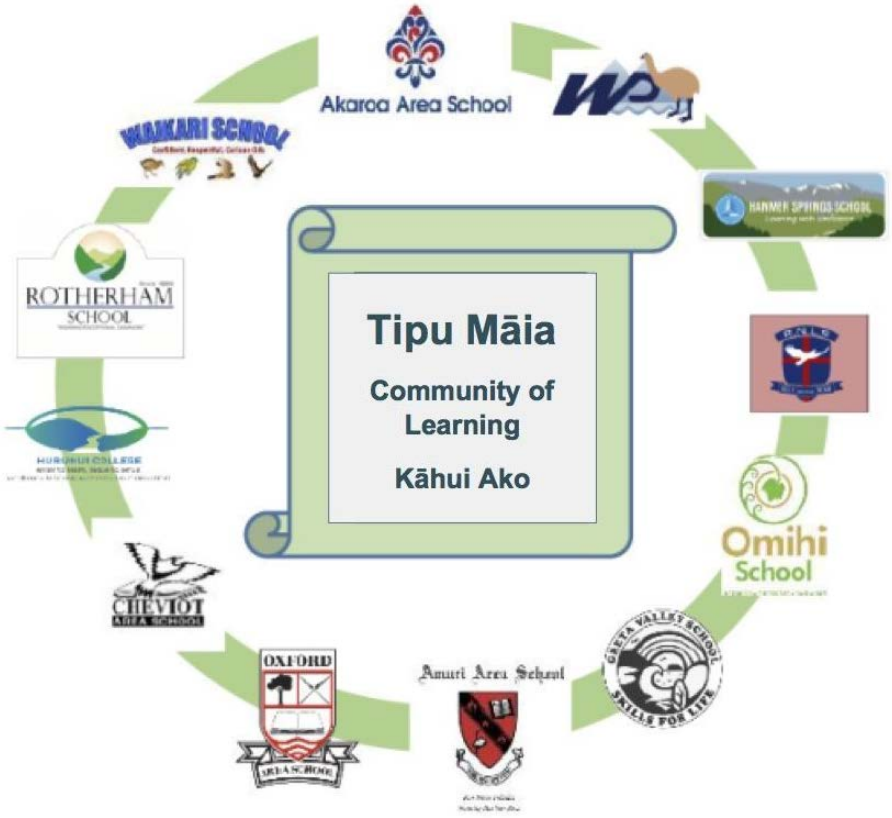
Tipu Māia

Kāhui Ako Community of Learning

Achievement Challenge Plan



Brave, capable, confident learners working together to enable high quality schools with excellent teaching to create the best future for each and every learner.

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Tipu Māia Kāhui Ako | Community of Learning

Vision

Succeeding Through Collaboration and Inquiry

Mission

Brave, capable, confident learners working together to enable high quality schools with excellent teaching to create the best future for each and every learner.

Goal

To increase overall student achievement for Years 1-13 students through agency, collaboration and engagement underpinned by inquiry as the levers to enable success. (ACE)

Our Community

The Tipu Māia Community is set mainly in rural North Canterbury. There is a large geographical boundary between the outlying schools in our community.

Tipu Māia - to grow strong- brave, capable, confident.

The student population is predominantly NZ/European: 83%, Māori: 13%, Pasifika and Asian students make up the remaining 4% in the 2016 cohort. The community consists of seven primary schools, six area schools and one Year 1-13 special character school. The schools involved in the Tipu Māia Community of Learning are: Greta Valley Primary, Omihi Primary, Waipara Primary, Waikari Primary, Waiau Primary, Rotherham Primary and Hanmer Springs Primary Schools. Area Schools include, Amuri, Cheviot, Oxford, Akaroa, Hurunui College and Rangiora New Life, Year 1-13. See Appendix #5 for individual school characteristics.

> ERO describe the Tipu Māia Kāhui Ako schools as: *"either rural or located in small towns with strong farming and /or a tourism focus. They tend to be the hub of the local area and well supported by members of the wider community. The schools' cultures are welcoming, supportive and inclusive" (February, 2015)*

The schools in the Tipu Māia area have a history of cooperation and collaboration; these schools have been working together as a Learning Community Cluster (LCC) since April of 2015. LCC's were established in the Canterbury region after the 2010/2011 Earthquakes to bring communities together to support each other to develop stronger relationships between schools and communities and to provide a more collaborative approach to professional development.

Nearly all of the students starting school in the Tipu Māia Community of Learning have participated in early childhood education (98%: April 2014 - March 2015). The Community is committed to creating links with early childhood education and invitations to join our community will be extended to Bright Horizons (Oxford) Little Oaks and The Tree Hut, (Cheviot) Polka Dots, (Culverden) and Tree Bears, (Hanmer Springs) to join with us. The community will establish links with tertiary and vocational institutions where possible. Links with Ara Institute of Canterbury have already been established with Greta Valley Primary, Omihi Primary and Waikari Primary Schools.

Theory of improvement

We propose agency, collaboration and engagement as key drivers for improvement. We believe that if we focus on developing agency, collaboration and engagement, initially through the context of writing across the curriculum, then we will see increases in student achievement not only across writing but also in mathematics, and NCEA. These strategies are underpinned by an inquiry process (Spiral of Inquiry) that informs our thinking, learning and professional decision-making. We will use inquiry to understand our Achievement Challenges in depth in order to clarify the existing problem. Once the problem definition is clear, we will ensure that the strategies and drivers selected as a solution align with this definition. In addition, we will determine indicators of success and implement a monitoring and evaluation process to ensure that improvement occurs for our target learners.

Our Achievement Challenges and Targets

We have identified three key achievement challenges initially using the 2012-2015 cluster data, and then checked with our current 2016 data. These challenges include the Writing and Mathematics Curriculum areas and School Leaver rates. We have not highlighted Reading as a focus, given that achievement rates are higher and our drivers of change are expected to shift achievement in Reading. However we will monitor ongoing achievement levels and address this area as necessary.

Within each of these achievement challenges, the Tipu Māia Kāhui Ako has identified specific groups of target students. We understand that our underachieving students will need to show accelerated progress in order for our targets to be met. By the end of 2020, we challenge ourselves to raise the achievement of our students so that at least 85% are achieving At or Above expected National Standards.

We believe the strategies used to target boys and Māori students in writing will lift the achievement for all through improved teacher and leader practices across all our schools.

Current summary data: Tipu Māia Kāhui Ako/Community of Learning

Year 1-8 % At or Above National Standards			
2016	**Writing**	**Reading**	**Mathematics**
All	73.0	80.1	75.6
Girls	80.5	84.0	74.6
Boys	65.3	76.1	76.6
Māori	67.2	72.5	68.6
Pasifika	50.0	75.0	56.3
Asian	62.7	78.0	67.8
NZ European	75.1	82.0	77.8

Writing Challenge

Context
In our Community of Learning there are 1391 Year 1 – 8 students; 297 Year 9 & 10; and 433 Year 11-13 students. Achievement in writing is the greatest challenge for us.
Our challenge is to raise writing achievement across Tipu Māia Kāhui Ako Years 1 - 10 with a particular emphasis on boys, Māori and Year 9 & 10 students who are currently underachieving.

Baseline data - 2016

- Across our community 73% (1015/1391) of our Years 1-8 students are achieving At or Above the National Standard in Writing. Our challenge is to raise this to 86% (1192/1391) by 2020.
- Our data also shows that our boys achievement is lower than for girls. Of the 376 students currently achieving Below or Well-below the expected National Standards, 240 are boys and 136 are girls. Our challenge is to raise the achievement of these students and reduce the gender achievement gap.
- Additionally, our Years 1-8 data shows that Māori, Pasifika, and Asian students are overrepresented in the Below and Well-below categories for writing. Our challenge is to reduce this achievement gap.
- Our e-AsTTle data at the end of Year 10 shows that 63% (87/138) of students are achieving at Level 5 of the curriculum in writing. Our challenge is to have at least 85% (117/138) of all students achieving at or above Level 5 in writing by the end of Year 10.

Target Years 1-8

- **All students**
  We aim to lift the achievement of our Years 1-8 students from 73% (1015/1391) so that at least 86% (1192/1391) are achieving At or Above the expected standards. This is a shift of 13% overall (177 students) by the end of 2020.
- **Boys**
  We aim to lift the achievement of our Years 1-8 boys from 65% (452/692) to 80% (554/692) by the end of 2020. This is a shift of 15% (102 boys).
- **Māori**
  We aim to lift the achievement of our Māori students from 67% (129/192) to at least 85% (163/192) by the end of 2020. This is a shift of 18% (34 students).

Target Year 10

- We aim to lift the achievement of our students achieving At or Above Level 5 of the writing curriculum by the end of Year 10 from 63% (87/138) to 85% (117/138) by the end of 2020. This is a shift of 22% (30 students).

Years 1-8 target data: Shifts required to reach 86% in Writing

Writing Yr 1-8	Actual At/Above 2016		Target 2017		Target 2018		Target 2019		Target 2020		Total % shift (#)
	#	%	#	%	#	%	#	%	#	%	
Total for CoL	1015 /1391	73%	1049 /1391	75%	1107 /1391	80%	1150 /1391	83%	1192 /1391	86%	**13% (177)**

Writing achievement data – Years 1-8

Percentage of students at or above National Standards in Writing

	Tipu Maia Community of Learning				
	2012	2013	2014	2015	2016
All students	77.4	76.5	70.1	74.2	73.0
Girls	85.1	84.8	78.5	80.8	80.5
Boys	70.2	68.8	62.2	67.6	65.3
Māori	71.1	71.3	65.0	76.0	67.2
Pasifika	100.0	55.6	46.2	58.3	50.0
Asian	N/A	75.8	71.4	62.7	62.7
Other	78.0	83.1	83.3	90.0	64.7
European	N/A	77.0	70.4	74.3	75.1
Year 1	89.1	84.9	83.2	86.2	83.1
Year 2	83.9	89.2	73.9	79.5	69.3
Year 3	79.0	79.7	76.3	79.6	76.2
Year 4	77.7	69.3	69.9	77.8	75.2
Year 5	81.0	73.2	66.1	61.4	70.0
Year 6	76.7	75.8	68.0	60.1	66.3
Year 7	69.4	66.5	61.3	71.1	73.3
Year 8	70.6	73.2	60.9	78.5	72.2

Number of students at or above National Standards in Writing (2016)

	Tipu Maia Community of Learning			
	Well below	Below	At	Above
All students	77	299	841	174
Girls	25	111	455	108
Boys	52	188	386	66
Māori	15	48	111	18
Pasifika	1	7	7	1
Asian	5	17	28	9
Other	3	9	16	6
European	53	218	679	140
Year 1	1	28	132	11
Year 2	7	48	115	9
Year 3	7	29	100	15
Year 4	8	32	97	24
Year 5	13	44	102	31
Year 6	18	46	102	24
Year 7	12	34	92	34
Year 8	11	38	101	26

It is noted that student numbers vary considerably in each school over time, therefore actual numbers provided are an indication only.

Individual school data and shifts are included in Appendix 6.

Year 10 Data

National standards data is not available for years 9 and 10. We have tracked our students' achievement with data using e-AsTTle writing tools and compared these results with expected curriculum levels (Level 5 for end of Year 10). This data is indicative only.

There is wide variability across the six schools in writing achievement. Further inquiry is needed to investigate this variability, the assessment practices, as well as patterns across ethnicity and gender.

Year 10 target data: Shifts required to reach 85% Year 10 students At or Above Level 5 in Writing

Writing	Actual At/Above 2016 #	%	Target 2017 #	%	Target 2018 #	%	Target 2019 #	%	Target 2020 #	%	Total % shift (#)
Total for CoL	87/138	63%	96/138	70%	103/138	75%	110/138	80%	117/138	85%	**22% (30)**

Student numbers vary considerably in each school over time, therefore actual numbers provided are an indication only.

Individual school data and shifts are included in Appendix 6.

Mathematics Challenge

Context
Our challenge is to raise mathematics achievement across Tipu Māia Kāhui Ako Years 1-10 with a particular emphasis on students who are currently underachieving. Our Years 1-10 data shows that our achievement levels in mathematics decrease over time.

Baseline data

- Across our community, 76% (1051/1391) of our students are achieving At or Above the expected National Standards. Our challenge is to raise this to 86% (1200/1391). Of the 340 students achieving Below or Well-below162 are boys and 178 are girls.
- Our Years 1-8 data shows that Māori, and Pasifika students are overrepresented in the Below and Well-below categories for maths. Our challenge is to reduce this achievement gap. Currently, 69%of our Māori students are achieving At or Above the National Standards compared with 78% for NZ European students. Our challenge is to lift the achievement of all students to at least 85% achieving At or Above the National standard with a particular focus on Māori and Pasifika students.
- Our e-AsTTle data at the end of Year 10 shows that 71% (98/138) of students are achieving at Level 5 of the curriculum in mathematics. Our challenge is to have at least 83% (115/138) of all students achieving at or above Level 5 in mathematics by the end of Year 10.

Target Years 1-8

- **All Students**
  We aim to lift the achievement of all our students from 76% (1051/1391) to 86% (1200/1391) by the end of 2020. This is an overall shift of 10% (149 students).
  In particular, because our student achievement in maths decreases over time, we aim to increase the percentage of students achieving At or Above the National Standard in Mathematics by the end of Year 8 to at least 85%. In 2016, 72% (127/176) of Year 8 students achieved At or Above the standard. This is a shift of 13% (23 students).
- **Māori**
  We aim to lift the achievement of our Māori students from 69% (133/194) to 85% (165/194) by the end of 2020. This is a shift of 16% (32 students).

Target Year 10

- We aim to lift the achievement of our students achieving At or Above Level 5 of the Mathematics curriculum by the end of Year 10 from 71% (98/138) to 83% (115/138) by the end of 2020. This is a shift of 12% (17 students).

Years 1-8 target data: Shifts required to reach 86% in Mathematics

Mathematics Yr 1-8	Actual At/Above 2016		Target 2017		Target 2018		Target 2019		Target 2020		Total % shift (#)
	#	%	#	%	#	%	#	%	#	%	
Total for CoL	1051/1391	76%	1088/1391	78%	1127/1391	81%	1163/1391	84%	1200/1391	86%	10% (149)

Mathematics achievement data – Years 1-8

Percentage of students at or above National Standards in Mathematics

	Tipu Maia Community of Learning				
	2012	2013	2014	2015	2016
All students	79.1	78.7	75.6	75.8	75.6
Girls	79.6	79.2	76.2	74.4	74.6
Boys	78.8	78.3	75.0	77.2	76.6
Māori	66.7	77.6	71.4	74.7	68.6
Pasifika	83.3	77.8	69.2	50.0	56.3
Asian	N/A	87.9	68.6	80.0	67.8
Other	80.4	89.2	87.7	70.0	67.6
European	N/A	77.9	75.9	76.1	77.8
Year 1	90.6	85.6	85.9	87.8	82.5
Year 2	90.2	85.6	82.6	77.9	75.6
Year 3	81.5	82.3	78.6	76.2	76.2
Year 4	77.7	82.0	74.1	77.2	80.1
Year 5	78.4	77.1	76.8	68.8	75.8
Year 6	82.0	75.0	78.1	71.0	70.5
Year 7	67.7	68.2	63.6	75.1	72.7
Year 8	65.9	74.5	65.4	70.8	72.2

Number of students at or above National Standards in Mathematics (2016)

	Tipu Maia Community of Learning			
	Well below	Below	At	Above
All students	72	268	819	232
Girls	32	146	434	88
Boys	40	122	385	144
Māori	22	39	112	21
Pasifika	0	7	8	1
Asian	1	18	34	6
Other	5	6	15	8
European	44	198	650	196
Year 1	1	29	122	19
Year 2	8	36	120	16
Year 3	6	30	99	16
Year 4	4	28	101	28
Year 5	7	39	100	44
Year 6	17	39	95	39
Year 7	14	33	92	33
Year 8	15	34	90	37

Individual school data and shifts are included in Appendix 6.

Year 10 data

National standards data is not available for years 9 and 10. We have tracked our students' achievement with data using results from PAT and e-AsTTle tests and compared these results with expected curriculum levels (Level 5 for end of Year 10). This data is based on a single test and indicative only.
There is wide variability across the six schools in Mathematics achievement. Further inquiry is needed to investigate this variability, the range of assessment processes, as well as patterns across ethnicity and gender.

Year 10 target data: Shifts required to reach 83% Year 10 students At or Above Level 5 in Mathematics

Mathematics Yr 10	Actual At/Above 2016 #	%	Target 2017 #	%	Target 2018 #	%	Target 2019 #	%	Target 2020 #	%	Total % shift (#)
ALL	98/138	71%	103/138	75%	108/138	78%	112/138	81%	115/138	83%	12% (17)

Each school has their own targets depending on their baseline data. Student numbers vary considerably in each school over time, therefore actual numbers provided are an indication only.

Individual school data and shifts are included in Appendix 6.

School Leavers Challenge

Context

Our challenge is to ensure that at least 90% of school leavers achieve at least NCEA Level 2 in preparation for their futures. Our 2015 data from the 6 schools in Tipu Māia that offer secondary education shows that overall rates for leavers with at least NCEA Level 2 were at 75%. Rates overall, including boys and Māori had dropped between 2013 and 2015.

2016 leavers with NCEA Level 2 or above data is more encouraging. However, boys are more likely to leave school at a younger age with 29% (22/76) boys leaving at 16 years, compared to 13% (9/67) girls.

Baseline data

- Our 2015 data from the 6 schools in Tipu Māia that offer secondary education shows that overall rates for leavers with at least NCEA Level 2 were at 75%. Boys (62%) and Māori students (60%) were leaving school with lower rates of Level 2 than girls (87%). Rates overall, including boys and Māori had dropped between 2013 and 2015.
- In 2016, the overall rates for leavers with Level 2 had risen to 81% (118/146) including Māori Leaver rates at 82% (14/17).
- Overall gender data for 2016 shows rates for girls (88%) remains higher than for boys (74%) although this diversity is not represented across all schools.
- It is acknowledged that percentage data can change markedly with small cohorts.

Target School Leavers with Level 2

- **All Leavers**
  We aim to continue to increase the number of leavers with NCEA Level 2 qualifications from 81% (118/146) to at least 90% (131/146) by 2020. This represents a shift of 9% (13 students).
  We note that some leavers may gain Level 2 post-leaving school as part of their selected employment pathways, with other students leaving for meaningful employment opportunities. Further inquiry is needed into the qualification rates and the destinations of our leavers to ensure they are equipped to transition to their selected pathways. We aim to gather a richer understanding of students' pathways beyond secondary schooling, including participation and success in tertiary education and training rates, especially for boys at age 16 years.
- **Boys**
  We aim to continue to lift the achievement of our boy leavers from 74% (57/77) students to 90% (69/77) by the end of 2020. This is a shift of 16% (12 students).
- **Māori**
  We aim to lift the achievement of our Māori leavers from 82% (14/17) to 88% (15/17) by the end of 2020. This will require maintaining the 2016 gains over time. This is a shift of 8% (1 student).

School Leavers data

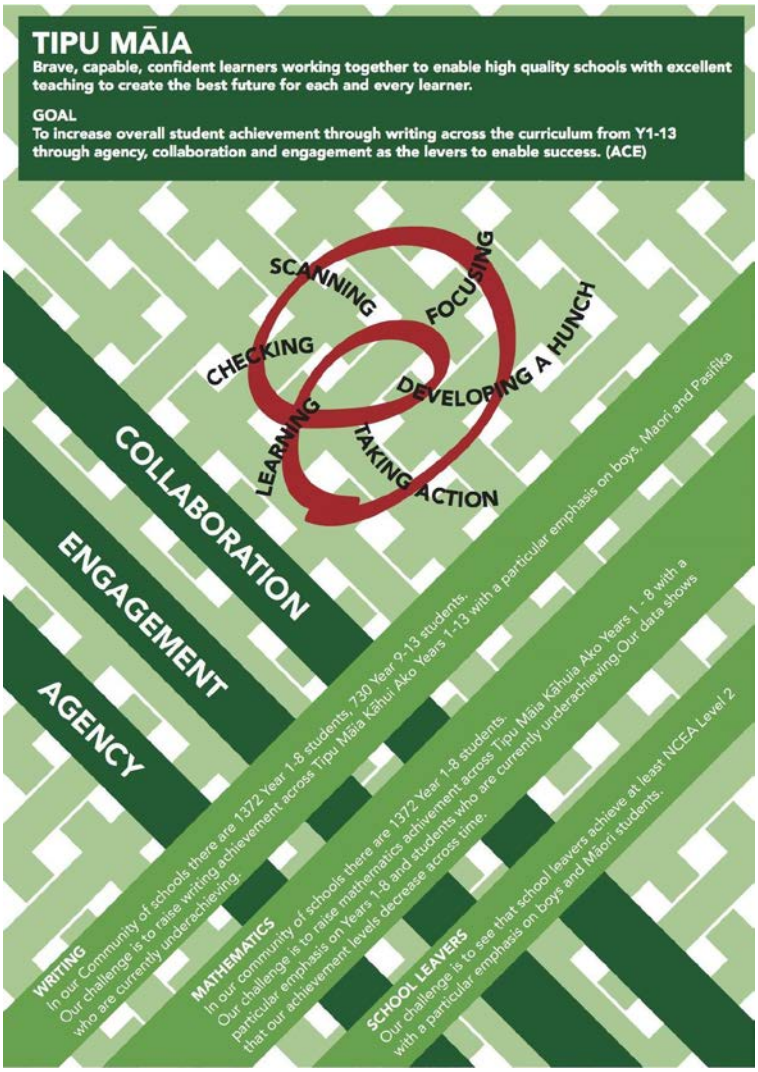
Leavers with L2	Total #	%	Students to lift to reach 90%	90% =	% gain
Total Students	**118/146**	**81%**	**13**	**131**	**9%**
Māori	14/17	82%	1	15	8%
Male	57/77	74%	12	69	16%
Female	61/69	88%	1	62	2%

NCEA Level 2 target data: Shifts required to reach 90%

Leavers L2	Actual 2016		Target 2017		Target 2018		Target 2019		Target 2020		Total % shift (#)
	#	%	#	%	#	%	#	%	#	%	
ALL	118/146	81%	122/146	84	127/146	87	129/146	88	131/146	90	**9% (13)**

Individual school data and shifts are included in Appendix 6.

Drivers of Change



We have identified three potential drivers of improvement: Agency, Collaboration and Engagement underpinned by Inquiry. These drivers function across all members of the Community- learners, teachers, leaders, families and wider community. In addition, given the diversity in overall achievement between Māori and Pasifika students with NZ European students' achievement, we will also investigate ways to increase culturally responsive practices by promoting students' culture language and identity, and seek partnerships with local iwi. Our understanding of these drivers is explained in this section.

Agency

Student Agency

Students have agency when they are supported to take ownership of their learning and are able to articulate what they are learning, what they do well and what their next steps of learning should be. They will clearly and confidently be able to articulate the level they are on and where they should be

achieving, and will be able to develop personalised learning plans with support to get them to their desired level.

Teacher and Leader Agency
Teachers and leaders have agency when they scrutinise their professional practice to ensure the needs of every student is catered for.
Questions teachers and leaders are challenged with include:
1. To what extent does data and evidence drive practice in the school, and what part does student voice play in that?
2. To what extent are our teachers inspired, passionate and do they have a positive impact on our learners? How deliberately do they teach students to be assessment capable visible learners?
3. What do we know about the type, quality and/or regularity of feedback students and teachers receive at our school?
4. To what extent do our school systems align with the things that make the most difference
5. To what extent do we gather feedback from parents about their child's learning?

Family, Whānau and Community Agency
For students needs to be fully catered for parents must be a part of their child's learning journey. This requires leaders and teachers to create opportunities for families/whānau to bring their valued knowledge into the school as vital components of student learning.
See also Engagement below

Collaboration

Effective collaboration is a powerful, new way of working together to build the capacity necessary to improve student outcomes. ERO (2016) stated that:

> *"Collaboration focused on the improvement of teaching and learning is one of the highest yielding strategies to boost student, school and system performance – especially where responsibility for the success of all students is shared among all teachers and schools and a community"*

When purposeful and evidence driven, collaboration is a feature of education systems that show sustained improvement. Deliberate opportunities are made for teachers and leaders to open up their practice and have time to inquire collaboratively into what's working, what's not, and plan how to improve outcomes for learners together.

> *"Getting to interact frequently with other colleagues whose work is improving student outcomes is one of the most powerful strategies that we know of for continuous improvement and innovation".* (Rincon-Gallardo & Fullan 2015)

This requires a learning-focused culture where trust, and working respectfully with others is valued.

We will encourage collaborative interaction within our community to improve learner outcomes by developing a learning-focused culture, that promotes hauora for all.

Collaboration works by sharing the expertise that already exists within a community and by providing opportunities for good ideas to be tested and developed further. Collaboration leads to knowledge building.

We will welcome and utilise the untapped resources and share the good ideas that have remained in isolated units by trialling/ modifying and testing them to solve the challenges that our evidence has uncovered.

Collaboration involves leaders building partnerships with learners, teachers, parents and community. When this happens, leaders provide meaningful opportunities for students to provide feedback on the quality of teaching and its impact on their learning and well-being. Parents and families become partners in the learning futures of their children.

Through our investigations we will fully explore the use of all technologies and pathways to assist in developing these partnerships to enhance student achievement.

As leaders, principals, teachers, students and parents we all want the best for our schools. The community has great collaborative strength and resources. We have the full desire and intent of improving learning across the community and must be prepared to participate in building that collaborative culture and have a strong commitment to making a difference, not just for our school but for all students across the Kāhui Ako by lending our strengths and expertise to the challenges set before us.

Engagement: Community Agency

Our approach to community engagement will be further developed post the approval of the achievement challenge plan when we will deliberately inquire into the challenges at depth.

Partnering with parents, families, whānau

In all the approaches it will be important to gather the voices of students as well as those of their parents and whānau. We plan to strengthen our relationships with parents/ whānau / families by building educationally powerful connections that support the learning and development of our ākonga/students. We plan to gain their voice through surveys that identify their level of confidence in

- how we support their child's learning at school
- seeking help from teachers and leaders
- supporting their own child's learning at home

Partnering with iwi, employers, and community

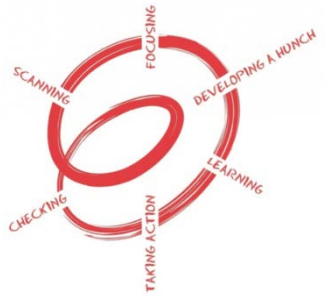
We plan to strengthen our relationships with iwi, employers and our wider communities by investigating ways to gaining their voice and work together on matters that connect with our learners and their families /whānau, such as transitions to the work.

Processes to increase community engagement will include:

- Gathering parent and community voice to understand community aspirations and current involvement.
- Sharing information about the Community of Learning with parents and seeking their views on the targets and how best to work towards them.
- Publishing student work in order to share them with parents.
- Reporting to Boards of Trustees/governance groups on the implementation process as well as progress towards the targets.
- Consulting with and reporting to parents on the progress of their own child as well as the school's progress towards the targets.

Inquiry

We have selected to use the spiral model of inquiry (Timperley, Kaser & Halbert, 2014) to underpin our Kāhui Ako work so that we can understand the challenges in greater depth before implementing solutions. The "spiral" begins with what's happening for our learners (and their families) and links teacher and leader learning to these identified learner needs. Through the process we are wanting to find answers to *What can we do differently to make enough of a difference for our learners?*



Graphic credit: Halbert, J., & Kaser, L. (2013)

Culturally responsive practice

Māori students represent 13 % of Tipu Māia Kāhui Ako (Pasifika students: 1%). Distribution of Māori students ranges from schools with no Māori students to more than 20% in four schools. Seven schools have students from Pacific cultures but numbers are generally small. Four schools are signatories to the Code for International Students. Māori are overrepresented in our Below National Standards achievement data. The Community is committed to reducing this achievement gap.

ERO recognises variation in the way our schools promote Māori success as Māori. We plan to collaborate with whānau, hapu and iwi and share what is working well for some schools with others who are at the early stages of developing culturally responsive practices. We plan to use Tataiako teacher competencies which will help us to identify and determine the competencies teachers need to develop so they can help Māori learners achieve educationally as Māori.

Our Action Plan

Inquiry into the writing, mathematics and NCEA challenges

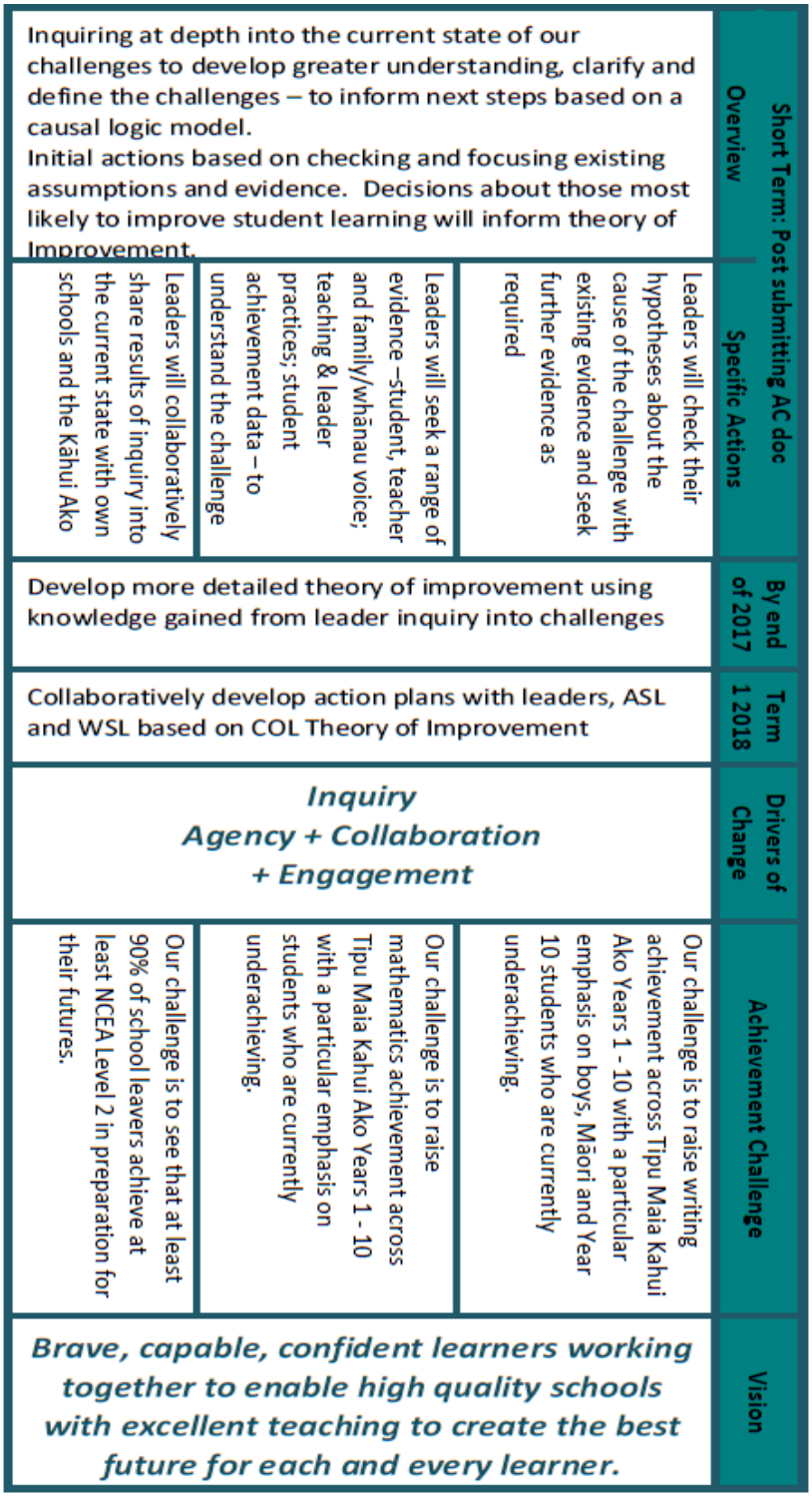
We plan to inquire at depth into each Achievement Challenge before offering specific solutions. We will begin by inquiring into our writing achievement challenge and transfer what we learn from this process to inquire into the mathematics and school leavers challenges. Working with a clear theory of improvement will ensure the Community uses evidence to inform decision making on what is working and what needs changing.

Inquiring into the problem at depth allows us to avoid making assumptions about the cause of the achievement challenge, that can result in activities that may or may not make a difference to student learning. We will inquire into:

- aspects of the school culture such as systems and structures that may maintain existing ways of working
- classroom instructional practices that need to change for our target learners
- teacher capability needed to address learner's needs
- learner, teacher, and family/whānau voice to gain insight into their experiences

The knowledge from inquiring at depth will be used to focus our actions and elaborate our theory of improvement further.

Initial action plan: Inquiring to inform theory of improvement



Communication Plan

Due to the wide geographical spread of our Tipu Māia Kāhui Ako we have communication challenges. Much of our communication will be done through the Google Suite of applications including hangouts, docs, sheets and forms. Ongoing updates of information will be communicated to all principals and boards electronically.

We will also communicate with principals, boards of trustees and ECEs through leadership meetings. Invitations will be sent to all boards of trustees and ECEs to attend our quarterly leadership meetings. When our management and stewardship groups are established there will be bi-monthly reports to all school principals and boards of trustees.

Our 3 across school teachers and within school teachers will meet monthly with the lead and supporting principals. This team will be responsible for communicating with the stewardship group who will report bi-monthly to boards of trustees through the principal of each school.

We plan to communicate further with our ECEs in Cheviot, Culverden, Hanmer Springs and Oxford on approval of our Achievement Challenge Plan and Memorandum of Agreement.

Evaluating and Monitoring

We plan to evaluate and monitor both annually (National standards data) and regularly (10-12 weeks) to measure how our actions are impacting on our students progress and the other desired identified outcomes. This will require us to understand the current state deeply so that we have clear evaluative probes to monitor progress.

The Community of Learning and assistant leaders will work with across school teachers and seek advice from the expert partner to develop an effective model for evaluation.
\This will be focussed on:

- beginning and end of year data about student achievement, with commentary on the actions put in place and their impact and significance in relation to the targets
- emerging evidence in changes in pedagogy in school practices or culture including agency, collaboration and engagement
- the use of student, parent and teacher voice
- collaboration and review with ECE settings

Reporting

Reports to Board of Trustees
The Community of Learning lead will coordinate the preparation of reports for all boards of trustees to be supplied regularly through the year.

These will cover:

- the outcomes of the inquiries into reasons for the lower achievement levels in writing and mathematics
- targets and priorities
- key aspects of implementation
- beginning and end of year data about students' achievement, with commentary on its significance in relation to the targets
    - Data will be analysed using subgroups related to the achievement challenge such as gender and ethnicity
    - Data will measure value added/ progress for students as well as overall achievement
- emerging evidence of changes in pedagogy and school practices or culture
- issues arising related to inquiries carried out by across school teachers

Proposed Structure

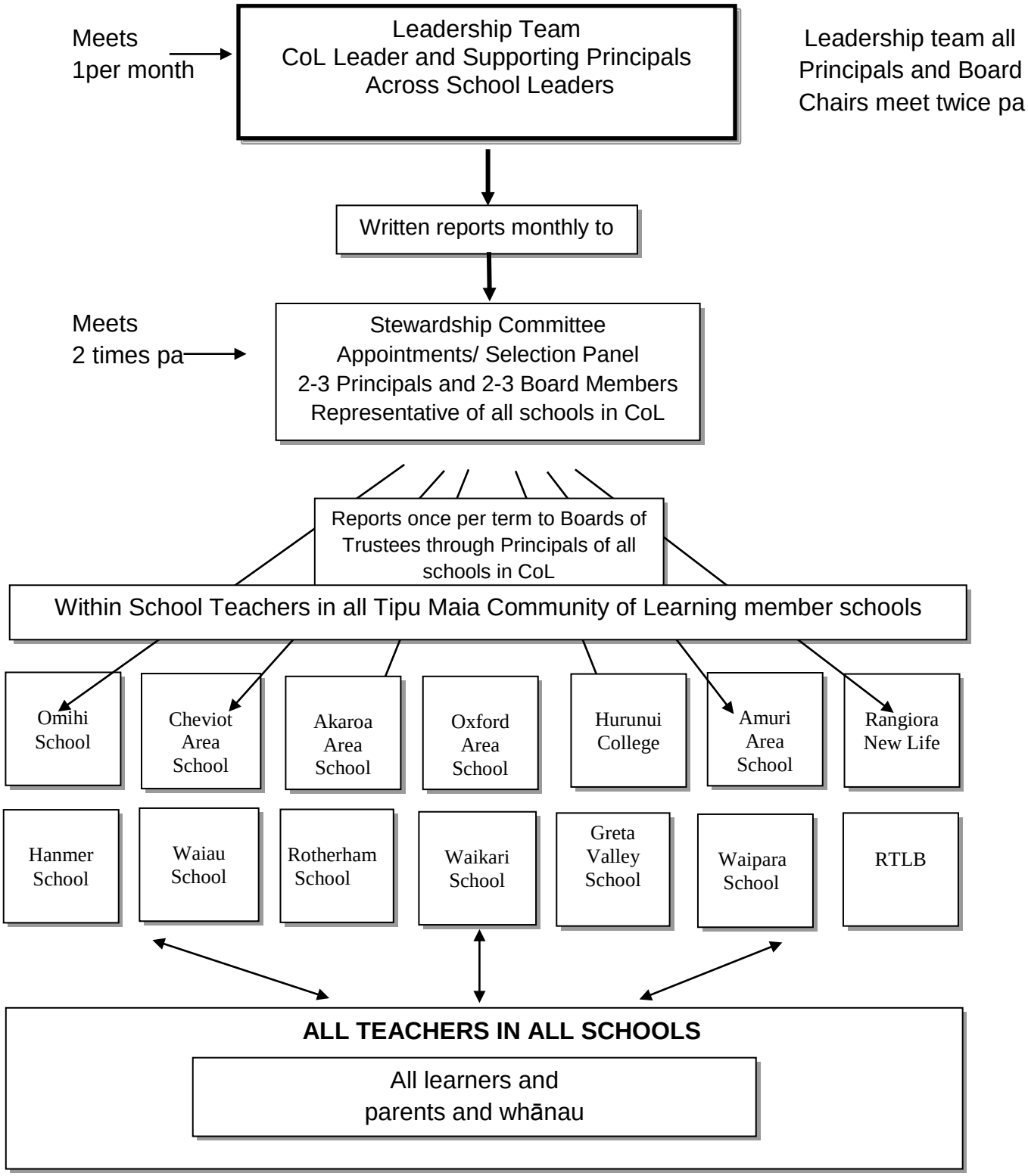
Appointments

Community of Learning Lead Role
Panel to endorse our leader of the project: All principals and board of trustees representatives.

Across School Teacher Roles (3 in total)
An appointment panel will be established for the 'Across School Appointments'. Job descriptions will be available for interested applicants; these will be tailored around our achievement challenges. The three positions will be advertised as fixed term positions for the period February 2018 to January 31st 2020, and will be advertised across our schools internally. Applicants will require their Principal and Board of Trustees support because they will be out of their school for the equivalent of two days (.4) per week. These positions are pro-rata appointments. The most suitable candidates will be appointed to these roles.

Within School Teacher Roles (18 in total)
These roles will be up to individual schools to appoint, dependant on the number of FTTEs in each school, and the ability of these teachers to work directly with the across school leaders. Teachers in these roles have the equivalent of two hours per week release time.

Governance /Management Structure



Tipu Māia Community of Learning | Kāhui Ako Governance and Management Structure

The **Kāhui Ako Community** - The board chairs and principals of each partner school. Only meets twice a year but receives monthly/bi-monthly reports on progress.

A smaller **Stewardship Group** selected/elected to set policy, approve plans, establish budgets and monitor progress. Membership needs to be a representative mix of BOT and principals.

A **Management Group** to oversee the day-to-day operations. This is likely to consist of the leader, one or two other principals supporting the leader, across community teachers and representatives of the within school teachers.

Day to day operations will be overseen by the Kāhui Ako Lead who will establish, and be supported by, a management group with appropriate expertise drawn from the stakeholder groups such as the principals, across community teachers, teachers, community etc. This concept will be developed further once the community's strategy is confirmed and underway.

The lead will report to the stewardship / governance group. Principals will then report to their BOTs.

Appendices have been redacted