

# Te Puna Mātauranga Kāhui Ako

## Achievement Challenges

### Local context

Te Puna Mātauranga Kāhui Ako comprises four contributing (one state-integrated, one with a Catholic special character), one full primary (state-integrated), one intermediate, two secondary schools and a special school in Porirua West. Eleven early childhood centres have engaged with the activity of the group to date but are not yet officially signed up through submission of an expression of interest. A representative group has been established from across the eleven centres with two representatives attending various sub-group sessions. One secondary school caters for students from Years 7 to 13 and the other for students from Years 9 to 13. The Year 7 to 13 college is state-integrated with a Catholic special character. Leadership within the Kāhui Ako schools has changed dramatically over the last three years with six of the schools having new principals, four of those being first-time principals.

The special school provides individualised learning programmes for students aged between five and twenty-one years of age. All students enrolled have high or very complex special needs. Many students travel from a wide geographical area to attend. There are six classes at the base school, with three satellite classes located across the intermediate and two of the primary schools and community based class in this Kāhui Ako. Two satellite classes are located in schools that are not part of this Kāhui Ako.

The intermediate draws its roll from many of the sixteen contributing schools in the Porirua community. When students leave to attend secondary school they attend a variety of schools, including the ones within this Kāhui Ako. In 2015, just over half of the students entering the Year 9 -13 college, transitioned from the intermediate. The remaining students entered from schools not in this Kāhui Ako. Only 6% of Year 7 students entering the Year 7 to 13 college came from schools within this Kāhui Ako. These are significant factors when considering students' learning pathways and transitions.

Historically the schools in Te Puna Mātauranga Kahui Ako have had a close working relationship with initiatives like Achievement Porirua, and Titahi Bay Literacy Links working together with Murray Gadd in developing reading and writing achievement across our schools in the mid 2000s. Later in the 2010s schools in the area collaborated on writing moderation and consistency in writing assessment with principals leading year groups in this initiative. In addition, some schools have worked closely with Joy Allcock on the Shine literacy project. Over the years the schools across our Kāhui Ako have had an open relationship, sharing ideas and information about achievement acceleration, as well as literacy and numeracy initiatives.

Trends in National Standards data indicated achievement in reading, writing and mathematics was between 15% and 25% below the Ministry of Education goal of 85% (2014). Raising achievement levels for Māori and Pacific students, boys in writing, and girls in mathematics is required to meet this target by 2022. In the secondary schools, patterns of achievement vary. Since 2012, National Certificates of Educational Achievement (NCEA) results have shown an increase in the percentages of students achieving at all levels for the Year 7 to 13 school and a decrease for the Year 9 to 13 school. Our desire is keep our students at school, especially Pasifika, to achieve higher qualifications.

Our vision was developed in consultation with our community, whānau, BoT, learners, teachers and Ngāti Toa Iwi representatives. We used a values based approach to vision development to ensure that all stakeholders in the Kāhui Ako have an understanding of our purpose for working together.

Our values were identified through sessions with school and service leaders and hui to seek input from teachers and Board members. The Leadership group for the Kāhui Ako worked together to synthesise the perspectives gathered from these sessions and found that, collectively we value: iwi partnerships, identity, pride, wellbeing, leadership, lifelong learning, community, whānau, local and global, whanaungatanga. It is also important that Māori learners achieve to the best of their ability and that Māori learners are supported to be high achievers. We believe that working with iwi will have value for all. The synthesis work led the Kāhui Ako leaders to develop a range of possible vision statements to succinctly represent the values of the community. These statements were presented to the Kāhui Ako Stewardship Group, which chose the following Vision:

### [Valuing Our Community | Investing in our people | Connecting](#)

The Vision emerged from the following themes that emerged from the views of community, whānau, BoT, learners, teachers and iwi:

- Valuing Our Community: Our community has a sense of pride and values strong relationships with whānau and community. Connecting with communities is also a high priority for our schools and services. Wellbeing and a sense of belonging for learners and their whānau is important.
- Investing in our People: Quality teachers and strong professional leadership are of high importance across our Kāhui Ako. We want our learners to be prepared for life.
- Connecting: Having a strong cultural identity is seen as important for learner success, as is fostering a sense of belonging.

After creating the vision, Kāhui Ako leaders clarified and articulated a theory of action. The following principles emerged as overarching guides for action. These principles are the ways in which schools and services will reach the vision:

- Learning is real and useful
- Learners are supported to drive their learning
- Learning connections are made by families, communities, iwi, learners and learning centres

# Student Achievement

In order to identify the achievement challenges of our Kāhui Ako we have looked at a range of data across all of our schools and ECEs. The data used includes;

- National Standards
- NCEA Levels 1,2,3
- University Entrance

We analysed how our Kāhui Ako compared with schools drawing from similar communities nationwide. It showed that we have clear opportunities to lift our performance by 2020. This evidence has been used to establish the 2020 targets identified below. In addition, the same analysis showed that, should we meet our achievement challenges by 2020, we can then aspire to be on par with those schools nationwide that draw from more advantaged communities. This evidence has been used to establish the 2022 targets identified below.

We expect to raise achievement for all our students regardless of gender, ethnicity and socio-economic status. While targets below are set for the overall student population, we will focus on those groups that require acceleration.

We have organised our achievement challenge around three transitions that our children experience during their schooling. The first stage is when children enter the compulsory system, the second when they move on to secondary school, and the third when they leave the compulsory system—either to enter the workforce (including trade and vocational training), or go on to university.

## ***a. ORS funded learners Engaged and Progressing***

Te Puna Mātauranga has 117 learners who are ORS funded— 73 are verified 'high' and 44 are 'very high'. We have a challenge in supporting these learners effectively and some schools and ECEs in the CoL have started to work with NZCER on assessment and reporting approaches for students who are learning within one level of the curriculum for an extended period of time.

Through a primary focus on lifting learning through full engagement, our aim is to see progress in every ORS learner. Targets across the CoL may be developed in the future, following the development of consistent approaches to enabling and measuring engagement and progress for our ORS learners.

**b. Early Learning**

Not all children start school at the same level. In the first two years, those children well behind need to be accelerated, and all children need to become accomplished in the basics of reading, writing and mathematics. In 2016, 85% of our Year 2 children were at or above the national standard in reading and 74% in writing and 79% in maths. The focus for the achievement challenge needs to be on writing and mathematics.

| <i>Achievement Challenge</i>  | <i>2020</i>              | <i>2022</i> |
|---|--------------------------|-------------|
| Percentage of children at or above NS in Writing and Maths at the end of Year 2 | 79% writing<br>82% maths | 85%         |

**c. Ready for Secondary School**

After 8 years of schooling every child needs to be at the minimum literacy and numeracy standard so that they can fully access the curriculum at secondary school. In 2016, 56% of our Year 8 children were at or above the national standard in reading and 53% in writing and 51% in maths.

| <i>Achievement Challenge</i>  | <i>2020</i>                             | <i>2022</i> |
|---|---|-------------|
| Percentage of Yrs 6-8 children at or above NS in Reading, Writing and Maths | 61% reading<br>68% writing<br>66% maths | 85%         |

**d. Ready to access the New Zealand Qualifications Framework**

Students in Year 9 and 10 prepare themselves for the knowledge, skills and capabilities necessary to access the qualifications available at NCEA LEVEL 1-4 at secondary school. In 2016, 40% of Learners in Year 9 and 22% of Learners in Year 10 were accessing the NZC at the appropriate age level for reading and writing.

| <i>Achievement Challenge</i>   | <i>2020</i>           | <i>2022</i> |
|--|-----------------------|-------------|
| Percentage of Year 9 & 10 students achieving at Level 4 and 5 of the New Zealand Curriculum, in particular, literacy and numeracy. | 55% yr 9<br>44% yr 10 | 60%         |

**e. Ready for the Workforce (including trade and vocational training)**

We want our young people to succeed and have productive fulfilling lives. Every school leaver needs relevant qualifications, personal dispositions for the world of work in the 21st century and coherent career pathways for their future. In 2016, less than half of our school leavers had achieved an NCEA Level 3 qualification and substantially less with purposeful pathways.

| <i>Achievement Challenge</i>  | <i>2020</i> | <i>2022</i> |
|---|-------------|-------------|
| Percentage of school leavers with Level 3 qualifications to support relevant and coherent pathways for students AND | 60%         | 70%         |
| All school leavers with a strong plan and pathway for their next steps in the workforce or ongoing learning.        | 100%        | 100%        |

**f. Ready for Further Learning at Tertiary education**

For some of our young people, 13 years of schooling has given them a thirst for knowledge and an appetite for learning. A variety of options including Wananga, PTEs, Institutes of Technology, and University beckons, but there is a minimum standard that needs to be met. In 2016, less than a quarter of our school leavers attained University Entrance.

| <i>Achievement Challenge</i>  | <i>2020</i> | <i>2022</i> |
|---|-------------|-------------|
| Improvement of school leavers with University Entrance by 10% each year for each school | 40%         | 50%         |

In order to meet these targets, we have identified the numbers of students currently achieving across the learning areas of writing, reading and mathematics in the primary context, and in NCEA Level 2 and University Entrance in secondary. The tables below identify the shifts required to reach targets in National Standards and NCEA Level 2.

| Overview of 2016 National Standards and NCEA data   | General Aims  |
|---|---|
| <p><b>Writing</b></p> <p><b>616</b> out of <b>1017 (61%)</b> students are at or above their expected National Standards.</p> <p>Māori            55%</p> <p>Pasifika        61%</p> <p>Male             52%</p>     | <p>Increase this to 72% or greater by the end of 2020, up <b>114</b> students</p> <p>Increase this to 72% or greater by the end of 2020, up <b>80</b> students</p> <p>Increase this to 72% or greater by the end of 2020, up <b>26</b> students</p> <p>Increase this to 72% or greater by the end of 2020, up <b>108</b> students</p> |
| <p><b>Mathematics</b></p> <p><b>657</b> out of <b>1017 (65%)</b> students are at or above their expected National Standards.</p> <p>Māori            60%</p> <p>Pasifika        62%</p> <p>Male             62%</p> | <p>Increase this to 78% or greater by the end of 2020, up <b>98</b> students</p> <p>Increase this to 78% or greater by the end of 2020, up <b>67</b> students</p> <p>Increase this to 78% or greater by the end of 2020, up <b>27</b> students</p> <p>Increase this to 78% or greater by the end of 2020, up <b>63</b> students</p>   |
| <p><b>Reading</b></p> <p><b>690</b> out of <b>1017 (68%)</b> students are at or above their expected National Standards.</p> <p>Māori            65%</p> <p>Pasifika        67%</p> <p>Male             63%</p>     | <p>Increase this to 78% or greater by the end of 2020, up 98 students</p> <p>Increase this to 78% or greater by the end of 2020, up 62 students</p> <p>Increase this to 78% or greater by the end of 2020, up 26 students</p> <p>Increase this to 78% or greater by the end of 2020, up 80 students</p>                               |

# The Achievement Challenges

## **Achievement Challenge 1 Writing**

On closer investigation of the CoL data, we have identified that improving outcomes in writing is a key priority. A key focus needs to be on male, Māori and Pacific students who are under-represented in achieving in writing. The table below identifies the shifts required i.e. numbers of students needing accelerated learning in order to meet our targets. The data investigation has highlighted the Years 1, 7 and 8 as cohort areas of concern.

| <b>Achievement Challenge</b>   | <b>Focus Areas</b>  |
|--|---|
| <p>In 2016 <b>61% (616)</b> of all students were achieving at or above the National standards in writing for years 1 - 8.</p> <p><b>Target:</b></p> <p>By the end of 2018 this will be <b>64%</b>, a <b>4%</b> shift. This will mean accelerating <b>38</b> students in 18 - 20 months.</p> <p>By the end of 2019 this will be <b>68%</b>, a <b>4%</b> shift. This will mean accelerating and additional <b>38</b> students in 2019 and maintaining the momentum shift of the previous year.</p> <p>By the end of 2020 we will lift this to <b>72% i.e. a shift of 4%</b> plus maintaining the momentum shift of the previous years. This will mean accelerating another <b>38</b> students.</p> | <p><b>Community wide targets</b></p> <p>Within the overall goal of accelerating <b>114</b> students there are some main areas of focus for strategic planning ...</p> <ul style="list-style-type: none"> <li>● Māori: we will lift the achievement in writing of Māori students from 55% to 72% by the end of 2020, accelerating the achievement of <b>80</b> students.</li> <li>● Pasifika: we will lift the achievement in writing of Pasifika students from 61% to 72% by the end of 2020, accelerating the achievement of <b>26</b> students.</li> <li>● Male: we will lift the achievement in writing of male students from 52% to 72% by the end of 2020, accelerating the achievement of <b>108</b> students</li> </ul> <p><b>Cohort focus areas</b></p> <p>We also have identified years <b>1 (60%), 7(37%) and 8 (52%)</b> as cohorts for teacher inquiry as the achievement levels require further investigation.</p> <ul style="list-style-type: none"> <li>● The achievement of year 1 students in writing to establish acceleration plans for <b>17</b> students from 60% at or above to 72% at or above by the end of 2020.</li> <li>● The achievement of year 7 students in writing to establish acceleration plans for <b>32</b> students from 37% at or above to 72% at or above by the end of 2020.</li> <li>● The achievement of year 8 students in writing to establish acceleration plans for <b>22</b> students from 52% at or above to 72% at or above by the end of 2020</li> </ul> |

## Achievement Challenge 2 Reading

Improving outcomes in reading is also a key priority. A key focus needs to be on male, Māori and Pacific students who are under-represented in achieving in reading. The table below identifies the shifts required i.e. numbers of students needing accelerated learning in order to meet our targets. We have also identified Years 1, 7 and 8 as cohort areas of concern.

| Achievement Challenge  | Focus Areas  |
|--|--|
| <p>In 2016 <b>68% (690)</b> of all students were achieving at or above the National standards in reading for years 1 - 8.</p> <p><b>Target:</b></p> <p>By the end of 2018 this will be <b>77%</b>, a <b>3%</b> shift. This will mean accelerating <b>33</b> students in 18 - 20 months.</p> <p>By the end of 2019 this will be <b>74.3%</b>, a <b>3%</b> shift. This will mean accelerating and additional <b>33</b> students in 2019 and maintaining the momentum shift of the previous year.</p> <p>By the end of 2020 we will lift this to <b>78%</b> i.e. a shift of <b>3%</b> plus maintaining the momentum shift of the previous year. This will mean accelerating another <b>33</b> students.</p> | <p><b>Community wide targets</b></p> <p>Within the overall goal of accelerating <b>98</b> students there are some main areas of focus for strategic planning ...</p> <ul style="list-style-type: none"> <li>● Māori: we will lift the achievement in reading of Māori students from 65% to 78% by the end of 2020, accelerating the achievement of <b>62</b> students.</li> <li>● Pasifika: we will lift the achievement in reading of Pasifika students from 67% to 78% by the end of 2020, accelerating the achievement of <b>26</b> students.</li> <li>● Male: we will lift the achievement in reading of male students from 63% to 78% by the end of 2020, accelerating the achievement of <b>80</b> students.</li> </ul> <p><b>Cohort focus areas</b></p> <p>We also have identified years <b>1 (55%), 7(43%) &amp; 8 (55%)</b> as cohorts for teacher inquiry as the achievement levels require further investigation.</p> <ul style="list-style-type: none"> <li>● The achievement of year 1 students in reading to establish acceleration plans for <b>33</b> students from <b>55%</b> at or above to 78% at or above by the end of 2020.</li> <li>● The achievement of year 7 students in reading to establish acceleration plans for <b>31</b> students from <b>43%</b> at or above to 78% at or above by the end of 2020.</li> <li>● The achievement of year 8 students in reading to establish acceleration plans for <b>25</b> students from <b>55%</b> at or above to 78% at or above by the end of 2020.</li> </ul> |



### Achievement Challenge 3 Mathematics

Improving outcomes in mathematics is also a key priority. A key focus needs to be on male, Māori and Pacific students who are under-represented in achieving in mathematics. The table below identifies the shifts required i.e. numbers of students needing accelerated learning in order to meet our targets. We have also identified Years 3, 7 and 8 as cohort areas of concern.

| Achievement Challenge   | Focus Areas   |
|---|---|
| <p>In 2016 <b>65% (657)</b> of all students were achieving at or above the National standards in mathematics for years 1 - 8.</p> <p><b>Target:</b></p> <p>By the end of 2018 this will be <b>68%, a 3%</b> shift. This will mean accelerating <b>32</b> students in 18 - 20 months.</p> <p>By the end of 2019 this will be <b>70.9%, a 3%</b> shift. This will mean accelerating <b>32</b> students in 2019 and maintaining the momentum shift of the previous year.</p> <p>By the end of 2020 we will lift this to <b>74%</b> i.e. a % shift of <b>3%</b> plus maintaining the momentum shift of the previous year. This will mean accelerating another <b>32</b> students.</p> | <p><b>Community wide targets</b></p> <p>Within the overall goal of accelerating <b>96</b> students there are some main areas of focus for strategic planning ...</p> <ul style="list-style-type: none"> <li>● Māori: we will lift the achievement in mathematics of Māori students from 60% to 74% by the end of 2020, accelerating the achievement of <b>67</b> students.</li> <li>● Pasifika: we will lift the achievement in mathematics of Pasifika students from 62% to 74% by the end of 2020, accelerating the achievement of <b>27</b> students.</li> <li>● Male: we will lift the achievement in mathematics of male students from 62% to 74% by the end of 2020, accelerating the achievement of <b>63</b> students.</li> </ul> <p><b>Cohort focus areas</b></p> <p>We also have identified <b>years 3 (57%), 7(34%) &amp; 8 (50%)</b> as cohorts for teacher inquiry as the achievement levels require further investigation.</p> <ul style="list-style-type: none"> <li>● The achievement of year 3 students in mathematics to establish acceleration plans for <b>20</b> students from 57% at or above to 74% at or above by the end of 2020.</li> <li>● The achievement of year 7 students in mathematics to establish acceleration plans for <b>36</b> students from 34% at or above to 74% at or above by the end of 2020.</li> <li>● The achievement of year 8 students in mathematics to establish acceleration plans for <b>26</b> students from 50% at or above to 74% at or above by the end of 2020.</li> </ul> |

## Achievement Challenge 4 - Ready for the NZQA Framework

Improving outcomes so young people are ready to access the qualification framework in New Zealand is a key priority. A key focus needs to be on male, Māori and Pacific students who are under-represented in achieving at curriculum level 4 and 5 of the New Zealand Curriculum . The table below identifies the shifts required i.e. numbers of students needing accelerated learning in order to meet our targets.

| Achievement Challenge  | Focus Areas  |
|--|--|
| <p>In 2016 40% of learners were achieving at or above curriculum levels in year 9 and 29% of learners were achieving at year 10.</p> <p>Target:</p> <p>By the end of 2018 we will increase this by 5% to 45% for year 9 students and 34% for year 10 students</p> <p>By the end of 2019 we will increase this by a further 5% to 50% for year 9 students and 39% for year 10 students, including maintaining the momentum shift of the previous year.</p> <p>By the end of 2019 we will increase this by a further 5% to 55% for year 9 students and 44% for year 10 students, including maintaining the momentum shift of the previous year</p> | <p><b>Cohort focus areas</b></p> <ul style="list-style-type: none"> <li>• We also have identified <b>late enrolments, low literacy, poor transition</b> as areas for teacher inquiry as the achievement levels require further investigation.</li> <li>• Further inquiry will also be done into our data to ascertain if there are groups of students who require additional support e.g. Māori and Pasifika Students</li> </ul> |

### Possible Future Achievement Challenges:

#### ***Ready for the Workforce (including trade and vocational training)***

After over a decade of school some of our young people are ready to get out of the classroom and into the workforce. To gain meaningful work or succeed in trade and vocational training, each school leaver needs a qualification that allows them to do so. In 2016, less than half of our school leavers had achieved an NCEA Level 2 qualification.

#### ***Ready for University (NCEA level 3 with UE)***

For some of our young people, 13 years of schooling has given them a thirst for knowledge and an appetite for learning. University beckons, but there is a minimum standard that needs to be met. In 2016, less than a quarter of our school leavers attained University Entrance.

# What is Our Approach?

The design of our approach is a work in progress and we work with all stakeholders on this, taking the time to involve others in the co-construction of our why, how and what. We have however identified an interim theory of action and related principles to guide the design of our approach:

- Learning is real and useful
- Learners are supported to drive their learning
- Learning connections are made by families, communities, iwi, learners and learning centres

The first year of the CoL activity has resulted in a number of outcomes which have been developed with the involvement of a wide range of community participants including boards of trustees, early childhood services and iwi. Although this thorough collaboration has slowed the work of the CoL, we see it as a valuable and critical aspect of building a true *community* of learning.

## **Decision making protocols for the leadership group (principals):**

The principals have agreed on a set of protocols in relation to decision making in this group. These included shared definitions and understandings of when to make decisions using voting, consensus, consultation and “take the decision” approaches.

## **Team protocols for the leadership group (principals):**

The principals have an agreed team agreement in relation to meetings, agreeing on actions, communication, conflict, decision-making, and progress and celebration. We have revisited and revised these as new leaders have come into the group.

## **Early Childhood connections**

Through the collaboration with our Early Childhood colleagues, we have explored the connections across Te Whariki and NZC to seek synergies in transition from ECE to school. Two meetings with junior teachers and ECE teachers focused on building relationships across the contexts; gaining insights into the links between Te Whariki learning dispositions and the NZC Key competencies; clarifying shared cross-sector expectations and opportunities to work together through transition.

## **ORS Learners**

Using our Kāhui Ako Principles: Learning is real and useful; Learners are supported to drive their learning; and Learning connections are made by families, communities, iwi, learners and learning centres. We will address our engagement challenges through the use of Engagement Indicator Definitions from iNet Specialist Schools and Academies Trust. Teachers will have high expectations for making a difference for ORS funded learners using the Definitions and the Learning Progressions Framework. This approach will be trialled, implemented and then led across the CoL by Mahinawa experts.

### **Stewardship group development**

Our leaders' group determined from an early stage that we needed to have board of trustee involvement in the establishment and functioning of the CoL. A couple of motivated trustees got the ball rolling and initiated action amongst the trustee group across all the CoL schools. This resulted in the formation of an 'Interim' Stewardship group which has now settled into a regular group representative of all the CoL schools. This group have just set about setting up an appointment panel for leadership roles with a panel and NZSTA advice and guidance.

### **Data interrogation**

A sub-group of principals set up a data group comprising of trustees, ECE reps, iwi, teachers and MoE support with an interest in interrogating the data of the CoL to develop the achievement challenges. This group met a number of times and discussed data sources and target setting, ultimately producing a set of broad CoL goals accompanied by a series of achievement challenges with identified shifts required over the next three years in order to achieve the goals.

### **Collaboration**

Additionally, the COL will be continuing to grow and maintain effective collaboration in order to achieve the vision. This involves planning and taking action in the following key areas:

- developing trust and building relationships
- ongoing vision development and involvement
- ongoing development of systems, structures and protocols
- designing collaborative practice
- data use and analysis
- fostering collaborative inquiry within and between schools and services in order to deeply understand the achievement challenges and how we might address these through our vision, principles and approaches.

### **Culturally Responsive Practice**

Anne Milne's uLearn Keynote (2017) highlighted a Kia Aroha student's analysis of CoL Achievement Challenges to understand the level of focus on Māori learners. A comparison was made between foci on Māori learner achievement and the number of CoLs that had goals on cultural responsiveness or supporting Māori learners *as Māori*. The analysis showed that while many CoLs had identified challenges in relation to Māori learners, they had no goals in relation to cultural responsiveness. While Te Puna Mātauranga has yet to finalise what we will focus on and what our final goals will be (that sit alongside our achievement challenges), we are committed to maintaining and growing the culturally responsive approaches already apparent across the schools and services in our Kāhui Ako. We aim to challenge ourselves to better understand what it might mean to sustain the cultural practices of Māori through education.

## **Implementation, Monitoring and Evaluation**

We will establish detailed clear measures as we move into detailed planning of our actions to implement the achievement challenges.

In particular we will:

- Identify the named target learners in our achievement challenge groups.
- Identify common achievement measures/tools across the schools
- Use inquiry time to enable teachers to meet together and work collaboratively on our community goals.
- Enable within- and across-school roles to share good practice from across the community and with staff from within their own school/centre.
- Foster collaborative teaching as inquiry within and between schools and services in order to deeply understand the achievement challenges and how we might address these through our vision, principles and approaches.

Reporting:

- We will begin discussions on alternative measures of progress and achievement due to the impending decisions around National Standards.
- We will use our school charters and annual reporting to reflect on the challenges and progress made.
- Each principal will report to their employing board on progress towards the CoL challenges. We are continuing conversations to formalise our work with ECE.
- The CoL Lead/s will report directly to the Stewardship Group which is composed of representatives from each Board of Trustees and ECE representation.
- We will inform our wider community at least once per year on progress towards our achievement challenges.

## Kāhui Ako Structure

| What  | Who  |
|---|--|
| Stewardship Group                           | Representatives from each Board of Trustees and one Early Childhood Education representative, iwi.                     |
| Selection Panel                             | Appointed by the Stewardship Group with guidance from Ministry of Education Independent Advisor.                       |
| Kahui Ako Principals' Group                 | Principals, ECE representation, Iwi representation   |
| School/ECE Leaders within own school or ECE | Principals, ECE Leaders  |
| COL Lead/s                                  | Appointed by Selection Panel. Reports to Stewardship Group and employing board. Current principal/s from the Kahui Ako |
| Across-school role                          | Appointed by Selection Panel. Teachers   |
| Within-school role                          | Teachers<br>Appointed by employing school board.   |
| Teachers in schools and ECE                 | Teachers   |