

Communities of Learning

Kāhui Ako

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

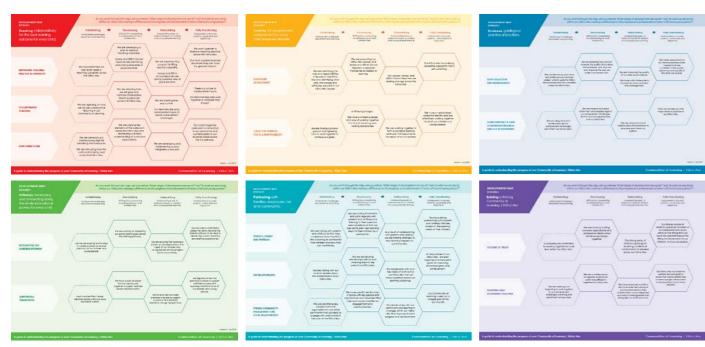
The Development Map is a tool to help Kāhui Ako understand where they are at now, and where they might decide to head in the future in the development of collaborative practice as they shift from a group of independent education providers to a collaborative network.

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.

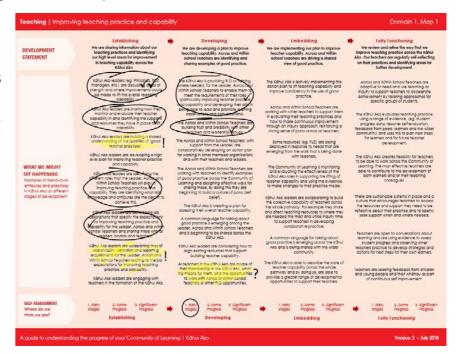


The guide includes development maps for each strand and provides examples of behaviours, attributes and practices at different stages of development.

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.

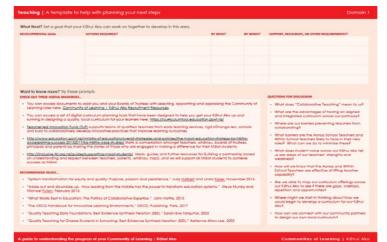
Every Kāhui Ako does things differently, so it is not an exhaustive list of examples, and some may not be relevant to your Kāhui Ako.

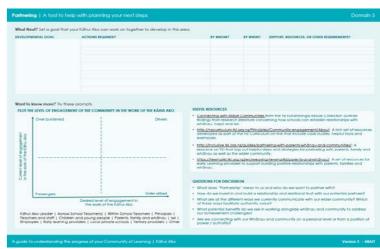
These development maps are focused on describing developmental progress in establishing collaborative practices. They are not designed to provide examples of good practice in teaching and leadership more generally. To find out more about these we have provided some links and readings.



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.





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

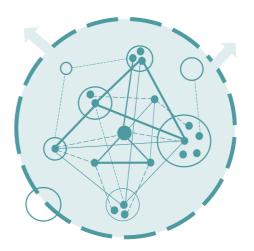
Collaborating leads to collective impact on children and young peoples learning

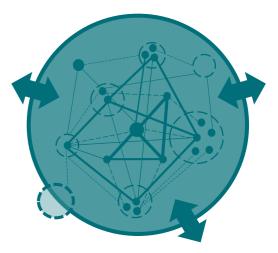
Fully Functioning

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.

Teaching collaboratively for the best learning outcome for every child

IMPROVING TEACHING
PRACTICE & CAPABILITY

2. **COLLABORATIVE** TEACHING

3. OUR CURRICULUM

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 **Fully Functioning** Developing **Embedding** Shifting from cooperating Collaborating leads to Collaboration is focused, Achievement challenges, to collaborating on what collective impact on children systemic, sustainable and recruitment and planning. matters most. and young peoples learning. responsive. We review and refine the way We are developing a plan to that we improve teaching improve teaching capability. practice across the Kāhui Ako. Across and Within School Teachers Our teachers are regularly selfare identifying and sharing reflecting on their practices examples of good practice. and identifying areas for further We are implementing our plan to development. We are sharing information improve teacher capability about our teaching practices and identifying our high level Across and Within School areas for improvement in Teachers are driving a shared teaching capability across the view of good practice. Kāhui Ako. There is a culture of collaborative teaching. We are planning how we will grow and improve collaborative Our teachers regularly work teaching practices across the together to maximise their Kāhui Ako. impact on children and Our teachers are using young peoples learning. collaborative teaching. We are agreeing on how we will use collaborative teaching The findings from teacher led in our Community of Learning. inquiries are shared across the Kāhui Ako. We are aligning key elements Our local curriculum is of the curriculum across the connected, complementary Kāhui Ako and developing a and contextualised to our shared understanding of students needs across the curriculum expectations. learning pathway. We are developing a common language for describing the curriculum. We are developing and refining our local curriculum together. We are discussing how the curriculum is being used across the Kāhui Ako.

WHAT WE MIGHT **SEE HAPPENING**

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

Establishing

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

Kāhui Ako leaders (eg. Principals, ECE managers, etc.) are discussing areas of strength and where improvements could be made to lift the overall teaching capability.

Kāhui Ako leaders are sharing how they monitor and evaluate their teacher capability in and identifying the supports and resources they have in place to lift capability.

Kāhui Ako leaders are building a shared understanding of the qualities of 'good teacher practices'

Kāhui Ako leaders are developing a high level plan for improving teacher practice and capability.

Kāhui Ako leaders are identifying the different roles that the Leader, Across and Within School Teachers will play in improving teaching practice and capability. They are identifying what skills, knowledge and attributes are the best fit to achieve this.

Kāhui Ako leaders are developing job descriptions that specify the expectations for improving teaching practice and capability for the Leader, Across and Within School Teachers and sharing these with all leaders, boards and teachers.

Kāhui Ako leaders are establishing lines of responsibility, appraisal and reporting requirements for the Leader, Across and Within School Teachers relating to the job expectations for improving teaching practice and capability.

Kāhui Ako leaders are engaging with teachers in the formation of 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.

The Kāhui Ako is providing PLD or training, where needed, for the Leader, Across and Within School Teachers to enable them to meet the requirements of their roles (particularly improving teacher practice and capability and developing their skills in being able to lead and promote learning observations and conversations).

The Across and Within School Teachers are building trust and credibility with other teachers and leadership groups.

The Across and Within School Teachers, with support from the Leader, are collaboratively developing an action plan for working in other members organisations and with their teachers and leaders.

The Across and Within School Teachers are working with teachers to identify examples of good practice across the Community of Learning and designing effective ways for sharing these. By doing this they are beginning to build a culture of pono (self belief).

The Kāhui Ako is creating a plan for assessing their overall teacher capability.

A common language for talking about good practice is emerging among the Leader, Across and Within School Teachers and is beginning to be shared across the Kāhui Ako.

Kāhui Ako leaders are considering how to align existing resources that support building teacher capability.

All teachers in the Kāhui Ako are aware of their membership in the Kāhui Ako, what this means for them, and the opportunities to work with Across or Within School Teachers or other PLD opportunities.

Embedding

We are implementing our plan to improve teacher capability. Across and Within School Teachers are driving a shared view of good practice.

The Kāhui Ako is actively implementing the action plan to lift teaching capability and improve consistency in the use of good practice.

Across and Within School Teachers are working with other teachers to support them in evaluating their teaching practices and how to make continuous improvement through an inquiry approach, reinforcing a strong sense of pono across all teachers.

Some resources (eg. PLD) are being deployed in response to needs that are emerging from the work that is being done with teachers.

The Community of Learning is monitoring and evaluating the effectiveness of the Kāhui Ako roles in supporting the lifting of teacher capability and using the evidence to make changes to their practice model.

Kāhui Ako leaders are collaborating to build the collective capability of teachers across the whole pathway. For example they share and direct teaching resources to where they are needed the most and utilise inquiry time to support teachers in developing collaborative practice.

A common language for talking about good practice is emerging across the Kāhui Ako and is being shared with the wider community.

The Kāhui Ako is able to describe the state of teacher capability across the whole pathway and by doing so, are able to provide a greater range of developmental opportunities to support their teachers.

Fully Functioning

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.

Across and Within School Teachers are adaptive to need and use teaching as inquiry to support teachers to accelerate achievement by tailoring approaches for specific groups of students.

The Kāhui Ako evaluates teaching practice using a range of evidence, (eg. student progress data, teacher self-evaluation, feedback from peers, learners and the wider community) and uses this to plan next steps for learners and for future teacher development.

The Kāhui Ako creates flexibility for teachers to be able to work across the Community of Learning. The most effective teachers are able to contribute to the development of both learners and/or their teaching colleagues.

There are sustainable systems in place and a culture that encourages teachers to access the resources and support they need to be reflective about their practice and to openly seek support when and where needed.

Teachers are open to conversations about learning and are using evidence to assess student progress and observing other teachers practice to develop strategies and actions for next steps for their own learners.

Teachers are seeking feedback from children and young people and their whanau as part of continuous self improvement.

SELF ASSESSMENT

Where do we think we are? 1. Early stages

2. Some **Progress**

Establishing

3. Significant **Progress**

1. Early stages

2. Some Progress

Developing

3. Significant **Progress**

1. Early stages

2. Some 3. Significant **Progress**

Progress

1. Early stages

3. Significant 2. Some **Progress Progress**

Embedding

WHAT WE MIGHT **SEE HAPPENING**

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

Establishing

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

Kāhui Ako leaders (eg. Principals, ECE managers, etc.) are discussing the benefits of collaborative inquiry, what good collaborative teaching looks like, and the barriers that prevent this from happening.

Kāhui Ako leaders are identifying the different roles that the Leader, Across and Within School Teachers will play in supporting collaborative teaching. They are identifying what skills, knowledge and attributes are the best fit to achieve this.

Kāhui Ako leaders are developing job descriptions that specify the collaborative teaching requirements for the Leader, Across and Within School Teachers and sharing these with all leaders, boards and teachers.

Kāhui Ako leaders are establishing lines of responsibility, appraisal and reporting requirements for the Leader, Across and Within School Teachers relating to the job expectations for supporting collaborative teaching.

Kāhui Ako leaders are agreeing on protocols for teachers visiting or working in classrooms and/or across learning providers.

Kāhui Ako leaders are developing a high level plan for creating a shared understanding of the purpose and value of collaborative inquiry among teachers.

Developing

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

The Leader, Across and Within School Teachers are establishing processes for collaborating with other teachers on the inquiry process and reflective practice.

The Kāhui Ako is providing PLD or training, where needed, for the Leader, Across and Within School Teachers to enable them to meet the requirements of the job (supporting collaborative teaching / coaching / mentoring / observational feedback, etc.)

The Kāhui Ako is using its inquiry time to create opportunities to develop a shared understanding across all teachers of the purpose and value of collaborative inquiry among teachers.

The Across and Within School Teachers, with support from the Leader, are developing a detailed plan of action for growing and improving collaborative teaching practices within the Kāhui Ako.

A common language for talking about collaborative teaching is emerging among the Leader, Across and Within School Teachers, and they are beginning to share this across the Kāhui Ako.

The Across and Within school teachers are working with teachers to identify opportunities for collaborative inquiry and what sort of training and facilitation will be required.

Teachers are engaging with the achievement challenges and discussing what inquires are underway, or potential inquires, that could benefit from a more collaborative approach.

Embedding

Our teachers are using collaborative teaching. The findings from teacher led inquiries are shared across the Kāhui Ako.

A common language for talking about collaborative teaching is emerging across all teachers in the Community of Learning.

The Kāhui Ako is using inquiry time to enable teachers to meet together, work on collaborative inquiry, share their findings with one another and plan next steps.

Teachers have opportunities to work with other teachers outside of their immediate teaching and learning environment.

There are a number of collaborative inquiries and activities underway across the Kāhui Ako that are focused on addressing the achievement challenges and sharing what has and hasn't worked

The Across and Within School Teachers are providing training or facilitation for teachers beginning, conducting or evaluating collaborative inquiries. Teachers value working with Across and/or Within School Teachers.

The results of collaborative inquiries are being shared across the whole Kāhui Ako. The Kāhui Ako is creating and showcasing exemplars. Teachers are becoming more responsive and adaptive to their learners needs across the pathway.

There is evidence of an increase in the quantity and quality of collaborative activities that are focused on responding to children and young peoples needs. This is building a strong sense of pono (self belief) amongst teachers.

Fully Functioning

There is a culture of collaborative teaching. Our teachers regularly work together to maximise their impact on children and young peoples learning.

Collaborative inquiry is regularly used to improve teaching practice by a broad range of teachers across the Kāhui Ako.

All teachers in the Kāhui Ako are enabled to use collaborative inquiry to improve teaching/instructional practice.

Members in the Kāhui Ako work together to evaluate the impact of changes and adjust practice to have the greatest impact on their children and young people's progress and achievement.

The Kāhui Ako uses findings from cycles of collaborative inquiry to reflect on what is working well and what needs to be stopped/changed.

Teachers recognise the value of working with the Across and Within School Teachers and are voluntarily opening their classrooms to collaborate with other teachers.

Teacher collaboration occurs naturally. The learning environment rewards and encourages teachers working together and teachers are looking more broadly for key people and organisations to collaborate with.

There are sustainable systems in place that enable teachers to access resources and support that they need, including time, to participate in collaborative inquiry.

SELF ASSESSMENT

Where do we think we are? 1. Early stages

2. Some **Progress**

Establishing

3. Significant **Progress**

1. Early stages

2. Some Progress

Developing

3. Significant **Progress**

1. Early 2. Some stages **Progress**

3. Significant **Progress**

1. Early stages

Progress

3. Significant 2. Some **Progress**

Embedding

Teaching | Our Curriculum Domain 1, Map 3

DEVELOPMENT STATEMENTS

WHAT WE MIGHT

Examples of behaviours,

attributes and practices

in Kāhui Ako at different

stages of development

SEE HAPPENING

Establishing

We are developing a common language for describing the curriculum. We are discussing how the curriculum is being used across the Kāhui Ako.

The Kāhui Ako is discussing curriculum expectations across the pathway and finding a common language for understanding the different curriculum offerings provided by all members to their learners.

The Kāhui Ako is comparing and mapping curriculum resources across the members identifying similarities and differences.

The Kāhui Ako is exploring how curriculum/learning contexts overlap and identifying areas where new learning opportunities could be developed.

The Kāhui Ako is agreeing on how to measure student progress against the national curriculum for their achievement challenges.

The Kāhui Ako is developing systems and processes for collecting teacher, student, whānau, and iwi voice about how the curriculum is taught and experienced by their children and young people.

The Kāhui Ako has begun to engage with the Kāhui Ako curriculum tool and is thinking what implementation may look like across the pathway.

Developing

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

The Kāhui Ako is monitoring and reporting on all students progress against the curriculum expectations for achievement challenges.

The Kāhui Ako is selectively sharing or using common curriculum resources across providers.

The Kāhui Ako is developing resources that describe how the curriculum is taught across the Community (eg. developing learning opportunities profiles).

The Kāhui Ako is beginning to develop coherent pathways for students.

The Across and Within School Teachers are developing a shared understanding about learning progressions and how to measure progress against the curriculum.

The Across and Within School Teachers are sharing observations and curriculum knowledge across the Kāhui Ako (e.g through coaching/teacher-led inquiry groups).

The Kāhui Ako are beginning to make changes to the curriculum where gaps and/or duplicated experiences have been identified across the pathway.

The Kāhui Ako is collecting teacher, student, whānau, and iwi voice about how the curriculum is taught and experienced by their children and young people.

The Kāhui Ako is exploring and strengthening how identity, language and culture are integrated into teaching practice and the curriculum.

Embedding

We are developing and refining our local curriculum together.

Members are sharing relevant curriculum resources with one another where they have been shown to have positive impacts on learning.

The Kāhui Ako is consulting with the wider community, including iwi, to develop a curriculum that has identity, language and culture embedded and provides local and culturally relevant contexts and pathways.

The Kāhui Ako is testing local learning contexts with children and young people and their families, and developing better understanding about what is effective in engaging learners and lifting attainment.

Coherent learning pathways have been developed that are clear and relevant for all children and young people.

The Kāhui Ako has a curriculum development process that includes student views through key focus questions on the learners identity, relationships and future focus.

The Across and Within School Teachers are building capability in the use of learning progressions and how to measure progress against the curriculum with all teachers and leaders.

The Across and Within School Teachers are influencing the way teachers are designing and delivering the curriculum by sharing good practice and encouraging classroom visits.

There is a shared understanding across the whole Kāhui Ako of how the curriculum aligns across the learning pathway.

Fully Functioning

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

The Community of Learning monitors student progress against the curriculum expectations for all learning areas and uses this in review cycles.

There is a system in place for accessing and sharing curriculum resources, and when it is beneficial to do so, sharing curriculum resources as a collective.

Contextual learning experiences are varied across the pathway (i.e. students do not repeat specific contexts or areas of content at multiple points).

Teachers understanding of how the curriculum is taught in other parts of the pathway influences their own teaching contexts that they use to engage their learners.

There is consistency, coherence and flexibility in the way children and young people in the community experience the curriculum.

Members trust one another's ability to effectively deliver the agreed curriculum.

The local curriculum connects learning with local and regional employment opportunities making it relevant and culturally rich.

Students, parents, family and whānau, and iwi are involved in a productive partnership in the curriculum development decision process.

The Kāhui Ako is continually building their understanding of what is powerful to learn (akoranga rangatira) and powerful learning (ngā tino huarahi ako).

SELF ASSESSMENT

Where do we think we are? 1. Early stages

2. Some **Progress**

Establishing

3. Significant **Progress**

1. Early stages

2. Some Progress

Developing

3. Significant **Progress**

1. Early 2. Some stages **Progress**

3. Significant Progress

1. Early stages

Progress

Fully Functioning

3. Significant 2. Some **Progress**

Embedding

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

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 <u>Teacher-led Innovation Fund (TLIF)</u> 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). <u>System transformation for equity and quality: Purpose, passion and persistence</u>. <u>Melbourne, Australia:</u> Centre for Strategic Education.
- Munby, S. & Fullan, M. (2016). <u>Inside-out and downside-up: How leading from the middle has the power to transform education systems</u>.
 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.

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 selfsustaining. Our Leaders support and encourage professional growth across the Kāhui Ako.

2. 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.

WHAT WE MIGHT SEE HAPPENING

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

Establishing

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

Leaders across the Kāhui Ako are building relationships with one another, establishing themselves as a team, and deciding on protocols and procedures for working together including how to resolve disputes.

The Kāhui Ako is identifying who will lead the work while systems are being set up and a leader is recruited.

The Kāhui Ako is creating a collective leadership group (formal or informal) that includes leaders from across the Kāhui Ako. This includes the formation of a stewardship/oversight group.

The collective leadership group is deciding on what skills, knowledge and attributes will be needed for a job description for the Kāhui Ako Leader.

The collective leadership group is discussing what 'good leadership' looks like and discussing the leadership expectations for the Across and Within School Teacher roles.

The collective leadership group is establishing the roles and expectations of existing leaders (eg. principals, head teachers, DP, HOD, syndicate leader, etc.) across the Kāhui Ako and how those leaders will work with and support the new roles.

Leaders are considering how they will grow their own capability through leadership inquiry.

Developing

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.

The Kāhu Ako Leader, Across, and Within School Teachers are developing their understanding about the differences between leadership through influence and leadership through line management and what this means in relation to their roles in managing relationships in the Kāhui Ako.

The Kāhui Ako Leader, Across and Within School Teachers are building relationships through awhinatanga (having empathy for others perspectives and feelings) and establishing themselves as leaders of learning with the other teachers and building a strong learning culture.

The Kāhui Ako Leader, Across and Within School Teachers demonstrate ako (being a learner) and are receiving support and development to enable them to meet the leadership expectations of their roles.

The Kāhui Ako Leader is actively working with and building a strong relationship with each principal or leader in the Community.

The Kāhui Ako is identifying what opportunities exist for leadership PLD or leadership experience within the Kāhui Ako and this is built into the appraisal process.

The Kāhui Ako is growing understanding of leadership and may be recognising other sources of leadership to work with or learn from (eq. local community and iwi leaders).

Leaders within the Kāhui Ako are beginning to draw on each others strengths to build their own capability.

Embedding

We are growing leadership capability across the community, Our Leader, Across, and Within School Teachers are leading change across the Kāhui Ako.

The Kāhui Ako is implementing a plan to support the growth of leadership capability across the Community of Learning.

The Across and Within School Teachers and the Leader are working as a cohesive team. reviewing progress against the challenges, keeping the Kāhui Ako informed and focused and identifying areas that are going well and those requiring further attention.

The Kāhui Ako Leader, Across and Within school teachers are able to lead their peers through influence rather than authority. Their expertise, support and leadership is respected and recognised across different settings.

Leaders celebrate each others successes and use their partnerships for support when working through complex or difficult situations.

The Kāhui Ako Leader, Across and Within School Teachers are coaching and building teams of teachers in the community to best be able to respond to achievement challenges.

The Kāhui Ako Leader, Across and Within School Teachers are inspiring a culture of collaboration between peers.

A range of leaders across the Community of Learning know each other, have open communication, and have opportunities to work together to improve performance across the Kāhui Ako.

Awhinatanga is evident in relationships between leaders and teachers.

Fully Functioning

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

The Kāhui Ako has a strong leadership network.

Leaders across the Kāhui Ako have working relationships with one another that enable them to seek and share support, and confront and address challenges needed to improve performance across the Community of Learning.

There are ongoing and self-sustaining processes in place to support the development of leaders across the Community of Learning as new leaders emerge and experienced leaders move on.

The Kāhui Ako is willing and able to move their strongest leaders and leadership resources to where they can make the most difference for all children and young people.

Awhinatanga is evident in relationships across the whole Community of Learning.

Leaders in the Kāhui Ako are role models of Ako. They recognise their own learning is important and demonstrate passion for personal development.

The Kāhui Ako uses evidence that provides feedback (including appraisals) to the Leader and Across and Within School Teachers to support their ongoing development.

The Community of Learning has established pathways to leadership roles. Potential leaders are identified and provided with opportunities, support, and encouragement to take on leadership responsibilities.

SELF ASSESSMENT

Where do we think we are? 1. Early stages

2. Some Progress

Establishing

3. Significant Progress

1. Early stages

2. Some Progress

Developing

3. Significant **Progress**

1. Early 2. Some **Progress** stages

3. Significant Progress

1. Early stages

2. Some

3. Significant Progress Progress

Embedding

WHAT WE MIGHT **SEE HAPPENING**

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

Establishing

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

Leaders in the Kāhui Ako (Kāhui Ako Leader, Principals, ECE managers, trustees etc.) are agreeing why they want to work together and making key decisions about how they will work together.

Leaders within the Kāhui Ako are developing an understanding of their role and responsibilities as members of the Kāhui Ako and what will be needed of them as leaders of change within their own organisations.

Leaders in the Kāhui Ako are developing an understanding of the potential benefits and commitments that come with membership in the Kāhui Ako, and sharing these with their staff, children and young people, parents, family and whānau, iwi, and the wider community.

The Kāhui Ako is creating and establishing the ongoing role of a formal collective leadership group. This includes leaders from across the Kāhui Ako such as principals, head teachers, trustees and teachers.

With input from staff, children and young people, parents, family and whānau, iwi, and the wider community, leaders in the Kāhui Ako are forming a shared vision of what the Community of Learning hopes to achieve.

All members are contributing to developing achievement challenges and a high level plan, and identifying what and how the individual member organisations will contribute to these shared goals. Leaders are involving and seeking agreement from their trustees/owners/governing bodies.

Developing

We have a shared purpose and an established way of working together. Our people are engaging with and influencing the shared purpose and vision.

The Kāhui Ako has a collective leadership and stewardship group and a detailed planning document that sets out ways of working together and a clear vision.

Kāhui Ako leaders (Kāhui Ako Leader, principals, Across School Teachers, etc.) are encouraging ownership of the shared vision by staff, children and young people, whānau, iwi and the wider community. The vision is evolving as the whole community takes ownership of it.

Kāhui Ako leaders are developing an understanding of how and when it is best to coordinate, cooperate and collaborate to bring about positive change that impacts on outcomes.

Each member of the Kāhui Ako has taken responsibility for incorporating the vision, values and purpose into their own reporting documents and using this to guide their work within their schools and services.

Each member of the Kāhui Ako has committed to making changes that will improve or accelerate progress against achievement challenges.

The Leader, Across and Within School Teachers, have clear roles and responsibilities and are establishing themselves as a team.

Embedding

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.

The Kāhui Ako has a clearly established vision which provides guidance and inspiration, and encourages people to focus on what's important to the Community. This vision has been coconstructed with staff, children and young people, family and whanau, iwi, and the wider community.

Kāhui Ako leaders (Kāhui Ako Leader, principals, Across School Teachers, etc.) hold themselves responsible for contributing to the agreed collective goals and have a shared understanding of how they are all responsible for supporting one another to achieve the agreed collective goals.

The Community of Learning leaders have led the development of strategic planning, policies and processes and use these to guide the Kāhui Ako's actions.

The Community of Learning monitors progress against the achievement challenges and all leaders report back to their wider community on this progress.

Leaders are able to distinguish between coordination, cooperation and collaboration, draw on each and support their staff to use the different approaches to achieve shared goals.

The Kāhui Ako leaders have a vision for the future of teaching within the Kāhui Ako and are encouraging teachers to engage with that vision.

Fully Functioning

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

Leaders in the Kāhui Ako demonstrate awhinatanga (having empathy for others perspectives and feelings). Teachers, children and young people, parents, family and whānau, iwi, and the wider community feel their view is embedded into the vision for the Community and that their contribution to the Kāhui Ako is recognised and valued.

There are clear feedback loops in the Kāhui Ako and strategic planning, policies and processes and behaviours are adapted in response to feedback/experience.

All Leaders in the Kāhui Ako lead with manaakitanga (leading with moral purpose). They are committed to creating and encouraging trusting relationships built on mutual dialogue and respect across the Community.

All leaders hold themselves personally responsible for realising the communities vision for every learner in the Community of Learning and imbue in others an equally strong sense of moral purpose.

The Community of Learning is sharing resources to get equitable outcomes across the Kāhui Ako.

Leaders in the Kāhui Ako regularly reflect on and monitor the work underway ensuring that it is contributing to achieving the agreed goals and aligned with the collective purpose and vision of the Kāhui Ako.

SELF ASSESSMENT

Where do we think we are? 1. Early stages

2. Some Progress

Establishing

3. Significant Progress

1. Early stages

3. Significant 2. Some Progress **Progress**

Developing

1. Early stages

2. Some **Progress**

3. Significant Progress

1. Early stages

2. Some Progress

3. Significant Progress

Embedding

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-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.
- <u>Expert Partners</u>: 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-Maori
- Collins, J. & Porras, J. (1991). Organizational Vison 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.

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.

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.

USING EVIDENCE & DATA 2. 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.

WHAT WE MIGHT

SEE HAPPENING

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

Establishing

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

The Kāhui Ako is identifying what sort of data and evidence each member collects on achievement, retention, wellbeing, student voice etc.

The Kāhui Ako is identifying what data management needs are required for sharing and using data and evidence across the Community of Learning. This includes considering privacy concerns.

Each member of the Kāhui Ako has shared a selective amount of data at an aggregated level with other members.

The Kāhui Ako has identified areas where there are hunches about issues without necessarily having robust data to support these, and is creating a plan to investigate further.

The Kāhui Ako is considering what areas require more data and information.

The Kāhui Ako may have proactively collected a small amount of qualitative data and evidence to inform achievement challenges such as student, teacher or community voice.

The Kāhui Ako is planning how to collect data in areas that are not commonly measured to build a better understanding of their achievement challenges.

The Kāhui Ako is identifying the capability within the community of learning to collect and analyse different types of data (for example qualitative data).

Developing

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

The Kāhui Ako has in place a basic data management system (eg. Excel spreadsheet) to support the sharing and use of data, but this may be limited in its sustainability and ability to provide in-depth analysis.

The Kāhui Ako is identifying the strengths and weaknesses in the data collection across the pathway and looking at how to improve the quality, relevance, and/or accuracy of data and information collected.

The Kāhui Ako is establishing formal processes for when, where, why, and how student and teacher data and information can be shared between members and has protocols in relation to privacy of data.

The Kāhui Ako is establishing a baseline of data quality and developing a plan for across and within school moderation.

The Kāhui Ako is developing and implementing a new assessment tool(s) for measuring progress against one or more of their achievement challenges where there were recognised gaps in data.

The Kāhui Ako has a data and privacy role that can provide data collection management support.

There is communication between the people responsible for data management within individual providers to explore possibilities for a permanent and sustainable solution for the Kāhui Ako data management needs.

Embedding

We are improving the quality of our data and evidence. We have sustainable systems in place for data collection and management.

The Kāhui Ako is collecting data and evidence using a range of quantitative and qualitative sources that are appropriate and relevant to the achievement challenges.

The Kāhui Ako has in place a sustainable and secure data management system that supports the sharing and use of data.

The Kāhui Ako has aligned assessment across the members through mapping different tools to reach common judgements and adopting similar assessment tools.

Across school moderation is improving the quality, reliability and validity of data collected.

Community of Learning members trust the quality of the data they share about their children and young people.

Sharing of data expertise across the Community of Learning is leading to more efficient data collection and use of information to inform progress and next steps for children and young people.

There are clear protocols in place about the privacy and use of student data e.g. members have included sections about use of student data for Kāhui Ako purposes in enrolment forms.

Fully Functioning

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

The Kāhui Ako can securely share data and evidence in real time learner progress across the pathway.

The Kāhui Ako adds or discontinues data collections in response to its needs.

The Kāhui Ako is able to effectively share data and evidence about learners and progress with students, parents, family, whānau and iwi.

The Kāhui Ako has confidence that it can make good, evidence based decisions to make improvements in lifting children and young people's achievement.

There is no unnecessary duplication of data collection.

Members have high trust in one another and readily share data and evidence when needed.

The use of moderation processes and tools have become common practice amongst our teachers.

There are clear protocols in place about collecting data, and what the data can and can't be used for across the Kāhui Ako.

Data is stored and managed in a way that allows for information to be analysed and presented from multiple levels, ie. Individual child or teacher, a cohort of children within a school or across the Kāhui Ako, school level, or Kāhui Ako level.

SELF ASSESSMENT

Where do we think we are? 1. Early stages

2. Some **Progress**

Establishing

3. Significant **Progress**

1. Early stages

2. Some 3. Significant Progress

Developing

Progress

1. Early stages 2. Some Progress

3. Significant Progress

1. Early

2. Some **Progress**

3. Significant Progress

Embedding

WHAT WE MIGHT

Examples of behaviours,

attributes and practices

in Kāhui Ako at different

stages of development

SEE HAPPENING

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

The Kāhui Ako is considering what data and evidence is useful for identifying achievement challenges.

The Kāhui Ako is analysing a range of evidence such as ERO reports, attainment data, student voice, teacher surveys etc. to see where they may have achievement challenges.

The Kāhui Ako is forming a picture of attainment across the full learning pathway and common challenges across schools/organisations.

The Kāhui Ako is setting achievement challenges in areas where there is evidence of low attainment.

Each member of the Kāhui Ako is contributing to the process of identifying common achievement challenges.

Where members use different measurement tools the Kāhui Ako is trying to find common ground or a common language to talk about what the data means

The high level plan is based on or guided by evidence and literature about 'what works' to lift attainment in identified areas.

Each member of the Kāhui Ako understands what the achievement challenges, goals and aspirations mean for their school / organisation and has shared this with their local community.

Establishing Developing

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

The Kāhui Ako has developed a detailed plan for tackling the achievement challenges that is supported by a range of qualitative and quantitative evidence. This is shared across the Kāhui Ako.

The Kāhui Ako uses data to keep track of who is at risk of not achieving across the achievement challenges.

The Kāhui Ako is evaluating when, where and how analytical capability can be strengthened/used across and within schools/organisations.

The Kāhui Ako is using evidence to improve teaching practice and learner outcomes.

The Kāhui Ako is offering PLD (or equivalent) to strengthen data and analytical capability.

The Kāhui Ako is considering how achievement challenges are expressed across the full learning pathway - for example a single achievement challenge that spans the early learning, primary and secondary sectors.

The Kāhui Ako is sharing, strengthening and using data about learning progression across transition points

Each member in the Kāhui Ako is committing to implementing a Kāhui Ako monitoring and evaluation strategy in their school/organisation.

Embedding

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

The Kāhui Ako is using a range of evidence to critically evaluate the impact that is being made on raising attainment.

The Kāhui Ako has a comprehensive monitoring and evaluation plan in place that collects standardised data as well as evidence from teacher led inquiries, student voice and parents, family, whānau and iwi. This data is shared with all members and used to determine progress and possible next steps.

Teachers across the Community of Learning use student attainment and progress data to identify things that are going well and areas for improvement.

The Kāhui Ako regularly uses data to identify needs across the learner pathway and is using data and evidence to target resources and make better informed decisions.

The Kāhui Ako has a shared approach to using evidence to improve teacher practice and learner outcomes.

The Kāhui Ako has embedded analytical expertise across its members.

The Kāhui Ako stops interventions and practices that are not effective or not having desired impact and is prepared to try new evidence based approaches.

There is evidence that the data and analytical capability has been lifted (eg teachers and leaders feel more confident using data).

Fully Functioning

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

The Kāhui Ako reviews effectiveness by collecting and sharing data and evidence across the Kāhui Ako.

There is a culture of evidence based practice across the Kāhui Ako.

The Kāhui Ako evaluates effectiveness transparently and makes data and evidence available to wider community.

The Kāhui Ako has agreed evaluation and inquiry activities that inform strategies for improving student progress and achievement and these are regularly reviewed.

The Kāhui Ako is continually improving the use of progress and achievement data and evidence.

The Kāhui Ako is able to identify how every child and young person in the Community of Learning (including children and young people with high learning needs) is progressing and whether they are making more or less than expected progress (as specific to that individual).

The Kāhui Ako collectively reviews the impact of practice on outcomes to drive improvements.

The Kāhui Ako systematically collects and uses evidence and data from key community groups, such as iwi, and incorporating the educational aspirations and targets of these groups into Kāhui Ako planning and reporting.

SELF ASSESSMENT

Where do we think we are? 1. Early stages

2. Some **Progress**

Establishing

3. Significant **Progress**

1. Early stages

2. Some 3. Significant **Progress** Progress

Developing



1. Early stages 2. Some 3. Significant Progress

Progress

1. Early

Progress

2. Some 3. Significant Progress

Embedding

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
- <u>EducationCounts.govt.nz</u>: 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.
- <u>Expert Partners</u>: 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 <u>Progress and Consistency Tool (PaCT)</u> 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?

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

2. SUPPORTING TRANSITIONS

,-----

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.

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

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

oss

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.

WHAT WE MIGHT

Examples of behaviours,

attributes and practices

in Kāhui Ako at different

stages of development

SEE HAPPENING

Establishing

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

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

Developing

Embedding

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

Fully Functioning

We are able to work flexibly across the Kāhui Ako and the learner pathway.

The Community of Learning is discussing learner pathways and developing a sense of the education pathway they represent.

School Teachers are working together to develop a shared understanding of what good teaching practice looks like across the whole pathway.

The Kāhui Ako Leader, Across and Within

The Community of Learning has flexibility about where children and young people are learning to provide the learning pathway that best fits their needs.

Structures and processes enable schools/organisations to work flexibly across the Kāhui Ako and the learner pathway, focusing resources on where they best meet the needs of learners.

The Kāhui Ako is identifying or establishing relationships with key organisations that have significant pathways in or out of the Community of Learning (eg. early learning, tertiary providers, employers).

The Kāhui Ako is actively building connections between teachers working in different sectors to create a more seamless pathway (e.g. early learning and new entrant teachers).

The Community of Learning has clear and well supported pathways of learning and a connected and seamless approach for their children and young people to progress across them.

The Kāhui Ako structures and networks are flexible and responsive so that children and young people may have different options to be where they can learn best.

Leaders are growing their knowledge and understanding of how other parts of the education system (e.g. early learning, primary, secondary, tertiary) operate.

The Kāhui Ako has good connections with key organisations that have significant pathways in or out of the Community of Learning. These relationships are positively influencing the learning experience.

The Kāhui Ako is considering how and

when the should consider reorganising

systems and processes to support a more

seamless education.

The Kāhui Ako are working with tertiary providers and employers to develop career focused learning pathways that meet the needs and interests of their learners and communities.

learning pathway between students,

teachers, families and whānau.

The Kāhui Ako has established processes

The Community of Learning has strengthened its ties with parents, family and whānau and together they have a clear understanding of the learning opportunities for their children across the learning pathway and agree that these provide good future opportunities.

Kāhu Ako are collecting or analysing destination data to understand where their children and young people go after compulsory schooling.

The Kāhui Ako is pooling and sharing some to provide targeted support to increase and achievement for their children and young people - in particular children

The learning pathway is embraced and When appropriate, the Kāhui Ako share members actively promote this and use it to resources and have combined events (such shape future work and decisions. as cultural or sporting activities) which strengthen the connections across the

of its resources across the learning pathway collective impact and strengthen progress requiring additional learning support.

The Kāhui Ako is developing processes

(including using the coherent pathways

tool within the Kāhui Ako curriculum tool)

and ways of working that enable learning

to be joined up and responsive to the

needs of the students across the learner

pathway.

The Kāhui Ako partners with employers and the community to support making learning more relevant and engaging for their children and young people and to provide real contexts for learning.

The Kāhui Ako is creating a picture of what the education journey currently looks like for their children and young people, and a vision of what a better educational journey could be.

and ways of working together that enable learning to be joined up and responsive to the needs of the students across the learner pathway and is re-organising its systems and structures to better align to the pathway.

The Kāhui Ako has developed a strong collective identity which is built off the learner pathway that all of the organisations represent. The members within the Kāhui Ako each have their own sense of identity, but that identity still remains linked to the full pathway, not just their place in it.

SELF ASSESSMENT

Where do we think we are? 1. Early stages

2. Some **Progress**

3. Significant **Progress**

1. Early stages

2. Some 3. Significant Progress

Progress

1. Early stages

2. Some **Progress**

3. Significant

Progress

1. Early

2. Some

3. Significant Progress **Progress**

Establishing

Developing

Embedding

WHAT WE MIGHT

Examples of behaviours,

attributes and practices in Kāhui Ako at different

stages of development

SEE HAPPENING

Establishing

We have identified the key transition into, through, and out of our local education system.

Developing

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

Embedding

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

Fully Functioning

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

The Community of Learning is identifying the pathways in and out of the Community of Learning.

The Kāhui Ako is identifying risks, issues and opportunities for improvement at key transitions points and developing a plan for improvement.

The Kāhui Ako is focused on the

uninterrupted progress of its learners as they transition into, through, and out of

their Kāhui Ako.

The Kāhui Ako has evidence-based practices in place to support successful and seamless transitions through the learner pathway - both within and outside of the Kāhui Ako.

Relationships with other education providers, employers, and iwi provide their children and young people opportunities to make more successful transitions beyond the Community of Learning.

The Community of Learning has identified the key transition points within the learner pathway (between member organisations).

> The Kāhui Ako has a particular focus on supporting the transitions of their children and young people who need additional learning support.

The Kāhui Ako has well embedded systems across all its members that ensure all children and young people are able to be supported to make successful transitions between and in and out of the Community of Learning and this is supported by the wider community.

The Community of Learning regularly reviews the evidence-based practices in place to support sustained success and seamless transitions through the learner pathway - both within and outside of the Kāhui Ako.

The Community of Learning is evaluating the effectiveness of strategies already in place to support transitions.

The Kāhui Ako is developing systems and processes for tracking learners progress through key transition points to ensure transitions are not hindering achievement.

> The members ensure that robust, high quality information is shared about their learners across transitions and this information is trusted and valued.

There is evidence of improved quality of

The Community of Learning can demonstrate that improved transitions have had a positive impact on learner progress and achievement.

The Community of Learning is collecting insights from children and young people, teachers, parents, family and whānau, and employers about transitions across the learning pathway.

The Kāhui Ako has a plan of action for how it will work together to support learners at transition points between the school/organisations and at other transitions points across and into the Kāhui Ako including working with iwi, employers, etc.

> information that is shared about children and young people across transitions, for example: less duplication of assessment; more information deemed useful by destination schools/ organisations and less information deemed irrelevant or poor quality.

The Kāhui Ako view success as all of their children and young people making successful transitions into further education, training, employment or meaningful

Members are sharing their experiences of learner transitions with one another and considering whether there are improvements that can be made.

The members are committed to improving the quality of information that is shared about children and young people across transitions. This is so that all transitions are well managed for all learners - in particular those who have been identified as requiring additional support.

SELF ASSESSMENT

Where do we think we are? 1. Early stages

2. Some **Progress**

3. Significant **Progress**

1. Early stages

2. Some Progress

3. Significant

Progress

1. Early stages

2. Some **Progress**

3. Significant **Progress**

1. Early

2. Some **Progress**

3. Significant **Progress**

Establishing

Developing

Embedding

Fully Functioning

participation in their community.

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

Want to know more? Try these prompts.

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:

BRAINSTORM WHAT THE EDUCATION JOURNEY LOOKS LIKE FOR YOUR LEARNERS

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 <u>NZC Update 9 Effective learning pathways</u> 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.
- <u>Te Rāngai Kāhui Ako ā lwi</u>: A framework to support sustainable Māori medium education, recognising the diversity region by region, iwi by iwi.

Partnering with families, employers, lwi and community

1 PARENTS, FAMILY
AND WHĀNAU

2. IWI RELATIONSHIPS

3. ENGAGEMENT AND LOCAL RELATIONSHIPS

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 Developing **Fully Functioning Embedding** Shifting from cooperating Collaborating leads to Collaboration is focused, Achievement challenges, to collaborating on what collective impact on children systemic, sustainable and recruitment and planning. matters most. and young peoples learning. responsive. We are sharing information and We have developed a strong sense data with parents and whānau of whānaungatanga with parents and listening to their questions and and whānau that has lead to a aspirations to jointly plan next partnership based on the learning learning steps for their children. needs of their children. We are talking with parents and As a result of collaborating with whānau so that they understand parents and whānau we are what the Kāhui Ako is seeking to making changes to how learning achieve for their children and how happens in our Kāhui Ako. they can contribute. We are developing lwi are partners in our Kāhui Ako. relationships with iwi and We plan together and have involving them in the work of shared goals for improving student our Kāhui Ako. progress and achievement. We collaborate with iwi in key We are talking with our local iwi areas of work across our Kāhui leaders about the establishment Ako that will have a positive of our Kāhui Ako. impact on learning outcomes. We have developed relationships Our Community of Learning is with key people and organisations in seen as an integral part of the our community and have identified community and this is roles and responsibilities for benefiting our children and engagement and communication. young people. Our relationships with our We are identifying key people community are resulting in and local organisations in our changes within our Kāhui Ako that wider community that we need to improve student progress and engage with and involve in the achievement. work of the Kāhui Ako.

WHAT WE MIGHT

Examples of behaviours,

attributes and practices

in Kāhui Ako at different

stages of development

SEE HAPPENING

Establishing

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.

The Kāhui Ako is using existing ways to communicate its goals, aspirations, priorities, data and information to parents, family and whānau (eg. through individual school newsletters etc).

The Kāhui Ako is establishina a process to communicate with parents, family and whānau as a collective (eg. a Kāhui Ako website, a 'Community of Learning day').

The Kāhui Ako is developing a plan to engage and consult with the parents and whānau (ie. two directional communication).

The Kāhui Ako is seeking parent and whānau reflections on, and input into the achievement challenges.

The Kāhui Ako is exploring what information they collect about parent and whānau voice.

The Kāhui Ako is talking about what relationships currently exist with parents, family and whānau, and what type of ongoing relationship they would like.

The Kāhui Ako is identifying benefits and barriers to working with parents, family and whānau.

Developing

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.

The Kāhui Ako has a public communications space where they regularly communicate 'what's going on' to their wider community.

The Kāhui Ako has a process in place that enables two way engagement and communication with parents, family and whānau. This in turn is beginning to build a sense of whānaungatanga (strong, healthy relationships) with parents, family and whanau

The Kāhui Ako is considering feedback and contributions from parents and whanau and what this means for the action plan and achievement challenges.

The Kāhui Ako is collecting data and information about engagement with parents, family and whānau to enable them to monitor and evaluate the relationship and make continuous improvements.

The Kāhui Ako is exploring resources and evidence about what makes for positive relationships with parents, family and whānau, and are evaluating their current practices against these.

The Kāhui Ako is developing an evidenced based plan to improve their relationship with parents, family and whānau.

Parents, family and whānau are aware that their child's education provider is in a Community of Learning and what this means both in regards to being part of a learning pathway and the benefits of collaborating to lift achievement

Embedding

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

Communication with parents, family and whānau is open, transparent, and two way

The Kāhui Ako is listening and learning about the aspirations and priorities from parents, family and whānau and, where practical, incorporating them into the vision, achievement challenges and detailed planning.

The Kāhui Ako is implementing their plan to strengthen relationships with parents, family and whānau with a view to forming partnerships for the future.

Teaching practices in the Kāhui Ako have been influenced by the information collected from parents, family and whānau.

The evidence collected across the community is showing that relationships with parents, family and whanau are improving.

There is feedback from parents, family and whānau that they feel better able to support their child's learning and engage with their child's teacher(s) and/or education provider

Parents, family and whānau have the opportunity to be directly involved in the work of the Kāhui Ako through the beginnings of a meaningful partnership.

Fully Functioning

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

Parents, family and whānau views, ideas and culture are openly included and valued in the Kāhui Ako planning, processes and development. There is a true sense of whānaungatanga where the relationships are strong, sustainable and respectful.

The Kāhui Ako is communicating about the joint vision and aspirations for all of their learners in a way that parents, family and whānau recognise and value the seamless learning pathway now being offered for their children and young people.

Parents, family and whānau receive easy to understand reporting about the progress the Kāhui Ako is making towards the achievement challenges and actively contribute to supporting educators in tackling the challenges.

The Community of Learning has established productive partnerships with members of the wider community as a result of having positive, genuine and two way relationships with parents and whānau who have provided introductions and contacts.

SELF ASSESSMENT

Where do we think we are? 1. Early stages

2. Some **Progress**

Establishing

3. Significant **Progress**

1. Early stages

2. Some 3. Significant Progress

Developing

Progress

1. Early stages 2. Some Progress

3. Significant Progress

1. Early

2. Some **Progress**

3. Significant Progress

Embedding

Partnering | Iwi relationships Domain 5, Map 2

DEVELOPMENT STATEMENTS

Establishing

Developing



Embedding



Fully Functioning

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.

lwi 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 Kāhui Ako is listening to and learning

about the aspirations and priorities their iwi

partners have for their tamariki.

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.

WHAT WE MIGHT SEE HAPPENING

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

Relationships w

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 coconstructing 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.

SELF ASSESSMENT

Where do we think we are?

1. Early stages

2. Some Progress 3. Significant Progress

→

1. Early stages

2. Some Progress 3. Significant Progress

1. Early stages

2. Some Progress 3. Significant Progress

→

1. Early stages

2. Some Progress

ome 3. Significant ress Progress

Establishing

Developing

Embedding

Establishing

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.

The Kāhui Ako is identifying existing relationships and connections that members have with their wider community, and considering how to make best use of those relationships as a Community of Learning.

The Kāhui Ako is using existing channels to communicate its goals, aspirations, priorities, data and information to the wider community (eg. through individual school newsletters etc.).

The Kāhui Ako is establishing a process to enable themselves to talk with the wider community about what their Community of Learning is, what it is hoping to achieve and how they are looking for community input(e.g. through a Kāhui Ako website, a 'Community of Learning day').

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

Establishing

1. Early stages

3. Significant **Progress**

Developing

Embedding

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

Communication with the wider community is open, transparent, and two way.

The action plan has been informed by engagement and consultation with the wider community.

The Kāhui Ako has established strong relationships with a range of community representatives who have identified roles and responsibilities. This has strengthened the culture of awhinatanga across all members.

The Kāhui Ako has established conditions and processes that enable it to collaborate with key community members.

There is evidence of shared decision making and responsibilities between the Kāhui Ako and community members.

There is joint and collective responsibility for children and young people across the Kāhui Ako.

The Kāhui Ako and some key community members are drawing on each other's strengths to develop strategies and actions to improve learner outcomes.

The Kāhui Ako and key community groups are co-constructing shared goals and aspirations questioning and challenging ideas and practices, to improve student outcomes.

The Kāhui Ako and some key community members are sharing resources to achieve shared goals and aspirations.

Fully Functioning

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

There is a sense of ownership and pride in the Kāhui Ako and it is viewed as an integral part of the wider community.

The Kāhui Ako has effective systems and processes to enable it to be involved and work with the community across areas that have a positive impact on learner outcomes and improve community participation.

The Community of Learning is working with other Kāhui Ako to develop relationships and share learning and practice to improve the learning outcomes of children and young people.

Positive relationships between the Community of Learning and wider community enable it to provide support in broadening learning opportunities and offer further education, training or employment opportunities for their children and young people.

There is a strong sense of awhinatanga in the Kāhui Ako and this has led to the relationships between the Community of Learning and wider community being valued and trusted. Peoples voices are heard and it is safe for them to challenge ideas, practices and values that impact on lifting learner attainment.

WHAT WE MIGHT

SEE HAPPENING

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

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

Developing

The Kāhui Ako has a process in place for engaging with community members and groups who want to become involved with the work of the Kāhui Ako.

The Kāhui Ako has a public access point (e.g. a public website) where they regularly communicate 'what's going on for their wider community'.

The Kāhui Ako has a process in place that allows for two way engagement and communication with the wider community and welcomes feedback and contributions on the action plan/achievement challenges.

The Kāhui Ako is listening and learning about the aspirations, priorities, data and information from the wider community and, where practical, incorporates them into achievement challenges and detailed planning.

The Kāhui Ako is developing relationships with community groups and where possible, involving them directly in the work of the Kāhui Ako. This approach is enabling the Kāhui Ako to develop a sense of awhinatanga (having empathy with groups and individuals in the community)

The Kāhui Ako has some key relationships with community representatives who have defined roles and accountabilities that may be reflected in the Memorandum of Agreement.

SELF ASSESSMENT

Where do we think we are? 1. Early stages

2. Some **Progress**

3. Significant **Progress**

2. Some Progress

1. Early stages

2. Some **Progress**

3. Significant **Progress**

1. Early

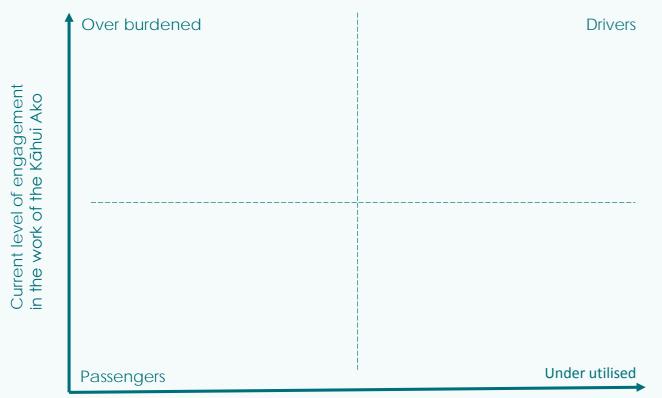
2. Some 3. Significant **Progress Progress**

Embedding

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



Desired level of engagement 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

- <u>Connecting with Māori Communities</u> 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?

Building a thriving Community of Learning | Kāhui Ako 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.

CULTURE OF TRUST

PLANNING AND DELIVERING TOGETHER We are building trusting, culturally appropriate and professional relationships (whānaungatanga)

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

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.

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.

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.

Building | Culture of trust Domain 6, Map 1

DEVELOPMENT

WHAT WE MIGHT

Examples of behaviours,

attributes and practices

in Kāhui Ako at different

stages of development

SEE HAPPENING

Establishing

within the Kāhui Ako.

Our leaders are committed to working together to build trust

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

Developing

Embedding

Fully Functioning

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

STATEMENTS

The Kāhui Ako is establishing rules, protocols or guidelines for confidentiality, privacy, and sharing between members.

The Kāhui Ako has a Memorandum of Agreement in place that sets out the way in which members will work together.

Leaders and teachers have trusting professional relationships and are enabling a culture of collaboration, open communication and shared feedback across the Kāhui Ako.

Our strong sense of

whānaungatanga is enabling a

culture of collaboration to develop

across our Kāhui Ako.

The leaders have enduring relationships and trust that allows them to collectively address challenges in getting in the way of the Kāhui Ako continuing to grow and develop.

Leaders (eg principals, early learning representatives) are developing an understanding of how they are able to best work together.

The Kāhui Ako has agreed and documented systems and processes for working together. These could include how decisions are made and how the Kāhui Ako communicates with one another and to its wider community.

The trust across the collective leadership enables the Kāhui Ako to make shared decisions and resolve disputes in a respectful way that enables leaders to maintain their mana while continuing to lead change.

Trust across the learning pathway enables

and supports members to work

collaboratively on tackling the

achievement challenges.

Leadership is reflective of the needs of all Kāhui Ako members and is focused on supporting them to collaborate on improving outcomes for all children and young people.

Leaders (eg principals, early learning representatives) are committed to working together to build trust within the Kāhui Ako.

The Kāhui Ako is developing collective trust that enables members to start making decisions as a Kāhui Ako and not individual members.

High trust and a strong culture of mahaki is enabling the Community of Learning to develop consistent data that is used as evidence for making future decisions as well as monitoring progress. This may be leading to less reassessment and more responsive and timely decisions and actions

The Community of Learning is able to understand diverse views and needs of their children and young people, their families and whānau as well as the wider community and includes them when making decisions through productive partnerships.

Kāhui Ako members are prepared to share achievement data and other information about their school/organisation to support the development of achievement challenges and high level plan.

Kāhui Ako members are building trusting, professional relationships (whānaungatanga) that provide the opportunity for members to offer and receive honest feedback.

> The Community of Learning has a level of trust that extends well beyond the leaders and into the staff, Boards of Trustees, learners, families and whānau and wider community including iwi.

about children and young people.

A strong and united sense of whānaungatanga across the Kāhui Ako

The Community of Learning has developed some protocols and procedures for working together including disputes resolution, decision making and working in one another's organisations.

Kāhui Ako members are developing a culture of mahaki (sharing knowledge with one another with humility and respect) and are able to share what is working well and what isn't in their own school/service so that members are able to learn and grow their own capability in lifting attainment.

It is easy for new members to join and feel like they belong and can contribute to the Community of Learning.

means that good emergent practice and innovation that shows promise, is spread across the Community of Learning, enabling all children and young people to benefit from it.

Kāhui Ako members are contributing to discussions about how to strengthen the way they work together and build trust between providers.

SELF ASSESSMENT

Where do we think we are? 1. Early stages

2. Some Progress 3. Significant **Progress**

1. Early stages

3. Significant **Progress**

1. Early 2. Some stages Progress

3. Significant Progress

1. Early

Progress

2. Some 3. Significant **Progress**

Establishing

Developing

2. Some

Progress

Embedding

WHAT WE MIGHT **SEE HAPPENING**

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

Establishing

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.

Leaders in the Community of Learning are identifying when, where, and how regularly they will meet, and setting expectations about what contributions (time and resources) that each member will make to joint planning.

Kāhui Ako members are attending and contributing at joint meetings to discuss key priorities, identifying achievement challenges and developing a high level plan that they will use to guide next steps.

The Kāhui Ako is making decisions on how to distribute and use Kāhui Ako resources (ie. the \$1000 maintenance grant, inquiry time, Kāhui Ako roles).

The Kāhui Ako leaders has agreed on a decision making process and authority delegations.

The Kāhui Ako is identifying what they want to achieve and what change is needed to achieve it.

The Kāhui Ako is agreeing on the mechanisms for sharing, contributing to, and editing joint planning documents.

Boards are aware of and involved in, the recruitment that is about to take place as a result of the new Kāhui Ako roles.

The Kāhui Ako is identifying what resources each member is able to contribute towards achieving the vision and achievement goals.

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

Developing

The Kāhui Ako has identified a stewardship model and developed systems and processes with clear responsibilities and accountabilities for implementing a stewardship group.

Members are pooling and sharing some of their resources across the Kāhui Ako to support increasing collective impact and strengthening progress and achievement for their children and young people.

The Kāhui Ako has a high level plan and is developing a detailed action plan with clear next steps about what will be done, by when and by whom. All members have some input into this action planning.

Members spend time on collaborative inquiry and professional learning across early learning and school settings.

The Kāhui Ako is making decisions on how to organise resources to support the implementation of the achievement challenge action plan.

There are established induction protocols in place for new members.

The Kāhui Ako has a process in place for pooling it's maintenance grants into one account and decision making protocols for using it to help run the Community of Learning.

Members of the Community of Learning are regularly meeting and participating in joint planning exercises.

Some systems are being established that make meeting and communicating with one another more effective.

Embedding

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.

The Kāhui Ako is exploring how pooling and sharing other resources (ie. non Kāhui Ako resources) can be used to create efficiencies and maximise the impact they have on improving teaching practices and learner progress and achievement across the Kāhui Ako.

The Kāhui Ako has mechanisms in place to shift resources across early learning services, schools and other settings when and where needed to enable teachers to collaborate on lifting achievement.

The Community of Learning has explored and, where appropriate, adopted new approaches to more efficiently manage activities in the Kāhui Ako.

As part of its' planning the Kāhui Ako is looking at ways to reduce functions that are duplicated across its members and could be streamlined or consolidated to enable leaders to better support their teachers in being able to collaborate on what matters the most.

Collaborative planning is beginning to result in efficiencies and a reduction in workload for some across the community leading to more time being able to be used for working with children and young people.

Fully Functioning

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

The Community of Learning allocates resources flexibly in clear alignment with:

- its vision and achievement challenges
- the needs and goals of the wider community
- the needs of students across the whole learning pathway
- · where resources will have the greatest collective impact.

There is a strong stewardship group that act as kaitiaki guiding the Kāhui Ako by ensuring that it keeps it's overall activities aligned to the agreed vision.

The Kāhui Ako has effective support systems to enable leaders, teachers and learners to maximise focus on progress and achievement.

The Kāhui Ako uses evidence to inform joint work to improve student progress and achievement.

The Kāhui Ako partners with the community in joint planning, and developing sustainable collaboration focused on improving outcomes for all children and young people.

There is a clear plan of action that includes what each member is doing to tackle the achievement challenges, the areas of collaborative inquiry and alignment to the Kāhui Ako's vision. This plan is constantly adjusted and updated as a result of feedback and monitoring.

Collaboration is now integrated as a way of working rather than being seen as additional work.

SELF ASSESSMENT

Where do we

1. Early stages

2. Some Progress

3. Significant **Progress**

1. Early

2. Some 3. Significant Progress **Progress**

Developing

1. Early 2. Some stages **Progress**

3. Significant

Progress

1. Early

2. Some **Progress**

3. Significant **Progress**

Fully Functioning

think we are?

Establishing

stages

Embedding

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

Want to know more? Try these prompts.

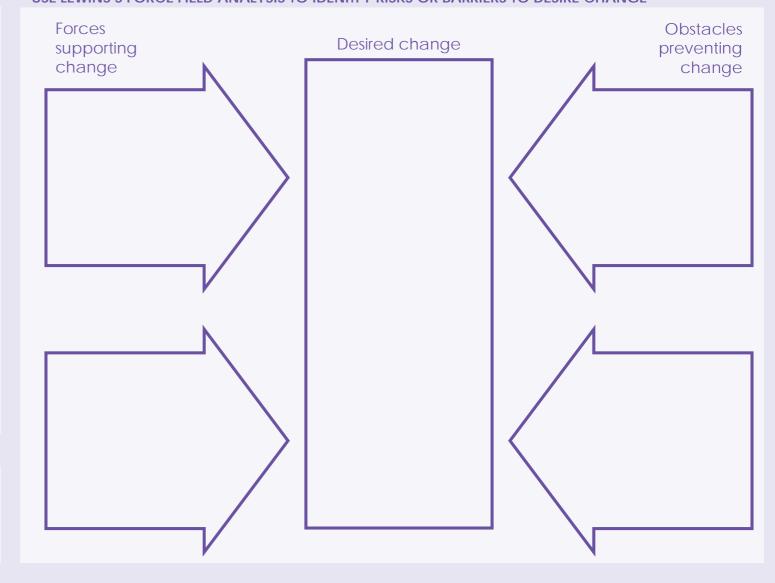
USEFUL RESOURCES

- 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/Collaborativecultures/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.

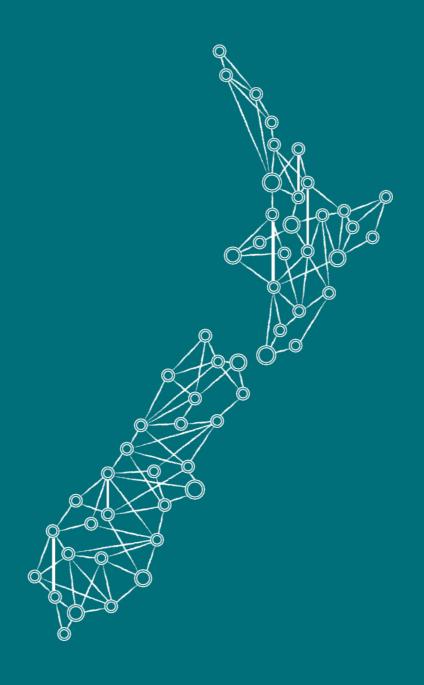
QUESTIONS FOR DISCUSSION

- 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 IDENITFY RISKS OR BARRIERS TO DESIRE CHANGE



Communities of Learning | Kāhui Ako





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