

# A guide to support the development of collaborative practice in Communities of Learning | Kāhui Ako

Version 3 – July 2018





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## How the guide works

The Development Map is a tool to help Kāhui Ako understand where they are at now, and where they might decide to head in the future in the development of collaborative practice as they shift from a group of independent education providers to a collaborative network.

The following terms are used to describe points of progress within a Kāhui Ako: **establishing**, **developing**, **embedding**, and **fully functioning**. Page 2 provides an overview of the different stages. The fully functioning stage is very different to how teaching and learning is organised today. Progression against some domains may take years before a Kāhui Ako is in the fully functioning stage. Not every Kāhui Ako will necessarily have the goal to progress to fully functioning.

Kāhui Ako should feel free to adapt and change it, as needed, to suit their purposes.

This guide provides a summary of the development stages for six domains that will help set the foundation for building strong and effective collaborative practice. The domains are: Teaching, Leading, Evidence, Pathways, Partnering and Building.

The guide is divided into the six domains each with several strands under each. Each domain has a page with high level statements for each strand and each stage of development. These are useful summaries of the domain and give you a quick overview of the different stages of development.

The guide includes development maps for each strand and provides examples of behaviours, attributes and practices at different stages of development.

Each strand has a development map with some examples of collaborative behaviours, attributes and practices you might see in a Kāhui Ako at different stages of development.

Every Kāhui Ako does things differently, so it is not an exhaustive list of examples, and some may not be relevant to your Kāhui Ako.

These development maps are focused on describing developmental progress in establishing collaborative practices. They are not designed to provide examples of good practice in teaching and leadership more generally. To find out more about these we have provided some links and readings.

The guide includes a planning tool for each domain.

Each Domain also has a tool to help with planning next steps. These tools point towards where Kāhui Ako might find some additional information, can be used to facilitate a discussion among the Kāhui Ako, or support reflection. Consider picking one or two domains that the Kāhui Ako would like to explore further.

**Teaching | Improving teaching practice and capability** Domain 1, Map 1

**DEVELOPMENT STATEMENT**

- Establishing:** We are sharing information about our teaching practices and identifying our high level areas for improvement in teaching capability across the Kāhui Ako.
- Developing:** We are developing a plan to improve teaching capability. Across and within school teachers are identifying and sharing examples of good practice.
- Embedding:** We are implementing our plan to improve teaching capability. Across and within school teachers are using a shared view of good practice.
- Fully functioning:** We review and refine the way that we improve teaching practice across the Kāhui Ako. Our teachers are regularly reflecting on their practices and identifying areas for further development.

**WHAT WE MIGHT SEE HAPPENING**

- Establishing:** Kāhui Ako leaders are providing R.O.I. (Return on Investment) for the leader. Across and within school teachers are identifying and sharing examples of good practice. Kāhui Ako leaders are providing a shared view of good practice. Kāhui Ako leaders are providing a shared view of good practice. Kāhui Ako leaders are providing a shared view of good practice.
- Developing:** The Kāhui Ako is providing R.O.I. (Return on Investment) for the leader. Across and within school teachers are identifying and sharing examples of good practice. Kāhui Ako leaders are providing a shared view of good practice. Kāhui Ako leaders are providing a shared view of good practice. Kāhui Ako leaders are providing a shared view of good practice.
- Embedding:** The Kāhui Ako is providing R.O.I. (Return on Investment) for the leader. Across and within school teachers are identifying and sharing examples of good practice. Kāhui Ako leaders are providing a shared view of good practice. Kāhui Ako leaders are providing a shared view of good practice. Kāhui Ako leaders are providing a shared view of good practice.
- Fully functioning:** The Kāhui Ako is providing R.O.I. (Return on Investment) for the leader. Across and within school teachers are identifying and sharing examples of good practice. Kāhui Ako leaders are providing a shared view of good practice. Kāhui Ako leaders are providing a shared view of good practice. Kāhui Ako leaders are providing a shared view of good practice.

**SELF-ASSESSMENT** Where do we think we are?

1. Early stages | 2. Some progress | 3. Significant progress | 4. Fully functioning

**Establishing** | **Developing** | **Embedding** | **Fully functioning**

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**Teaching | Improving teaching practice and capability** Domain 1, Map 1

**Leading | Improving leadership practice and capability** Domain 2, Map 1

**Evidence | Improving evidence practice and capability** Domain 3, Map 1

**Pathways | Improving pathways practice and capability** Domain 4, Map 1

**Partnering | Improving partnering practice and capability** Domain 5, Map 1

**Building | Improving building practice and capability** Domain 6, Map 1

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**Teaching | A template to help with planning your next steps** Domain 1

**What Next?** Set a goal that your Kāhui Ako can work on together to develop in this area.

**DEVELOPMENTAL GOAL** | **ACTIONS REQUIRED?** | **BY WHEN?** | **BY WHOM?** | **SUPPORT, RESOURCES, OR OTHER REQUIREMENTS?**

**Word to know more?** Try these prompts:

**CHECKLIST OF USEFUL RESOURCES:**

- You can access documents to assist you and your board of trustees with selecting, appointing and appraising the Community of Learning here: [Supporting Leadership | Kāhui Ako | Useful Resources](#)
- You can access a set of digital curriculum planning tools that have been designed to help you get your Kāhui Ako up and running | [Designing a Quality School Curriculum for your term](#) here: [https://www.education.govt.nz/curriculum/curriculum-planning-tools/](#)
- [Teaching Evidence Synthesis \(TES\)](#) - reports from a quality teacher from every learning service, right through to schools and kura to collaboratively develop innovative practices that improve learning outcomes.
- [https://www.education.govt.nz/curriculum/curriculum-planning-tools/](#) - reports from a quality teacher from every learning service, right through to schools and kura to collaboratively develop innovative practices that improve learning outcomes.
- [https://www.education.govt.nz/curriculum/curriculum-planning-tools/](#) - reports from a quality teacher from every learning service, right through to schools and kura to collaboratively develop innovative practices that improve learning outcomes.

**QUESTIONS FOR DISCUSSION:**

- What does "Collaborative Teaching" mean to you?
- What are the advantages of having an aligned and integrated curriculum across our pathway?
- Where are our barriers preventing teachers from collaborating?
- What barriers are the Across School Teachers and Within School Teachers likely to face in their next year? What can we do to remove these?
- What does student voice across our Kāhui Ako tell us one piece of our teachers' strengths and weaknesses?
- How will we know that the Across and Within School Teachers are effective at being collaborative?
- Are we able to map our curriculum offerings across our Kāhui Ako to see if there are gaps, overlap, repetition and opportunities?
- Where might we start in thinking about how we should begin to develop a pathway for our Kāhui Ako?
- How can we connect with our community partners to design our own best curriculum?

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**Partnering | A tool to help with planning your next steps** Domain 5

**What Next?** Set a goal that your Kāhui Ako can work on together to develop in this area.

**DEVELOPMENTAL GOAL** | **ACTIONS REQUIRED?** | **BY WHEN?** | **BY WHOM?** | **SUPPORT, RESOURCES, OR OTHER REQUIREMENTS?**

**Word to know more?** Try these prompts:

**FOR THE LEVEL OF ENGAGEMENT OF THE COMMUNITY IN THE WORK OF THE KĀHUI AKO**

Overburdened | Devoid | Underutilised | Fully engaged

**USEFUL RESOURCES:**

- [Partnering with Māori Communities](#) from the Te Kōwhiri e-book Collection outlines findings from research practices concerning how schools can establish relationships with whānau, hapū and iwi.
- [https://www.education.govt.nz/curriculum/curriculum-planning-tools/](#) - reports from a quality teacher from every learning service, right through to schools and kura to collaboratively develop innovative practices that improve learning outcomes.
- [https://www.education.govt.nz/curriculum/curriculum-planning-tools/](#) - reports from a quality teacher from every learning service, right through to schools and kura to collaboratively develop innovative practices that improve learning outcomes.
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**QUESTIONS FOR DISCUSSION:**

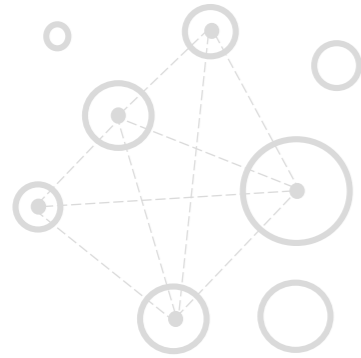
- What does "Partnering" mean to us and who do we want to partner with?
- How do we invest in and build relationships and relational trust with our potential partners?
- What are all the different ways we currently communicate with our wider community? Which are most effective? Why?
- What potential benefits do we see in working alongside whānau and community to address early learning practices? Local practice across 1. Family practices | 2. Other
- Are we connecting with our whānau and community on a personal level or from a position of power? Why/Why not?

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# A high level overview of the stages of development

## Establishing

Pre-approval, achievement challenges and recruitment



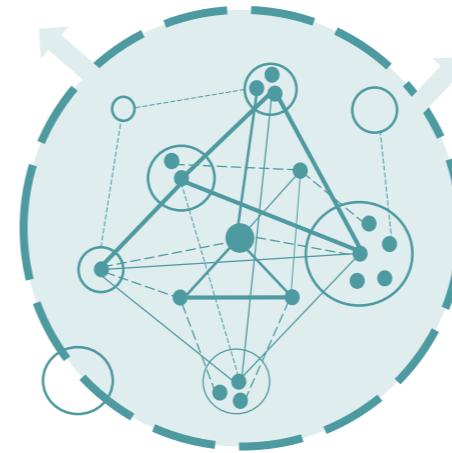
## Developing

Shifting from cooperating to collaborating on what matters most.



## Embedding

Collaborating leads to collective impact on children and young peoples learning



## Fully Functioning

Collaboration is focused, systemic, sustainable and responsive.



**Pre-Approval-** In this stage members of a potential Community of Learning are exploring becoming a Kāhui Ako. A key part of this process is exploring and understanding the benefits and commitments that come from being in a Community of Learning. If interested in becoming an approved Kāhui Ako the members meet with Ministry staff to complete an approval process.

**Achievement Challenges -** Once a Kāhui Ako is approved they begin to develop a vision for what the Community of Learning will be, and what they will achieve. The Kāhui Ako members jointly identify achievement challenges and develop a high level plan for how to tackle the challenges. Many also appoint the Kāhui Ako Leader during this stage who helps lead this process.

A key part of this process is building working relationships between members, establishing basic processes and ways of working together, and setting the strategic direction for what the Kāhui Ako wants to achieve.

**Recruitment -** Once a Kāhui Ako has a formal Memorandum of Agreement, and had the achievement challenges and high level plan endorsed they are able to recruit all of their new teacher roles. In able to recruit effectively the Kāhui Ako needs to have a clear vision of what they want to achieve and what skills and knowledge is needed in these roles to support this.

In this stage Communities of Learning are beginning to implement their high level plan for tackling their achievement challenges. The leader will likely be focusing on working with the Across School teachers to ensure that they are supported and understand their roles. The Kāhui Ako Leader, Across School Teacher(s), and Within School Teachers will be taking responsibility for turning the high level plan into a detailed implementation plan.

By this stage there are formal processes in place for working together and established relationships between members, although these are often just between leaders. The Kāhui Ako has developed a vision and identity. Often this has been driven mostly by the leaders (generally school principals and possibly early learning service head teachers) in the Community of Learning.

In this stage members build off their working relationships with one another and start to develop stronger relationships that are Kāhui Ako focused – not school focused. The leaders are supporting the development of other relationships within the Community of Learning. Across and Within school teachers are building relationships with one another, with the Leader, and with other teachers. The Community of Learning is moving from a group of leaders working together to leaders, teachers and the wider community beginning to work together. The vision and identity begins to grow and evolve as more people within the Community of Learning contribute to it.

As Communities of Learning move into this stage they are implementing the detailed plan for lifting the progress and attainment of their children and young people. Teachers across the Kāhui Ako have an understanding of their role in supporting the challenges, have visibility about what the Across and Within school teacher roles are doing and how that can support changes in their own practice.

The vision and shared purpose is embedded at every level in the Community of Learning. The Kāhui Ako Leader, Across and Within School Teachers are working as a cohesive team. There is a strong leadership network within the Community of Learning and relationships between members and with the wider community that extend beyond the leaders. Members of the wider community, such as parents, family whānau, iwi and employers are viewed as members of the Community of Learning.

The Kāhui Ako has processes and systems in place that enable collaboration to occur on the things that matter the most rather than it being seen as “extra work”. The Community of Learning is becoming a joined up pathway that has systems and practices in place that support children and young people as they transition into, across and out of the Community of Learning.

Members in the Community of Learning work in coordinative, cooperative and collaborative ways when and where they will have the maximum impact on collective goals.

As Communities of Learning move into this stage they are regularly monitoring, reviewing and refining their planning, processes and practices using evidence from a range of sources, including inquiries, data on teacher capability and student outcomes data.

The Kāhui Ako has effective systems and processes in place that create efficiencies and encourage collaboration on the things that matter the most. Resources are allocated across the pathway to best meet the needs and goals of the Kāhui Ako.

There is a well embedded culture of collective improvement and whānaungatanga (trusting, culturally appropriate and professional relationships) that enable teachers and leaders to collaborate with and learn from each other. There is a well developed effective process that engages and involves the whole community. This includes working with some community members, such as iwi, in a productive partnership with the Kāhui Ako.

The learner pathway is well developed and there is regular refining of structures and processes so that learners can migrate seamlessly through it and get easily to where they want to get to next.

Members of the Kāhui Ako fully understand about working in coordinative, cooperative and collaborative ways and can easily switch between them knowing what is involved and needed so the collective impact of actions is fully maximised to benefit all children and young people.



As you work through the map, ask yourselves 'What stage of development are we at?' and 'Is what we are doing within our Kāhui Ako making a difference to the progress and achievement of every child and young person?'

## DEVELOPMENT STATEMENTS

### DOMAIN 1

Teaching collaboratively for the best learning outcome for every child

#### 1. IMPROVING TEACHING PRACTICE & CAPABILITY

#### 2. COLLABORATIVE TEACHING

#### 3. OUR CURRICULUM

##### Establishing

Achievement challenges, recruitment and planning.

##### Developing

Shifting from cooperating to collaborating on what matters most.

##### Embedding

Collaborating leads to collective impact on children and young peoples learning.

##### Fully Functioning

Collaboration is focused, systemic, sustainable and responsive.

We are sharing information about our teaching practices and identifying our high level areas for improvement in teaching capability across the Kāhui Ako.

We are developing a plan to improve teaching capability.

Across and Within School Teachers are identifying and sharing examples of good practice.

We are implementing our plan to improve teacher capability.

Across and Within School Teachers are driving a shared view of good practice.

We review and refine the way that we improve teaching practice across the Kāhui Ako.

Our teachers are regularly self-reflecting on their practices and identifying areas for further development.

We are agreeing on how we will use collaborative teaching in our Community of Learning.

We are planning how we will grow and improve collaborative teaching practices across the Kāhui Ako.

Our teachers are using collaborative teaching.

The findings from teacher led inquiries are shared across the Kāhui Ako.

There is a culture of collaborative teaching.

Our teachers regularly work together to maximise their impact on children and young peoples learning.

We are developing a common language for describing the curriculum.

We are aligning key elements of the curriculum across the Kāhui Ako and developing a shared understanding of curriculum expectations.

We are developing and refining our local curriculum together.

Our local curriculum is connected, complementary and contextualised to our students needs across the learning pathway.

We are discussing how the curriculum is being used across the Kāhui Ako.

**DEVELOPMENT STATEMENTS**

**WHAT WE MIGHT SEE HAPPENING**

Examples of behaviours, attributes and practices in Kāhui Ako at different stages of development

**SELF ASSESSMENT**

Where do we think we are?



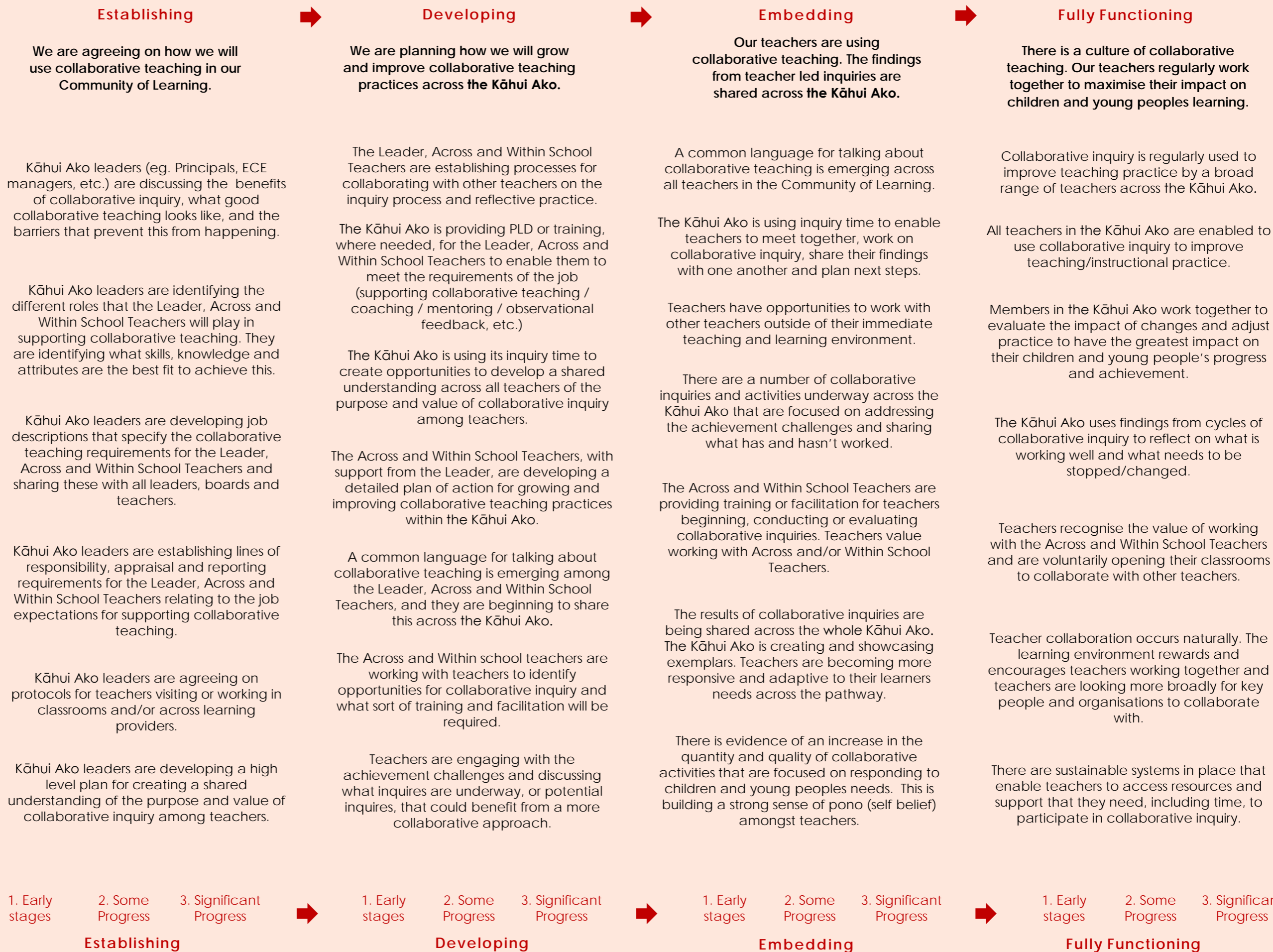
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**What Next?** Set a goal that your Kāhui Ako can work on together to develop in this area.

DEVELOPMENTAL GOAL	ACTIONS REQUIRED?	BY WHO?	BY WHEN?	SUPPORT, RESOURCES, OR OTHER REQUIREMENTS?

**Want to know more?** Try these prompts

**QUESTIONS FOR DISCUSSION...**

- What does “Collaborative Teaching” mean to us?
- What are the advantages of having an aligned and integrated curriculum across our pathway?
- Are there existing barriers preventing teachers from collaborating?
- What barriers are the Across School Teachers and Within School teachers likely to face in their new roles? What can we do to minimise these?
- What does student voice across our Kāhui Ako tell us are areas of strengths and areas where we could do better?
- How will we know that the Across and Within School Teachers are effective at lifting teacher capability?
- Are we able to map our curriculum offerings across our Kāhui Ako to see if there are gaps, overlaps, repetition and opportunities?
- Who can we connect with in our community to develop our local curriculum? How do we make these connections?

**USEFUL RESOURCES...**

- You can access documents to assist you and your Boards of Trustees with selecting, appointing and appraising the Kāhui Ako roles here: <http://www.nzsta.org.nz/employer-role/recruitment-induction/community-of-learning-kāhui-ako-recruitment-resources>
- You can access a set of digital curriculum planning tools that have been designed to help you get your Kāhui Ako up and running in designing a quality, local curriculum for your learners here: <https://curriculumtool.education.govt.nz/>
- The [Teacher-led Innovation Fund \(TLIF\)](#) supports teams of qualified teachers from early learning services, ngā kōhanga reo, schools and kura to collaboratively develop innovative practices that improve learning outcomes.
- Ka Hikitia – Case Studies starts a conversation amongst teachers, whānau, boards of trustees, principals and parents by sharing the stories of those who are engaged in making a difference for their Māori students. You can find out more here: <http://www.education.govt.nz/ministry-of-education/overall-strategies-and-policies/the-maori-education-strategy-ka-hikitia-accelerating-success-20132017/ka-hikitia-case-studies/>
- Visit <http://inclusive.tki.org.nz/guides/> for ideas, guides and further resources for building inclusive classrooms. Each guide on this site includes a series of strategies supported by suggestions.

**RECOMMENDED READS...**

- Halbert, J. & Kaser, L. (2016). [System transformation for equity and quality: Purpose, passion and persistence](#). Melbourne, Australia: Centre for Strategic Education.
- Munby, S. & Fullan, M. (2016). [Inside-out and downside-up: How leading from the middle has the power to transform education systems](#). Education Development trust.
- Hattie, J. (2015). [What Works Best in Education: The Politics of Collaborative Expertise](#). London, UK: Pearson.
- OECD. (2017). [The OECD Handbook for Innovative Learning Environments](#). Paris , France: OECD Publishing.
- Farquhar, S. (2003). [Quality Teaching Early Foundations: Best Evidence Synthesis Iteration](#). NZ: Ministry of Education.
- Alton-Lee, A. (2003). [Quality Teaching for Diverse Students in Schooling: Best Evidence Synthesis Iteration](#). NZ: Ministry of Education.



## DEVELOPMENT STATEMENTS

### DOMAIN 2

**Leading** for progress and achievement for every child and every teacher

*As you work through the map, ask yourselves 'What stage of development are we at?' and 'Is what we are doing within our Kāhui Ako making a difference to the progress and achievement of every child and young person?'*

#### Establishing

Achievement challenges, recruitment and planning.

#### Developing

Shifting from cooperating to collaborating on what matters most.

#### Embedding

Collaborating leads to collective impact on children and young peoples learning.

#### Fully Functioning

Collaboration is focused, systemic, sustainable and responsive.

### 1. LEADERSHIP DEVELOPMENT

We are identifying the roles and responsibilities of leaders in the Kāhui Ako and identifying what leadership skills, knowledge and attributes we want in our Kāhui Ako Leader, Across and Within School Teachers.

Our Leaders are learning from each other.

We are supporting our Kāhui Ako Leader, Across and Within School Teachers to establish themselves as leaders of learning.

We are growing leadership capability across the community.

Our Leader, Across, and Within School Teachers are leading change across the Kāhui Ako.

Our Kāhui Ako has a strong leadership capability that is self-sustaining. Our Leaders support and encourage professional growth across the Kāhui Ako.

### 2. COLLECTIVE PURPOSE, FOCUS & RESPONSIBILITY

We are finding common ground and agreeing how to work together to achieve our goals.

We have a shared purpose and an established way of working together.

Our people are engaging with and influencing the shared purpose and vision.

We have a clear vision and purpose developed with, and owned by, the wider community.

Our leaders have strong and trusting relationships and are leading the community together.

Our Leaders lead with manaakitanga. They hold themselves accountable for achieving our communities vision for all of our children and young people.

**DEVELOPMENT STATEMENTS**



**WHAT WE MIGHT SEE HAPPENING**

Examples of behaviours, attributes and practices in Kāhui Ako at different stages of development

**SELF ASSESSMENT**

Where do we think we are?



**DEVELOPMENT STATEMENTS**

**WHAT WE MIGHT SEE HAPPENING**

Examples of behaviours, attributes and practices in Kāhui Ako at different stages of development

**SELF ASSESSMENT**

Where do we think we are?



**What Next?** Set a goal that your Kāhui Ako can work on together to develop in this area.

DEVELOPMENTAL GOAL	ACTIONS REQUIRED?	BY WHO?	BY WHEN?	SUPPORT, RESOURCES, OR OTHER REQUIREMENTS?

**Want to know more?** Try these prompts

**QUESTIONS FOR DISCUSSION**

- What can we achieve together that we wouldn't be able to do as individual education providers?
- What support and resources do we currently offer for leadership development?
- How do we get 'buy in' to our Kāhui Ako from our teachers?
- Do we have a clear and agreed vision for what we want to build together?
- What does "good leadership" look like for our Kāhui Ako?
- Who are our leaders and what role will they play in the Kāhui Ako?
- Are we building a culture of pono amongst ourselves as leaders and our teachers?
- Can we continue to build a stronger learning culture with our wider community by practising awhinatanga?

**CHECK OUT THESE USEFUL RESOURCES...**

- Learn more about manaakitanga, pono, ako, and awhinatanga here: <http://www.educationalleaders.govt.nz/Leadership-development/Key-leadership-documents/Kiwi-leadership-for-principals/Qualities/>
- <http://www.nzsta.org.nz/employer-role/recruitment-induction/community-of-learning-kāhui-ako-recruitment-resources> documents are for assisting schools with selecting, appointing and appraising the Community of Learning | Kāhui Ako roles.
- **Expert Partners:** Expert Partners act as critical friends to Kāhui Ako Leaders to strengthen evidence gathering practices, critical data analysis skills, problem definition, and evidence-informed action planning.
- You can find a guide on mapping out an evidence-informed story about the strategies you will use to get to your goal here: <http://www.educationalleaders.govt.nz/Problem-solving/Online-tools-and-resources/Theory-for-improvement>
- ERO has released 3 reports that present a conceptual framework to help support Communities of Learning with international evidence about effective collaboration in education communities. You can find them here: <http://www.ero.govt.nz/publications/communities-of-learning-kahui-ako-collaboration-to-improve-learner-outcomes/>
- You can find some ideas and reflection for leaders in building collaboration here: <http://www.educationalleaders.govt.nz/Leading-learning/Collaborative-cultures/Promoting-collaborative-learning-cultures>
- Tū Rangatira: Māori Medium Educational Leadership presents a model of leadership that reflects some of the key leadership roles and practices that contribute to high-quality educational outcomes for Māori learners. You can find the English translation here: <http://www.educationalleaders.govt.nz/Leadership-development/Key-leadership-documents/Tu-rangatira-English> and te reo Māori version here: <http://www.educationalleaders.govt.nz/Leadership-development/Key-leadership-documents/Tu-rangatira-Maori>
- Collins, J. & Porras, J. (1991). *Organizational Vision and Visionary Organizations*, *California Management Review*, 34(1), 30-52.
- Kotter, J. (1995). *Leading change: Why transformation efforts fail*, *Harvard Business Review*, 73(2), 59-67.



# DEVELOPMENT STATEMENTS

## DOMAIN 3

Evidence guiding our practice and actions

As you work through the map, ask yourselves 'What stage of development are we at?' and 'Is what we are doing within our Kāhui Ako making a difference to the progress and achievement of every child and young person?'

### Establishing

Achievement challenges, recruitment and planning.

### Developing

Shifting from cooperating to collaborating on what matters most.

### Embedding

Collaborating leads to collective impact on children and young peoples learning.

### Fully Functioning

Collaboration is focused, systemic, sustainable and responsive.

## 1. DATA COLLECTION AND MANAGEMENT

We are identifying what data and evidence our members collect, what is useful for Kāhui Ako purposes and how we safely share this information.

We are exploring how we can improve the quality of our data and evidence, and how we can improve the way we collect and share data.

We are improving the quality of our data and evidence.

We have sustainable systems in place for data collection and management.

We make adaptations to our data collections when needed and are confident in the quality, relevance and security of the data we collect.

## 2. USING EVIDENCE & DATA TO MONITOR PROGRESS AND LIFT ACHIEVEMENT

We are using data and evidence to set our achievement challenges and inform our action plan.

We are measuring student attainment and progress against our achievement challenges. Both in our own organisations and our Kāhui Ako.

We are using broad and reliable data and evidence to evaluate and inform our actions.

Data and evidence is the major driver of practice in our Kāhui Ako.

**DEVELOPMENT STATEMENTS**

**WHAT WE MIGHT SEE HAPPENING**

Examples of behaviours, attributes and practices in Kāhui Ako at different stages of development

**SELF ASSESSMENT**

Where do we think we are?





**DEVELOPMENT STATEMENTS**

**WHAT WE MIGHT SEE HAPPENING**

Examples of behaviours, attributes and practices in Kāhui Ako at different stages of development

**SELF ASSESSMENT**

Where do we think we are?



**What Next?** Set a goal that your Kāhui Ako can work on together to develop in this area.

DEVELOPMENTAL GOAL	ACTIONS REQUIRED?	BY WHOM?	BY WHEN?	SUPPORT, RESOURCES, OR OTHER REQUIREMENTS?

**Want to know more?** Try these prompts.

**FILL OUT THE BRAINSTORM BELOW FOR ONE OF YOUR ACHIEVEMENT CHALLENGES**

We know that :	We think that :
The evidence to support this is :	And we could confirm this by :

**USEFUL RESOURCES...**

- You can find guidance on how and when you can share information that identifies children, young people and students here: <https://www.privacy.org.nz/assets/Files/Brochures-and-pamphlets-and-pubs/Privacy-in-Schools-September-2009.pdf>
- [EducationCounts.govt.nz](http://educationcounts.govt.nz) : The Education Counts website offers a range of New Zealand specific education data and publications, including an online tool where you can find data about your Community of Learning.
- [Expert Partners](#) : Expert Partners act as critical friends to Kāhui Ako to strengthen evidence gathering practices, critical data analysis skills, problem definition, and evidence-informed action planning.
- The [Progress and Consistency Tool \(PaCT\)](#) supports consistent judgments of student progress and achievement in reading, writing and mathematics in Years 1–8. The Learning Progressions Frameworks are a key part of PaCT.
- Explore what other Kāhui Ako are doing by looking at their endorsed achievement challenges: <http://www.education.govt.nz/communities-of-learning/teaching-and-learning/achievement-challenges/>
- <https://educationcouncil.org.nz/content/our-code-our-standards>

**QUESTIONS FOR DISCUSSION**

- Who are our 'data and evidence experts'?
- What does good use of evidence and data look like?
- How can we measure progress against the outcomes of the curriculum?
- How do we know our data is reliable and accurate?
- What type of data would be useful for our Kāhui Ako to use?
- How often are our practices and decisions 'evidence based'?
- How will we know what we are doing is successful in lifting teacher capability?
- Should we appoint a privacy officer for our Kāhui Ako?

# DEVELOPMENT STATEMENTS

## DOMAIN 4

Pathways developing and connecting along the whole educational journey for every child

*As you work through the map, ask yourselves 'What stage of development are we at?' and 'Is what we are doing within our Kāhui Ako making a difference to the progress and achievement of every child and young person?'*

### Establishing

Achievement challenges, recruitment and planning.

### Developing

Shifting from cooperating to collaborating on what matters most.

### Embedding

Collaborating leads to collective impact on children and young peoples learning.

### Fully Functioning

Collaboration is focused, systemic, sustainable and responsive.

## 1. INTEGRATING THE LEARNING PATHWAY

We are developing relationships to create a joined up learner pathway for our children and young people.

We are working on addressing our achievement goals across the learning pathway.

We are ensuring that learning is joined up and responsive to the needs of our children and young people as they progress across our pathway.

We are able to work flexibly across the Kāhui Ako and the learner pathway to be able to deliver high quality teaching and learning opportunities.

## 2. SUPPORTING TRANSITIONS

We have identified the key transition points in, out, and through our local education system.

We have a plan of action for how we will work together to support learners across transition points.

We have evidence-based practices in place to support successful and seamless transitions through the pathway.

We regularly review the practices in place to support sustained success and seamless transitions for all of our children and young people.



**DEVELOPMENT STATEMENTS**

**WHAT WE MIGHT SEE HAPPENING**

Examples of behaviours, attributes and practices in Kāhui Ako at different stages of development

**SELF ASSESSMENT**

Where do we think we are?



**DEVELOPMENT STATEMENTS**

**WHAT WE MIGHT SEE HAPPENING**

Examples of behaviours, attributes and practices in Kāhui Ako at different stages of development

**SELF ASSESSMENT**

Where do we think we are?



**What Next?** Set a goal that your Kāhui Ako can work on together to develop in this area.

DEVELOPMENTAL GOAL	ACTIONS REQUIRED?	BY WHOM?	BY WHEN?	SUPPORT, RESOURCES, OR OTHER REQUIREMENTS?

Want to know more? Try these prompts.

**BRAINSTORM WHAT THE EDUCATION JOURNEY LOOKS LIKE FOR YOUR LEARNERS**

**Pick One:** “The most important thing for my learning is...” / “I am learning about...”  
 “I wish my teachers would...” / “I am having trouble with...” **or choose your own.**

Age 3:

Age 6:

Age 9:

Age 12:

Age 15:

Age 18:

**QUESTIONS FOR DISCUSSION**

- What does the education journey look like for one of our children and young people across our pathway?
- What similarities and differences can be seen between classrooms? Between providers?
- Are we getting and giving the right kinds of information from each other when our students transition?
- What do we currently do to support transitions and do we know it is effective?
- How do our learning programmes build on students’ prior experiences?
- How are assessment practices and teacher judgments aligned and moderated?
- Do we have the systems and processes in place to enable seamless transitions?
- What connections do we need to support successful transitions in and out of the Kāhui Ako?
- What actions can we take to build greater coherence across our Community of Learning?

**CHECK OUT THESE USEFUL RESOURCES...**

- The Coherent Pathways tool is about learner continuity it will help Kāhui Ako ensure that learners experience as smooth a transition as possible as they move from early childhood through to the end of their secondary schooling.
- Revisit [NZC Update 9 - Effective learning pathways](#) and consider it in context of your community of Learning.
- The FindMyPath website (<http://vp.org.nz/>) has information about education pathways and qualification to job information and careers in six Vocational Pathways.
- [Te Rāngai Kāhui Ako ā Iwi](#) : A framework to support sustainable Māori medium education, recognising the diversity region by region, iwi by iwi.



As you work through the map, ask yourselves 'What stage of development are we at?' and 'Is what we are doing within our Kāhui Ako making a difference to the progress and achievement of every child and young person?'

## DEVELOPMENT STATEMENTS

### DOMAIN 5

Partnering with families, employers, iwi and community

#### 1. PARENTS, FAMILY AND WHĀNAU

#### 2. IWI RELATIONSHIPS

#### 3. STRONG COMMUNITY ENGAGEMENT AND LOCAL RELATIONSHIPS

#### Establishing

Achievement challenges, recruitment and planning.

#### Developing

Shifting from cooperating to collaborating on what matters most.

#### Embedding

Collaborating leads to collective impact on children and young peoples learning.

#### Fully Functioning

Collaboration is focused, systemic, sustainable and responsive.

We are talking with parents and whānau so that they understand what the Kāhui Ako is seeking to achieve for their children and how they can contribute.

We are sharing information and data with parents and whānau and listening to their questions and aspirations to jointly plan next learning steps for their children.

As a result of collaborating with parents and whānau we are making changes to how learning happens in our Kāhui Ako.

We have developed a strong sense of whānaungatanga with parents and whānau that has led to a partnership based on the learning needs of their children.

We are talking with our local iwi leaders about the establishment of our Kāhui Ako.

We are developing relationships with iwi and involving them in the work of our Kāhui Ako.

We collaborate with iwi in key areas of work across our Kāhui Ako that will have a positive impact on learning outcomes.

Iwi are partners in our Kāhui Ako. We plan together and have shared goals for improving student progress and achievement.

We are identifying key people and local organisations in our wider community that we need to engage with and involve in the work of the Kāhui Ako.

We have developed relationships with key people and organisations in our community and have identified roles and responsibilities for engagement and communication.

Our relationships with our community are resulting in changes within our Kāhui Ako that improve student progress and achievement.

Our Community of Learning is seen as an integral part of the community and this is benefiting our children and young people.

**DEVELOPMENT STATEMENTS**

**WHAT WE MIGHT SEE HAPPENING**

Examples of behaviours, attributes and practices in Kāhui Ako at different stages of development

**SELF ASSESSMENT**

Where do we think we are?



**DEVELOPMENT STATEMENTS**

**Establishing**

We are talking with our local iwi leaders about the establishment of our Kāhui Ako.

**Developing**

We are developing relationships with iwi and involving them in the work of our Kāhui Ako.

**Embedding**

We collaborate with iwi in key areas of work across our Kāhui Ako that will have a positive impact on learning outcomes.

**Fully Functioning**

Iwi are partners in our Kāhui Ako. We plan together and have shared goals for improving student progress and achievement.

We are identifying existing relationships that our members have their local iwi partners and are beginning to establish relationships with them as a Community of Learning.

The Kāhui Ako is developing formalised relationships with iwi and where possible involving them in the work of the Kāhui Ako.

There are conditions and processes in place that enable collaboration between iwi partners and the Community of Learning.

Iwi and the Kāhui Ako are working together with the wider community in partnership and are able to engage in joint decision making and responsibility to achieve the shared goals.

The Kāhui Ako is sharing their goals, aspirations, priorities, data and information with iwi partners.

The jobs and roles of iwi partners are defined so that people know what they can do to contribute to lifting outcomes for their children and young people.

The Kāhui Ako and iwi partners have established joint and collective responsibility for lifting achievement of tamariki across the Kāhui Ako.

All key documents reflect shared aspirations and goals (including iwi education priorities), and data gathering and reporting reflect these.

The Kāhui Ako is listening to and learning about the aspirations and priorities their iwi partners have for their tamariki.

Relationships with iwi partners may be reflected in the Kāhui Ako Memorandum of Agreement.

The Kāhui Ako and iwi partners are sharing resources to achieve shared goals and aspirations including embedding iwitanga across the learning pathway.

Iwi and Kāhui Ako are sharing identified resources for achieving shared goals and aspirations for lifting the achievement of children and young people across the learning pathway.

The Kāhui Ako is seeking iwi reflections on and input into the achievement challenges and planning.

Where possible the Kāhui Ako is incorporating iwi input, goals and aspirations into achievement challenges and detailed planning. This includes developing aspects of iwitanga into the curriculum.

The Kāhui Ako and iwi partners are co-constructing shared goals and aspirations questioning and challenging ideas and practices, to lift student attainment.

Both iwi and Kāhui Ako are able to challenge ideas, practices and values that impact on lifting learner attainment in a safe and trusting environment.

The Kāhui Ako is beginning to explore with iwi about how they can contribute to the Community of Learning.

The Community of Learning and iwi are exploring how iwi contracts/resources could help to accelerate learner outcomes.

The Kāhui Ako and iwi partners draw on each other's strengths to develop strategies and actions for achieving equitable outcomes for Māori learners as Māori.

Everyone's voice is heard, listened to and considered before key decisions about agreed shared goals are made.

Iwi and Kāhui Ako are active partners in leadership and learning, contributing to equitable outcomes for Māori learners as Māori.

**WHAT WE MIGHT SEE HAPPENING**

Examples of behaviours, attributes and practices in Kāhui Ako at different stages of development

**SELF ASSESSMENT**

Where do we think we are?

- 1. Early stages
- 2. Some Progress
- 3. Significant Progress

**Establishing**

- 1. Early stages
- 2. Some Progress
- 3. Significant Progress

**Developing**

- 1. Early stages
- 2. Some Progress
- 3. Significant Progress

**Embedding**

- 1. Early stages
- 2. Some Progress
- 3. Significant Progress

**Fully Functioning**



**DEVELOPMENT STATEMENTS**



**WHAT WE MIGHT SEE HAPPENING**

Examples of behaviours, attributes and practices in Kāhui Ako at different stages of development

**SELF ASSESSMENT**

Where do we think we are?

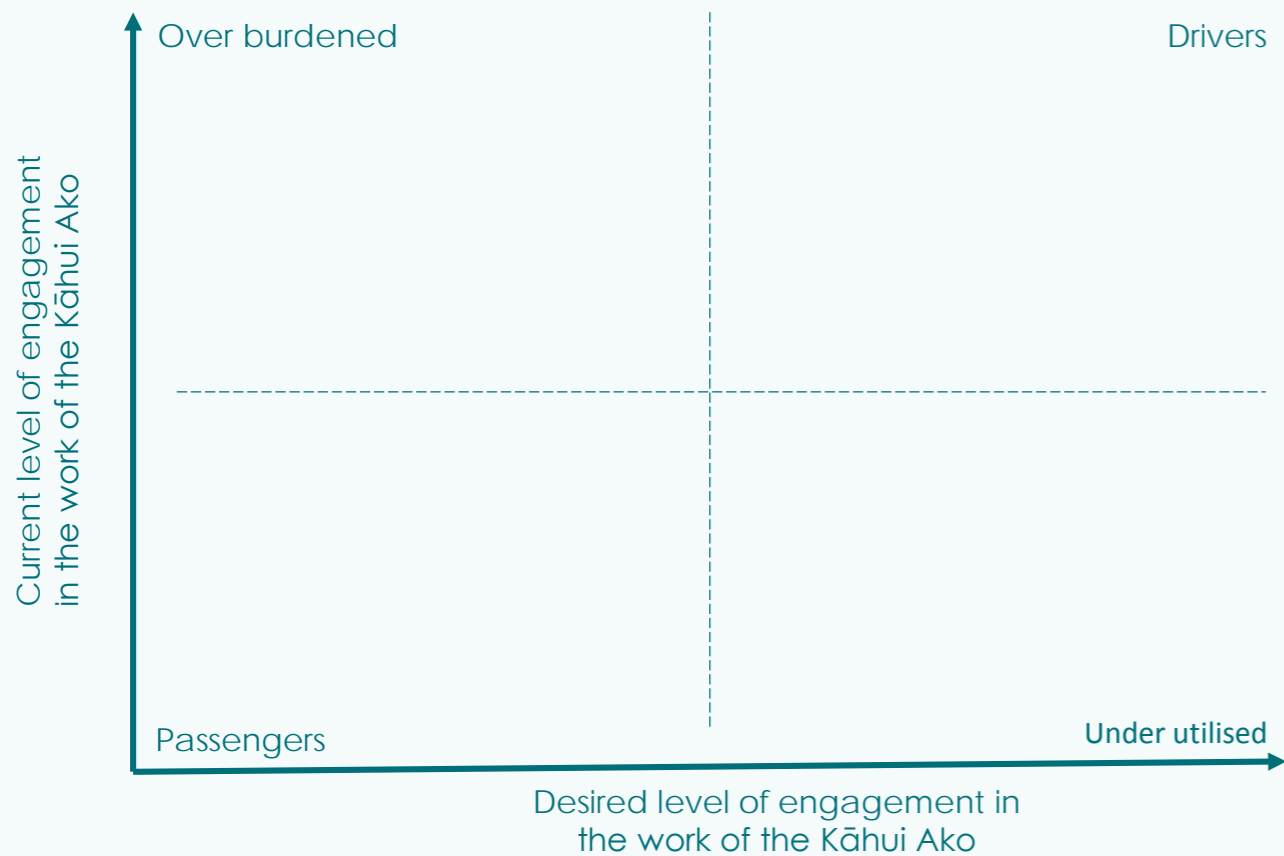


**What Next?** Set a goal that your Kāhui Ako can work on together to develop in this area.

DEVELOPMENTAL GOAL	ACTIONS REQUIRED?	BY WHOM?	BY WHEN?	SUPPORT, RESOURCES, OR OTHER REQUIREMENTS?

Want to know more? Try these prompts.

**PLOT THE LEVEL OF ENGAGEMENT OF THE COMMUNITY IN THE WORK OF THE KĀHUI AKO**



Kāhui Ako Leader | Across School Teacher(s) | Within School Teachers | Principals | Teachers and staff | Children and young people | Parents, family and whānau | Iwi | Employers | Early learning providers | Local private schools | Tertiary providers | Other

**USEFUL RESOURCES**

- [Connecting with Māori Communities](#) from the Te Kotahitanga eBook Collection outlines findings from research literature concerning how schools can establish relationships with whānau, hapū and iwi.
- <http://nzcurriculum.tki.org.nz/Principles/Community-engagement/About> A rich set of resources developed as part of the NZ Curriculum on line that include case studies, helpful tools and exemplars.
- <http://inclusive.tki.org.nz/guides/partnering-with-parents-whānau-and-communities/>: A resource on TKI that lays out helpful steps and strategies for partnering with parents, family and whānau as well as the wider community.
- <https://tewhariki.tki.org.nz/en/weaving-te-whariki/parents-and-whānau/> A set of resources for early Learning providers to support building positive relationships with parents, families and whānau.

**QUESTIONS FOR DISCUSSION**

- What does “Partnership” mean to us and who do we want to partner with?
- How do we invest in and build a relationship and relational trust with our potential partners?
- What are all the different ways we currently communicate with our wider community? Which of these ways facilitate authentic voice?
- What potential benefits do we see in working alongside whānau and community to address our achievement challenges?
- Are we connecting with our Whānau and community on a personal level or from a position of power / authority?

As you work through the map, ask yourselves 'What stage of development are we at?' and 'Is what we are doing within our Kāhui Ako making a difference to the progress and achievement of every child and young person?'

## DEVELOPMENT STATEMENTS

DOMAIN 6

Building a thriving  
Community of  
Learning | Kāhui Ako

### Establishing

Achievement challenges,  
recruitment and planning.

### Developing

Shifting from cooperating  
to collaborating on what  
matters most.

### Embedding

Collaborating leads to  
collective impact on children  
and young peoples learning.

### Fully Functioning

Collaboration is focused,  
systemic, sustainable and  
responsive.

## 1. CULTURE OF TRUST

Our leaders are committed to  
working together to build trust  
within the Kāhui Ako.

We are building trusting, culturally  
appropriate and professional  
relationships (whānaungatanga)  
together.

Our strong sense of  
whānaungatanga is enabling a  
culture of collaboration to  
develop across our Kāhui Ako.

Our strong culture of  
whānaungatanga enables us to  
collaborate with each other on the  
things that will that will best lift the  
attainment of our children and  
young people.

## 2. PLANNING AND DELIVERING TOGETHER

We are meeting and working  
together on our achievement  
challenges, planning and  
recruitment of new roles.

We have agreed to change  
the way we work to deliver our  
achievement challenges.

We are planning how to  
implement change, organise  
ourselves to work more efficiently  
together as a Kāhui Ako and  
developing systems to work  
collaboratively.

We have structured our Kāhui Ako  
to enable the building of effective  
collaborative relationships.

We have explored, and where  
appropriate adopted new  
approaches to more efficiently  
plan and manage activities in our  
Kāhui Ako.

Our Kāhui Ako has effective  
systems and processes in place  
that create efficiencies and  
encourage collaboration on the  
things that matter the most.



**DEVELOPMENT STATEMENTS**

**WHAT WE MIGHT SEE HAPPENING**

Examples of behaviours, attributes and practices in Kāhui Ako at different stages of development

**SELF ASSESSMENT**

Where do we think we are?



**DEVELOPMENT STATEMENTS**

**WHAT WE MIGHT SEE HAPPENING**

Examples of behaviours, attributes and practices in Kāhui Ako at different stages of development

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**What Next?** Set a goal that your Kāhui Ako can work on together to develop in this area.

DEVELOPMENTAL GOAL	ACTIONS REQUIRED?	BY WHOM?	BY WHEN?	SUPPORT, RESOURCES, OR OTHER REQUIREMENTS?

**Want to know more?** Try these prompts.

**USEFUL RESOURCES**

- A pack of guides that contain detailed information about the steps to establishing a Community of learning <https://www.education.govt.nz/communities-of-learning/about/download-a-starter-guide/>
- Guidance on how to set up a Stewardship/Oversight group for your Kāhui Ako can be found here: <https://www.nzsta.org.nz/assets/Communities-of-Learning/Stewardship-Group-COLs-v3.pdf>
- <https://education.govt.nz/communities-of-learning/building/> is a website with advice and guidance for building a thriving Community of Learning, including bundling of services and sharing resources.
- <http://www.educationalleaders.govt.nz/Leading-learning/Collaborative-cultures/Promoting-collaborative-learning-cultures> provides ideas and reflections for leaders in building collaboration.
- <http://www.ero.govt.nz/assets/Uploads/Collaboration-to-Improve-Learner-Outcomes.pdf> A guide on what the evidence tells us about building collaboration across schools to lift student attainment.
- <http://inclusive.tki.org.nz/guides/supporting-maori-students/> Ideas, guides and further resources for Building a partnership based on understanding and respect between teachers, parents, whānau, hapū, and iwi will support all Māori students to achieve success as Māori.

**QUESTIONS FOR DISCUSSION**

- What organisational and stewardship structure would suit our Kāhui Ako?
- What sort of processes do we need in place to enable us to work together effectively?
- What are each of our roles and responsibilities?

**USE LEWINS'S FORCE FIELD ANALYSIS TO IDENTIFY RISKS OR BARRIERS TO DESIRE CHANGE**

