



Community of Learning | Kāhui Ako Achievement Challenges

What Makes a Good Achievement Challenge?

Strong foundations of a Community of Learning are built on the creation of clear and easily measured achievement challenges. Good achievement challenges come from good data; this should include a range of data from across the curricula used by your Community of Learning members. Quantitative and qualitative data should be included, and where possible, student voice and community consultation should also be included. This diversity of information will enable a rich investigation across the Kāhui Ako to make informed and professional judgements that enable the Kāhui Ako to identify potential achievement challenges across the education pathway.

While data from different sources and tools can be challenging to analyse there are ways of doing this that can save time. For example, the [Progress and Consistency Tool](#) (PaCT) enables teachers to make consistent and dependable professional judgements to capture learning progress and achievement.

What are achievement challenges and associated targets?

Achievement challenges define a current state of student progress and achievement that the data identifies as an area requiring attention and signals what improvements will be made (future state). As part of an achievement challenge, there will be clearly defined targets. These are the measurable aspects of the challenge that will signpost progress and set the final desired results of the challenge. We recommend between 3-5 achievement challenges as an appropriate number for a Kāhui Ako to focus on at any given time.

Broadening the scope of achievement challenges

More recently Kāhui Ako have reframed underlying drivers of under-achievement as the achievement challenges rather than the strategies they would use to address their achievement challenges. For example, identifying challenges that focus on transitions, retention and student wellbeing | hauora.

Anecdotally, it appears that Kāhui Ako that have taken this approach are more likely to submit 'authentic' achievement challenges and teachers in the Kāhui Ako are more engaged and feel greater ownership of the challenges.

Kāhui Ako are able to include achievement challenges that are not directly related to a learning area or attainment, as long as they are related to outcomes expected in the curricula and they are measurable. Kāhui Ako should continue to provide baseline data and a clear plan for monitoring and measuring progress against the achievement challenge and against learning areas in the curriculum.

It is worth noting that many Kāhui Ako still have areas where achievement in foundational areas such as literacy and numeracy are significantly lower than what students need to realise their full potential. Therefore, Kāhui Ako are encouraged to, on balance, include at least one achievement challenge that is closely aligned to a learning area where there is evidence of poor achievement, noting that if they choose not to do this, this will not preclude them from endorsement.

Good achievement challenges will be:

- Focused on the progress that students need to make to meet the targets set in the achievement challenges
- Measurable and have targets that use actual numbers and percentage shifts over time (qualitative data could also help in this process)
- Related to or derived from, the national curricula – NZ Curriculum, Te Marautanga O Aotearoa and Te Whāriki
- Focused on areas of progress and achievement where there may be:
 - Inequitable outcomes for specific groups of students
 - Groups of students not reaching their full potential
- Positively framed and provide a justification as to why the Kāhui Ako has decided on them
- Easily understood – especially for parents/families and whānau, iwi and the wider community
- Not too big and not too small but just about right for the Kāhui Ako and the students they are targeting to shift. In other words, adhere to the “Goldilocks Principle”.

Targets

Each achievement challenge will have at least one target. These are the measurable parts of the achievement challenge. The targets will show the breakdown of whom and where in the pathway the Kāhui Ako want to target to make a difference, and provide clear breakdowns of the progress that needs to be made. In some instances Kāhui Ako include a member by member breakdown of where each of the groups of targeted students are. This helps to understand the scale of the challenge and what resources may best be directed to enable the best possible opportunity for tackling each achievement challenge.

Each target needs to be **SMART**:

Specific – target a specific area for improvement.

Measurable – quantify indicators of progress.

Achievable – your target needs to be realistic and attainable to be successful.

Relevant – the target should be relevant to you and the children and young people in your Kāhui Ako

Time-bound – specify when the result(s) can be achieved.

Progress of students

It is important to consider what progress Kāhui Ako understand their children and young people make, on average, across a years' worth of learning in the challenge area. In order to accelerate achievement a Kāhui Ako would need to make more than a years' progress each year for your target students. If, for example, a Kāhui Ako sets an achievement challenge to lift attainment by a particular year level (e.g. by year 8) and/or year (e.g. by 2021), the [Learning Progressions Framework](#) can help identify required rates of student progress, which will help the Kāhui Ako set and achieve realistic step change targets. If they are unsure of how to do this or need support to understand what the data is saying, we should be able to help.

Evaluating and monitoring student progress against achievement challenges

It's important for the Kāhui Ako to consider how, and how often, they will measure whether their actions are positively impacting on their children and young people's attainment. There is growing evidence that evaluating progress about every 10-12 weeks (quarterly) will enable the Kāhui Ako to detect change and react appropriately.

Presenting achievement challenges

There are many ways to display the achievement challenges and the high level plan for tackling them. A simple and effective way is to provide:

- a short summary of the data analysis and justification for this challenge.
- a clear and simple statement which identifies the achievement challenge and any sub-challenges.
- a table that identifies the number and percent of students achieving in the current state and desired state – the targets.

Further Information and Resources

For further information and guidance take a look at the [Community of Learning – Guide for Schools and Kura](#) [PDF, 777 KB] and [Tips and Starters: Working Together](#) [PDF, 279 KB] published on our website.

The [Local Curriculum Design Tool](#) helps Kāhui Ako to build a shared local curriculum, focused on supporting children and young people across the entire 0 to 18 education pathway.

The [Education Review Office](#) (ERO) has developed a number of useful publications to support Communities of Learning on their website.

A useful resource for accessing achievement data for a Kāhui Ako is the [Find a Community of Learning | Kāhui Ako](#) tool on the Education Counts website.

A helpful tool for getting consistent data across and within the schools of the Kāhui Ako in order to set an achievement challenge can be found on our [Curriculum Progress Tools page](#). For Te Rāngai Kāhui Ako ā-Iwi (Māori medium) schools, [Te Waharoa Ararau](#) is available. The Learning Progression Framework can then be used to support Kāhui Ako in meeting these challenges.

The [Development Maps](#) [PDF, 998 KB] help Kāhui Ako to assess what stage of development they are at across six foundational domains.

Local Ministry staff are able to provide a wide range of guidance, advice and support to help with identifying and writing achievement challenges.

When achievement challenges are endorsed or refreshed copies are published on the Ministry's website; [view endorsed achievement challenges here](#).