

OUR COMMUNITY

The Henderson Community of Learning (CoL) is situated in Henderson, West Auckland. Our schools are located deep within West Auckland and are geographically placed within the foothills of the Waitakere ranges, Glen Eden, Sunnyvale and Henderson. The logo on the front of our application shows pictorially our maunga (Waitakere Ranges), our people clustered together in front of our winding Opanuku River representing the new journey for our cluster of schools. Vineyards, orchards and pastures have historically been a feature of our cluster.

Our early collaborations have included involvement in the Waitakere Primary Principals Association Learning Plan 20/20 (WAPA 20/20) and West Auckland School Improvement Programme (WASIP). More recently three of our schools moderated writing overall teacher judgements across our schools for two years. This has already enhanced our collaborative teaching practices and provided opportunities for teachers to develop authentic and relevant learning experiences to support critical thinking. We have ethnically and culturally diverse communities and most of our schools share significant Maori and Pasifika communities which are reflected in school rolls.

Our Community of Learning consists of schools with a diverse range of deciles from two to nine. While our communities are diverse we share a similar aspiration for our students. All our schools have high expectations for teaching practice and for students' learning and success.

Within our community of learning most of our schools have a strong history of positive ERO reviews. National Standard data and NCEA results demonstrate success for groups of students across our schools. However we still share groups of students whose achievement success is not where we want it to be, even though we currently have some good examples of learning programmes which promote students' language, culture and identity with culturally responsive practices. In particular our data for three groups reveal a need for critical improvement shifts for Maori, Pasifika and boys.

Our **Community of Learning** are, in alphabetical order:

- Bruce McLaren Intermediate School
- Henderson High School
- Henderson South Primary School
- Henderson Valley Primary School
- Oratia District School
- Prospect Primary School
- Sunnyvale Primary School

Other geographically convenient local schools would be welcomed into our CoL.

Our schools are close geographically and so many of our students transition from our primary schools to Bruce McLaren Intermediate and then on to Henderson High School.

Our Community of Learning aims to strengthen this natural pathway with greater effective collaboration and considered transition programmes. A newly appointed principal at Bruce McLaren Intermediate will be inducted and included into our community.

Common Themes

- i. Our schools have an existing positive relationship around sharing and learning together as well as competing on the sport field.
- ii. There is a history of moderating OTJ across schools e.g. Prospect, Oratia, Henderson South.
- iii. All schools in our cluster are currently learning to integrate technology across our curricula.
- iv. Pastoral care and meeting the learning needs of students with diverse needs and abilities is strong.
- v. Teaching as inquiry is currently a developing focus for all our schools in the cluster
- vi. Henderson High School generously shares technology resources with schools in the cluster as does Bruce McLaren.
- vii. The Samoan bilingual classes at Henderson South allow us the opportunity to strengthen practices around cultural responsive teaching and learning.
- viii. Our Boards of Trustees are proactive in supporting innovations designed to raise student engagement and achievement i.e. class for boys, Innovative Learning Environments (ILE), 1 to 1 digital classes, Māori emphasis class.
- ix. In the main, our students move from local ECE to our primary schools, to Bruce McLaren and Henderson High School.
- x. The physical proximity of our school makes sharing of learning and teaching resources easy.
- xi. Roll growth, staff turnover and new principals at Bruce McLaren and Henderson Valley School mean that induction processes, information sharing and community building need to be strong - acknowledging that these challenges impact capacity.
- xii. We share a desire to strengthen teacher capability at the different levels in our cluster.
- xiii. There is Inconsistent student agency with regard to curriculum design, student engagement and developing learning outcomes.
- xiv. There is a need for all our teachers to be culturally responsive. There is an expectation for teachers to use a range of strategies based on sound research which informs effective practice to meet the diverse learning needs of their students.
- xv. Parent engagement and home school partnership across the cluster is inconsistent.
- xvi. Capacity of the schools across the cluster to analyse and use the data to set more specific targets for students at risk of achieving poor outcomes needs to be advanced.
- xvii. We need to build students' knowledge and understanding of their own assessment data and their next learning steps.

What are the common strengths, challenges and concerns about the progress and achievement of students in our schools?

A. Common strengths

Consultation with ERO show that common strengths across the CoL include:

- effective professional leadership, focused on change and improvement
- using achievement information well to set targets, plan strategically and to support learning programmes
- positive relationships between students and teachers, including strong focus on students' wellbeing and pastoral care
- good connections with parents
- curricula that prioritise literacy and numeracy and broaden learning pathways for older students
- well-informed boards of trustees who are improvement-focused

B. Common challenges and concerns

- National Standards student achievement data across the cluster show that Maori and Pasifika students are consistently not achieving as well as the whole cohort
- Males are underachieving in relation to females in Reading and Writing.
- John Hattie (2003) reports that there are more inconsistencies of teacher practice within schools compared to across schools. This is a reality for our cluster which will be part of our cluster inquiry.
- Although we have excellent connections and pastoral care within our cluster, we need to foster a stronger parent, family and whanau voice that would empower parents to meaningfully support child learning at home. This is a strand that for inquiry across our cluster of schools.

ERO believes areas for improvement across the CoL include

- developing more evaluative internal review (self-review)
- lifting the achievement of Māori, Pacific and male students, particularly in writing
- promoting the language, culture and identity of Māori and Pacific students through the curriculum and to the board's strategic plan
- further moderation of achievement data to ensure its reliability and validity
- ongoing development of digital learning opportunities
- strengthening *The New Zealand Curriculum* principles, vision and values in curriculum planning

Our rationale for prioritising targets

- Across our cluster we know that Maori, Pasifika and boys are more at risk of underachievement
- By focussing on accelerating the achievement of these groups we will raise the achievement across the CoL.
- The curriculum areas with the most underachievement are reading and writing so we will focus on literacy practices in our curriculum
- In some of the Henderson CoL schools ESOL numbers are high. It can take 6 to 7 years for ESOL students to acquire sufficient English to access the curriculum so the targets in some of the Henderson CoL schools take this into account.

Impact of ESOL students on our Pasifika achievement approach

- The nature of English as second language means that we as a cluster need to be cognizant of language acquisition and the importance of involving aiga in the process of developing learning programmes that support language development.
- When teachers are engaged in their inquiry they need to focus on the special nature of their priority students and their needs.

ESOL students

This will be broken down furtsher to show ethnicities of ESOL students.

	ESOL funded students 2015	School roll
Bruce McLaren Intermediate School	9	233
Henderson High School	13	620
Henderson South Primary School	76	281
Oratia Primary School	0	517
Prospect Primary School	101	310
Sunnyvale Primary School	80	401
Henderson Valley PS	5	359

OUR TARGETS

HENDERSON CoL - OUR TARGETS (ACHIEVEMENT CHALLENGE ONE)

Reading

We plan to move 436 of our students currently below expected levels to At or Above National Standard by the end of 2018, a total of 1785.

35.8% or 752 of 2101 of our primary/intermediate students are **not** progressing At or Above National Standard.

Maori make up 21.4% of this cohort - 451

193 of the 451 *Maori* are **below** the expected level in reading – 42.9%

Pasifika make up 26.9% of this cohort. 566

255 of the 566 *Pasifika* are below the expected level in reading - 45.1%

Boys make up 53.4% of this cohort. 1123

459 of the 1123 are below the expected level in reading – 40.9%

At or Above National Std	Total	2014(15)	Move	2016	Move	2017	Move	2018
All students	2101	1349 (64.2%)	185	1534 (73%)	130	1664(79.2%)	121	1785 (85%)
Maori number and %	451	258 (57.2%)	75	333 (73.8%)	27	360 (80%)	23	383 (85%)
Pasifika number and %	566	311 (54.9%)	85	396 (70%)	56	452 (80%)	29	481 (85%)
Boys number and %	1123	664 (59.1%)	122	786 (70%)	112	898 (80 %)	56	954 (85%)

Writing

We intend to move at least 545 of our students currently below expected levels to At or Above National Standard by the end of 2018, a total of 1785.

41% or 861 of 2101 of our primary/intermediate students are **not** progressing At or Above National Standard

Maori make up 21.4% of this cohort. 451

219 of the 451 *Maori* are below the expected level in writing – 48.5%

Pasifika make up 26-9% of this cohort. 566

of the 538 *Pasifika* are below the expected level in writing - 51.1%

Boys make up 53% of this cohort. 925

505 of the 925 are below the expected level in writing - 54.6%

At or Above National Std	Total	2014/15	Move	2016	Move	2017	Move	2018
All students	2101	1240 59%	230	1470 70%	189	1659 79%	126	1785 85%
Maori number and %	451	219 48.5%	74	293 65%	63	356 79%	27	383 85%
Pasifika number and %	566	311 54.9%	73	384 68%	63	447 79% ⁶	34	481 85%
Boys number and %	1123	564 50.3%	165	729 68%	158	887 79%	67	954 85%

Mathematics

We intend to move at least 410 of our students currently below expected levels to At or Above National Standard

by the end of 2018.

34.6% or 726 of 2101 of our primary/intermediate students are **not** progressing At or Above National Standard

Maori make up 21.4% of this cohort - 451

181 of the 451 *Maori* are below the expected level in maths – 40.1%

Pasifika make up 26.9% of this cohort - 566

261 of the 566 *Pasifika* are below the expected level in mathematics - 46%

Boys make up 53.4% of this cohort – 1123. 404 of the 1123 are below the expected level in mathematics - 36%

At or Above National Std	Total	2014 (15)	Move	2016	Move	2017	Move	2018
All students	2101	1375 65.4%	200	1575 75%	105	1680 80%	105	1785 85%
Maori number and %	451	270 59.8%	68	338 75 %	22	360 80%	23	383 85%
Pasifika number and %	566	305 53.8%	91	396 70%	56	452 80%	29	481 85%
Boys number and %	1123	719 64%	123	842 75%	56	898 80%	56	954 85%

HENDERSON CoL - OUR TARGETS (ACHIEVEMENT CHALLENGE TWO)

Henderson High School Leavers data.

Currently we have 94 of 120 students achieving NCEA level 2 or above. 20 of 24 Māori, 21 of 27 Pasifika and 51 of 68 boys.

78.3% of all leavers and 75% of boys.

We had considered raising this to 90%. We would need to reach 108 and would be moving 14 students. As this is a small number of students to move we will form an additional Achievement Challenge.

We will aim for 85% of leavers leaving school with NCEA Level 3.

Of 120 students 58 left without continuing further than NCEA level 2.

Ethnicity/gender	Below L2 NCEA	L2 NCEA or +	% +	
Māori Female	0	11	100%	
Māori male	4	9	69.2%	Target area
Māori Total	4	20	83.3%	
Pasifika Female	1	9	90%	
Pasifika Male	5	12	70.6%	Target area
Pasifika Total	6	21	77.8%	
NZE Female	8	23	74.2%	
NZE Male	9	27	75%	
NZE Total	17	50	74.6%	
All Female	9	43	82.7%	
All Male	17	51	75%	
All	26	94	78.3%	

<i>Ethnicity</i>	<i>Roll Total</i>	<i>Level 2</i>	<i>NCEA Level 2 %</i>	<i>Level 3 Numbers Achieved</i>	<i>Level 3 % Achieved</i>	<i>To reach 85% level 3 +</i>	<i>2016 Move</i>	<i>2017 Move</i>	<i>2018 Move</i>	<i>Total at L3 +</i>
<i>Māori</i>	24	11	45.8	13	54.1					
	M 13	M 9	69.2	M 4	30.7	Move 7 male	4	2	1	11
	F 11	F 2	18	F 9	81	Move 1 female	1			10
<i>Pasifika</i>	27	12	44.4	15	55.5					
	M 17	M 7	41.1	M 10	58.8	Move 6 male	3	2		15
	F 10	F 5	50	F 5	50	Move 4 female	2	1	1	9
<i>NZE</i>	67	29	43.2	38	56.7					
	M 36	M 18	50	M 18	50	Move 14 male	8	4	2	32
	MF31	F 11	35.4	F 20	64.5	Move 7 females	4	2	1	27
<i>MALES</i>	66	34	51.5 %	32	48.4%	Move 29 males				
<i>Total 118 (+ 2 with L1 or less = 120)</i>	118	52	43%	66	55%	2016..... 22 2107..... 11 2018..... 5				
				66		38	22	11	5	104

To reach this target we will need to have a further 38 students reaching NCEA level 3 by 2018.

Engagement and retention of students will therefore be pivotal.

The school will need to Inquire into why the students left and did not extend their qualifications.

Year 8 – 9 transitions

<p>Year 8 – 9 transitions</p>	<ul style="list-style-type: none"> ● All target students (those below National Standards expectation and those vulnerable children) to have a transition plan in place prior to leaving Year 8 ● The transition plan will include detailed achievement information, PFW contacts and voice, outside agencies involved, the student’s voice and how the students are tracking towards expectations. Assessments used and formative assessment practice will guide the process. ● The transition plan will involve the Year 9 dean or home room teacher of the student for at least the last term of the Year 8 year. ● The CoL will determine the details of this plan.
<p>Year 9 and 10 Reading, Writing and Mathematics</p>	<p>We will use Star Path tools to assist teachers to monitor, track and predict the achievement of all incoming Year 9 students and track the progress of year 10 students towards NCEA Level 2+. We set a predictive grade (Level 2 - 85%) for Year 9 and 10 students and report this in our analysis of variance.</p> <p><u>Our collaboration</u> will explore assessment tools and targets, share data and set targets to support and accelerate the trajectory of achievement predicted for Year 9 and 10 students.</p> <p>This will be reported to the Board of Trustees as part of the analysis of variance.</p>

OUR TARGET STUDENTS

Number and percentage of students targeted for improvement in Reading, Mathematics and Writing

School Name	Student Type	Reading			Mathematics			Writing		
		Number below or well below	Percent below or well below	Total students	Number below or well below	Percent below or well below	Total students	Number below or well below	Percent below or well below	Total students
Henderson COL	All Students	752	35.8%	2101	726	34.6%	2101	861	41.0%	2101
	Māori	193	42.9%	450	181	40.1%	451	219	48.6%	451
	Pasifika	255	45.1%	566	261	46.0%	567	283	50.0%	566
	Female	293	30.0%	978	322	32.9%	978	296	30.3%	977
	Male	459	40.9%	1123	404	36.0%	1123	565	50.3%	1124
Bruce McLaren Intermediate	All Students	129	55.4%	233	144	61.8%	233	159	68.2%	233
	Māori	30	60.0%	50	35	70.0%	50	39	78.0%	50
	Pasifika	57	66.3%	86	59	68.6%	86	64	74.4%	86
	Female	52	50.0%	104	66	63.5%	104	63	60.6%	104
	Male	77	59.7%	129	78	60.5%	129	96	74.4%	129
Henderson South School	All Students	81	28.8%	281	80	28.5%	281	110	39.1%	281
	Māori	29	37.2%	78	22	28.2%	78	39	50.0%	78
	Pasifika	43	26.1%	165	53	32.1%	165	60	36.4%	165
	Female	30	22.4%	134	31	23.1%	134	40	30.1%	133
	Male	51	34.7%	147	49	33.3%	147	70	47.3%	148
Henderson Valley School	All Students	108	30.1%	359	74	20.6%	359	63	17.5%	359
	Māori	26	34.2%	76	20	26.3%	76	17	22.4%	76
	Pasifika	9	29.0%	31	5	16.1%	31	8	25.8%	31
	Female	42	26.1%	161	37	23.0%	161	13	8.1%	161
	Male	66	33.3%	198	37	18.7%	198	50	25.3%	198
Oratia School	All Students	99	19.1%	517	97	18.8%	517	153	29.6%	517
	Māori	10	20.8%	48	12	24.5%	49	15	30.6%	49
	Pasifika	2	22.2%	9	3	30.0%	10	3	33.3%	9
	Female	37	15.2%	244	42	17.2%	244	47	19.3%	244
	Male	62	22.7%	273	55	20.1%	273	106	38.8%	273
Prospect School	All Students	168	54.2%	310	154	49.7%	310	180	58.1%	310
	Māori	49	62.0%	79	40	50.6%	79	51	64.6%	79
	Pasifika	82	54.3%	151	82	54.3%	151	85	56.3%	151
	Female	63	44.4%	142	64	45.1%	142	59	41.5%	142
	Male	105	62.5%	168	90	53.6%	168	121	72.0%	168
Sunnyvale School	All Students	167	41.6%	401	177	44.1%	401	196	48.9%	401
	Māori	49	41.2%	119	52	43.7%	119	58	48.7%	119
	Pasifika	62	50.0%	124	59	47.6%	124	63	50.8%	124
	Female	69	35.8%	193	82	42.5%	193	74	38.3%	193
	Male	98	47.1%	208	95	45.7%	208	122	58.7%	208

OUR APPROACH

Outcomes:

There are four key aspects to our approach to accelerating the achievement of our priority students

1. Culturally responsive pedagogies
2. Collaborative Inquiry – Reading/Writing/Mathematics/NCEA L3 and retention of students
3. Strengthened pathways from Primary through to tertiary (with effective collaboration and considered programmes)
4. Agency of parents family and whanau and students

1. Culturally responsive pedagogies

Collaborative practice at all levels within and across our six schools.

- Stewardship by three experienced principals one of whom is Lead Principal.
- Schools will focus on and committing to Teaching as Inquiry
- Raising student achievement with a strong focus on engagement
- There will be purposeful and an educative use of data to interpret, analyse to inform resourcing and the tracking of progress of students

Maori and Pasifika Engagement

- Building professional knowledge and understanding of Maori and Pasifika practices
- Target Maori students to lift achievement in all curriculum areas
- Develop the capability of teachers to work successfully with English Language Learners
- Use the ERO evaluation indicators and feedback to focus on equity and achievement of all students
- Focus on Tātaiako cultural competencies, Āko, Whānaungatanga, Tangata Whenuatanga, Manaakitanga and Wananga
- Visit local marae for professional development annually
- Promote high levels of engagement through regular newsletters in the appropriate language forms
- Consult with Maori (yearly) and Pasifika families (bi-annually)
- Programmes reflect the PEP (Pasifika Education Plan) and Kā Hikitia - Managing for Success, Māori Achieving Education Success as Maori documents in all planning
- Te Reo Māori be an integral part of the schools programme and classes be organised as an option for parents

2. Collaborative inquiry

Collective capacity building

- Attend an ERO workshop for all principals
- Work together to build and develop teacher capacity to inquire deeply into their practice.
- To operate and maintain robust systems whereby teacher practice is monitored by observation and feedback sessions administered by senior leaders.
- Practice analysis conversations to be an integral part of the PLD
- Observe excellent practice internally or externally
- Ubiquitous use of digital technologies
- Coaching and mentoring be part of the PLD

Students at Risk of Not Achieving - Priority Learners

- Priority students to be monitored regularly and needs analysed according to progress made

- Focus on understanding and developing the learning potential of these students-shift from a 'deficit' view to a 'potential for accelerated improvement' view
- Aim for 85% plus for all student groups to achieve At or Above expectations in writing, reading and mathematics in Years 1-10 and for 85% achievement success at NCEA Level 2 and 3 by 2018.

3. Strengthened pathways from Primary through to tertiary (with effective collaboration and considered programmes)

Effective transition between schools

- Focusing on teaching as inquiry across a community of learning, teachers and leaders build shared understandings about pedagogy and each school's community and collectively seek the most effective ways to meet the learning needs of our Māori and Pasifika students and working in partnerships with families and whānau.
- Comprehensive sharing of knowledge about individual students between schools and agencies prevents students 'falling through the cracks' when they move to a new school.
- Our community of learning foresees a more coherent approach to learning and teaching as students move through schools in our community.
- At a future date (to be agreed on), include the early childhood providers in our community.

4. Agency of parents, family, whānau and students

Student Voice

- This could be an online survey of all students using the *Me and My School*, NZCER tool at Years 5, to 10 at the end of each year. This will give us information about student and cultural engagement.
- Each teacher could video student voice as related to their teacher inquiry. Students will select who will represent them in this video. A common set of questions will be
- Formulated for use across all schools will support the collation of statistical evidence.

Whānau and Community Involvement

- In our first year of implementation we will come together as a group to write a whānau survey. This will be an online survey and each school will complete this in the way that serves them best. Aspects of Tātaiako, Kā Hikitia and the Pacific Education Plan will be included as well as questions about parents' views on opportunities and achievement levels of their children.
- Every school identifies specific whānau linked to targeted students and works deliberately to engage them. Video interviews of focus families around specific questions that will allow for statistical data collection.

Digital mastery for teaching and learning - Digital Literacy

- Lead teachers across schools form a digital network to share knowledge, practices, resources teaching strengths
- Promote the use of iPads and Chromebooks as a form of hardware which will enhance transition from Primary to Intermediate through to High School
- To investigate and promote purposeful software/apps that will be used to promote student learning
- To encourage MLP (Modern Learning Pedagogy) practices in order to fit with ILE (Innovative Learning Areas)
- Teachers integrating the use of digital technologies as a tool to support their inquiry
- All Year 9 students are expected to belong to Auckland Library and have an app called 'Overdrive' on their device for easy access to library services which supports reading and research

- Use digital technologies to connect parents, families and whanau to engage with and support student learning

Involvement of school leaders and teachers and Boards of Trustees

- During week 5 of term 1, 2016, all senior leaders from each school will meet together to share the data and proposed challenges.
- School leaders identify and nominate a facilitator for our first meeting with all teachers.
- During week 2 of Term 2 all teachers in the CoL schools will meet together in an afternoon with a facilitator.
- At the start of 2016, each school principal talk to their Boards about the Community of Learning and what this is likely to entail.
- During Term 3, week 4, host a hui for our new Boards of Trustees to share information and the vision.

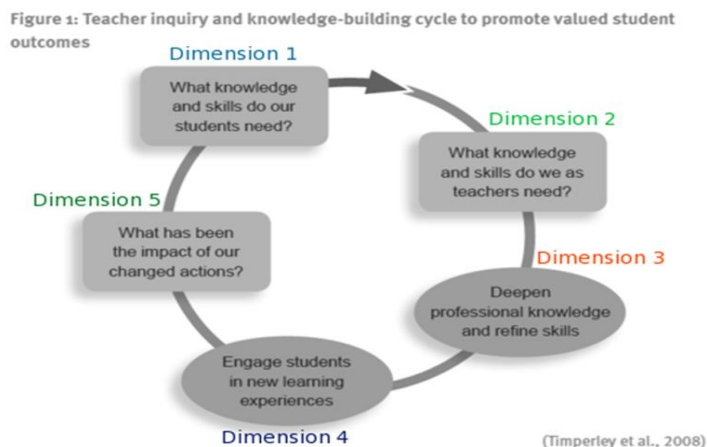
Future Development

- As an inclusive community, other local schools not yet in a CoL, will be given the opportunity to join us.
- Primary schools sharing resources, ideas, leadership development and opportunities available at our intermediate and high school – e.g. related to Maori and Pasifika mentoring and culture groups, language tuition, digital technologies.
- Explore opportunities across communities of learning to advance our aims and the impact for our students and teachers.
- At a future date (to be agreed on), include the early childhood providers in our community.

TEACHING AS INQUIRY

Our key strategy is the inquiry cycle

Our community proposes to use Helen Timperley's 2008 framework for Teacher Inquiry and Knowledge Building Cycle to promote in-depth critical evaluation of teaching practice that promotes raised student achievement in our cluster of schools.



What knowledge and skills do our students need? (Dimension 1)

Our shared vision is for *all teachers* in our cluster of schools to use inquiry to advance teaching practice and improve outcomes for our students. The cycle begins by doing a gap analysis and identifying the goals for student learning. What skills and knowledge do students need to close the gaps between what they know and do currently, and what they need to know and do to achieve in relation to the National Standards and/or outcomes prioritised by the communities in which they live and learn?

Key questions

- What do our students know already and what can they do?
- What evidence do we use and what other sources of evidence could be utilised?
- What do students need to learn/what are the gaps?
- How do we build on what they know?

What knowledge and skills do we as teachers need? (Dimension 2)

Teaching as inquiry involves teachers identifying the gaps in their practice and setting goals for their learning. What do teachers across our cluster need to learn and do to improve the learning of their students? How can they be more effective at identifying student needs and closing the gap between current and desired student achievement?

Key questions

- How do we contribute to existing current student outcomes?
- What do we already know that we can utilise to promote desired outcomes?
- What do we need to learn to promote improved outcomes?
- What sources of evidence and knowledge can we use?

Deepen professional knowledge (Dimension 3)

Examining and engaging three sources of evidence – student learning needs, teacher learning needs and research evidence of what is most likely to meet those needs.

Key questions

- Which effective teaching practices are most likely to address the learning needs of our students and why?
- Which approaches to professional learning will most effectively build teacher knowledge and skills to result in desired student outcomes?
- How do we ensure deep knowledge of effective learning strategies?

Engage students in new learning experiences (Dimension 4)

Changing the beliefs and building on the knowledge of teachers through professional learning must result in changes to professional practice. Teachers apply their professional learning and take time to see what the impact of their practice is and how well students respond to changes in practice.

Key questions

- How successfully am I implementing changed teaching and learning practice?
- How are the students responding to the changes in my practice?
- What do I need to learn next?

What has been the impact of our changed actions? (Dimension 5)

Assessing the impact of changed actions is a necessary conclusion to a cycle of inquiry. Teachers determine the effectiveness of the professional learning and actions which have been taken to promote students' learning.

Key questions

- Have we achieved the goals and targets set for student learning? To what extent have we done so?
- Where can further improvements be made?
- What areas do we still need to focus on?

Building a culture of inquiry

Inquiries based on evidence require conversations based on evidence. These conversations integrate evidence from students, teaching practice and research, as well as other resources. A culture of rich inquiry is dependent on:

- Relationships of respect and challenge*** – teachers and leaders challenge and support each other to improve teaching and learning
- Inquiry habit of mind*** – teachers and leaders approach professional learning with an open and questioning mind set to question, seek possible answers and build deep knowledge
- Reference to relevant knowledge*** – evidence informs learning and teaching and is not used to judge capability of students or teachers for sorting, labelling or credentials
- Expert knowledge is accessed*** – Evidence-informed conversations build on what is known to be effective

IMPLEMENTATION, MONITORING AND EVALUATION

Early steps before full implementation

Staff involvement

1. Inter-school hui with an expert discussing Teaching as Inquiry, (after consulting staff about who this could be).
2. Investigate the levels of knowledge of Teaching as Inquiry across the cluster. This will include a survey so we have baseline data to work from.

Starting in 2016

3. 2016 schools set up inquiry teams.
 - a. Term 1 - leaders, senior leaders to look at the proposed model of inquiry, and investigate inquiry processes and how digital technologies support inquiry into practice.
 - b. During Term 2 - identifying strengths and challenges at leadership and teacher level.
 - c. Share learning and successes with staff and school leaders.
 - d. Term 3 - investigate how we incorporate Teaching as Inquiry into school appraisal processes. Determine focussed team inquiries across schools.
 - e. Determine from the outcomes of teacher inquiries the most effective practice to accelerate student achievement.
 - f. Term 4 - use appraisal information and student achievement data, and current inquiry team feedback, form future inquiry themes that have commonalities across the cluster.
 - g. Tools currently generating the data we seek have been identified as:
 - i. Me and my School - NZCER
 - ii. National Standards - OTJ
 - iii. NCEA
 - iv. Staff survey
 - v. Star Path tools
 - h. Appoint in-school lead teachers.
 - i. Early Term 4 - appoint across school leaders.
4. 2017 – specific focus on students with special needs and inclusion of early childhood learners/centres

Code of Conduct - How will we work together?

- All our actions are focussed on raising student achievement - (*Students at the heart of the matter*)
- Listening with care
- Treating our project with trusted integrity
- Respect the work we all bring to this project
- We are in this together; our challenges are shared challenges
- Keep our project simple and maximise outcomes for students and teachers
- Share knowledge across the cluster
- Open and transparent discussions that are treated confidentially
- Supporting each other with our expertise and learning
- Commitment to the CoL
- Showing cultural respect

Process for Engagement

We have met as a whole group to discuss the possibility of establishing a geographical CoL and each principal discussed this with their Board of Trustees. Initial discussions also included the early childhood education centres for each primary school.

At various stages the group met to advance shared understandings, planning and data sharing conversations. It was agreed that each principal would report from the working group to their Board.

Consultation and Communication

Our CoL has the belief that to be successful there needs to be common goals, a desire to share our knowledge and an ability to communicate effectively and openly. A part of communication is consultation, which we will endeavour to do with all stakeholders, including our students and wider community. All our schools have a committed board of trustees and leadership team with staff awaiting the start of this initiative. As we more widely launch our CoL we will continue to consult and broaden our networks as we deepen our model of inquiry.

Structures

In developing our CoL we have identified the following:

- A Stewardship Committee of three experienced principals of which one will be Lead Principal
- Regular meetings requiring full attendance of all principals
- A representative from each Board engaging with the Stewardship Committee on a regular basis in a governance role
- A Memorandum of Agreement signed by all Boards with the agreement that they will receive regular reports on progress
- Facilitated professional development for principals and key leaders across all schools
- Key skilled staff will be identified to set up teams to support our CoL - data, Literacy and Maths , digital learning and those who have strong understandings around inquiry as learning as well as coaching and mentoring

Monitoring

Monitoring will focus on:

- i. Implementing the plan (completing tasks and evaluating task completion.)
- ii. Analysing the emerging evidence and data from the inquiries in progress across the community of learning.

Evaluating

The lead principal works with school leaders, could seek advice from the Education Review Office and Auckland University to develop an effective model for evaluation with an emphasis on:

- i. Baseline and end of year data of student achievement including observations with regards to progress towards achieving set targets.
- ii. Documenting and sharing emerging evidence of changes in pedagogy and school practices.
- iii. The inclusion of student, parent and teacher voice.
- iv. Implications for future developments.

Reporting

To the Boards of Trustees

The Lead Principal coordinates the preparation of reports for Boards of Trustees to be presented twice per year and address:

- i. Targeted priorities
- ii. Implementation progress
- iii. Baseline and end of year data of student achievement including observations with regards to progress towards achieving set targets.
- iv. Documenting and sharing emerging evidence of changes in pedagogy and school practices.
- v. Any additional matters arising from the process of collaboration.

School Charters

The community's achievement challenges will be reflected in each school's annual Charter and reported on in the Analysis of Variance.

HENDERSON COMMUNITY OF LEARNING – POSSIBLE STRUCTURE

Leadership team – Coordinating Principals

**Cross Schools
Leader Literacy**

**Cross Schools Leader
Numeracy**

**Cross Schools Teaching as Inquiry
Leader**

**Cross Schools
Leader Literacy**

**Cross Schools
Leader Numeracy**

**Bruce McLaren
Intermediate
School**

**Henderson High
School**

**Henderson South
Primary School**

**Henderson
Valley Primary
School**

**Oratia
District School**

**Prospect
Primary School**

**Sunnyvale
Primary School**

Teaching as Inquiry



Culturally responsive teaching



Effective transitions from ECE
to high school



Strong home-school
partnerships

All teachers in the schools

All Learners

Māori, Pasifika and Boys

Families and whānau