



# Refreshing achievement challenges

## About this guidance

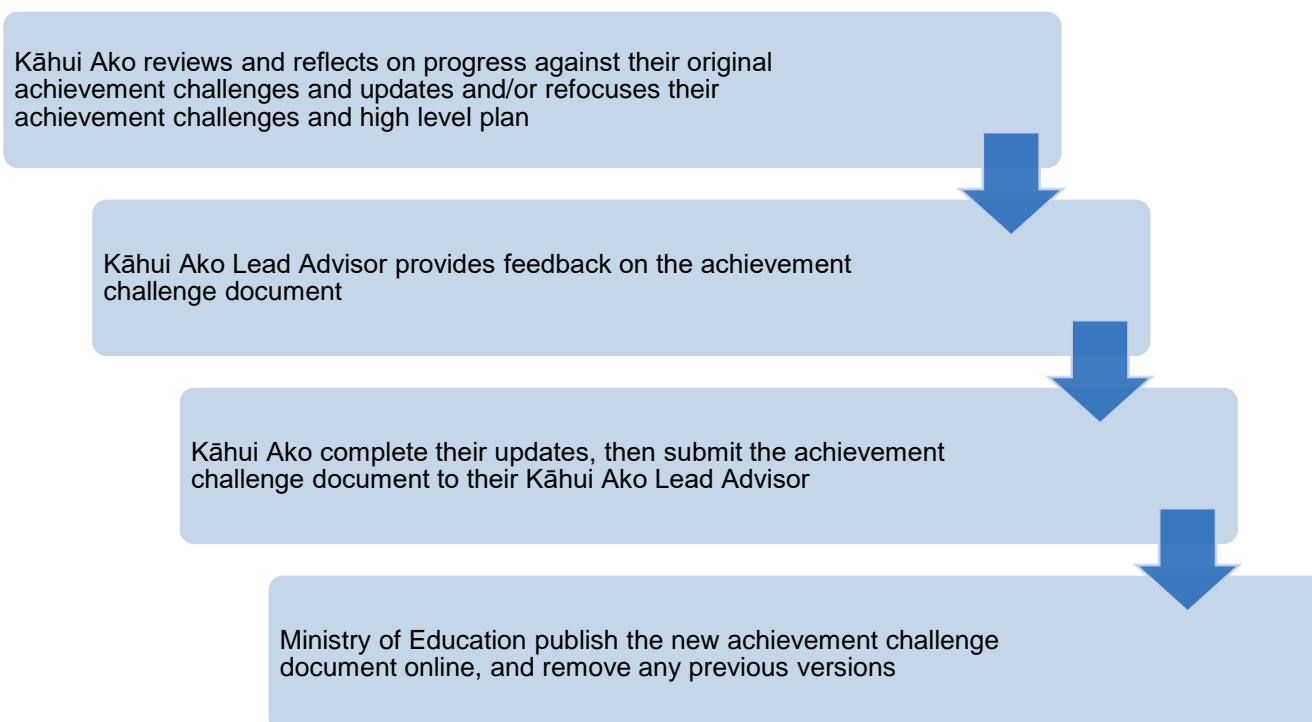
The achievement challenges and high level plan should be a living document that is revisited on a regular basis. As part of the life cycle of the Community of Learning | Kāhui Ako, you may wish to formally review and refresh the achievement challenges that were submitted for endorsement and published on the Ministry of Education's website. You can do this at any stage. However, at the expiry of your current achievement challenges you should expect to undertake a review of progress to date and refresh.

This guidance is to help you to go through the process of reviewing and refreshing your achievement challenges. It provides a brief overview of the process for refreshing, some considerations when writing the updated documentation, and possible sources of evidence for measuring progress against the challenges.

Your Kāhui Ako Lead Advisor will assist you in the process of refreshing your achievement challenges, and is your key point of contact if you have any questions.

## Process for refreshing

The general process for refreshing your achievement challenge document is as follows:



## What to include in the document

The following table provides some possible topics to include in your achievement challenge document, and some questions to consider when writing the document.

It is by no means a complete guide, nor is it a prescription for how you must set up your achievement challenge document. You are encouraged to structure the achievement challenge document in whichever way is meaningful to you.

Possible topics	Considerations
Purpose and vision	<ul style="list-style-type: none"> <li>» Do we have a clear and agreed vision and purpose for why we are collaborating?</li> <li>» Does our original vision still reflect our reason for working together?</li> <li>» Is our vision informed by the voice of teachers, students, family, whānau, iwi and the wider community?</li> <li>» Will meeting our achievement challenges get us closer to our vision?</li> </ul>
Our journey	<ul style="list-style-type: none"> <li>» What are some of the difficulties / challenges that the Kāhui Ako encountered through this new way of working and how have you overcome them?</li> <li>» What are some of the benefits / successes you have experienced through this new way of working?</li> <li>» Which practices have had the most impact on the progress and achievement of your students?</li> <li>» Which achievement challenge(s) has the Kāhui Ako made the most progress against and why?</li> <li>» How has teacher practice improved as a result of this new way of working?</li> </ul>
Previous achievement challenges	<ul style="list-style-type: none"> <li>» What was the high level goal / purpose of this achievement challenge?</li> <li>» What have we done so far to work toward this meeting this challenge?</li> <li>» What worked well and how do we know it worked well?</li> <li>» What did not work well and what have we learnt from this?</li> <li>» What progress have we made against our targets?</li> <li>» Are our targets still relevant / appropriate or do they need readjusting?</li> <li>» What are the different ways we measured progress against this goal?</li> <li>» Are there better / different ways to measure progress that we didn't previously consider?</li> </ul>
New achievement challenges	<ul style="list-style-type: none"> <li>» What are your achievement challenges?</li> <li>» What evidence do you have for choosing these challenges?</li> <li>» What actions will you take to address these challenges?</li> <li>» How will you know whether your actions have been effective?</li> <li>» Are your goals SMART – Specific, Measurable, Attainable, Relevant and include a Timeframe?</li> </ul>

## Sources of evidence for achievement challenges

Theme	Examples of evidence
Learning and achievement	<ul style="list-style-type: none"> <li>» Curriculum level expectations (based on OTJ)</li> <li>» Progress data – e.g. using the Learning Progressions Framework, PaCT data, or assessments like e-asTTle or PATs etc to measure progress</li> <li>» NCEA (e.g. L2, UE, Literacy &amp; Numeracy, overall qualification attainment, vocational pathways, increase in the proportion of students gaining credits in certain subjects, subject and/or certificate endorsement)</li> <li>» Progress towards IEP goals (for learners with complex learning needs)</li> <li>» NZCER Inclusive Practices survey</li> <li>» NZCER Science: Thinking with Evidence</li> <li>» Key competencies rubric (see Te Oro Karaka Tahī Kāhui Ako achievement challenge document for an example “Learning qualities measurement tool”)</li> <li>» Completion rates for student work, internal assessments etc</li> </ul>
Wellbeing / hauora	<ul style="list-style-type: none"> <li>» Student/ākonga attendance</li> <li>» NZCER Wellbeing@School survey</li> <li>» Wellbeing register data</li> <li>» Pastoral data and/or referrals about behaviour</li> <li>» Student/ākonga / whānau / staff surveys</li> <li>» Retention at school until at least age 17</li> <li>» Career Development Benchmarks</li> </ul>
Cultural responsiveness	<ul style="list-style-type: none"> <li>» Classroom walkthrough observations (e.g. as suggested in Kia Eke Panuku)</li> <li>» Student/ākonga / whānau / staff surveys (e.g. Rongohia te Hau, NZ Curriculum Online Cultural Diversity survey or another of your own)</li> <li>» Data that shows disparities between different cohorts (across achievement, attendance or other factors)</li> <li>» Offering of courses that include Tikanga Māori and te Reo</li> <li>» Number of students in Māori language immersion levels 1-5</li> </ul>
Family / whānau engagement	<ul style="list-style-type: none"> <li>» Student/ākonga / whānau / staff surveys (e.g. Rongohia te Hau, NZ Curriculum Online Community Engagement survey or another of your own)</li> <li>» Participation in events such as student learning conferences, celebrations, community events and surveys</li> <li>» Parents, families and whānau are informed, demanding and determining (Measurable Gains Framework)</li> </ul>
Teaching and leadership, school culture	<ul style="list-style-type: none"> <li>» Teaching, School and Principal Leadership Practices survey</li> <li>» School capability assessments (e.g. Mindframes survey)</li> <li>» Classroom walkthrough observations (e.g. Kia Eke Panuku)</li> <li>» Ministry of Education “Guide to support the development of collaborative practice in Communities of Learning   Kāhui Ako” – progress against the development statements.</li> <li>» Staff turnover rates</li> <li>» Charter goals</li> <li>» Professional inquiries</li> </ul>