

Te Puke Community of Learning I Kāhui Ako **Proposal**

Our Vision Statement

“Te Puke, Empowering our Learners.”
‘He waka eke noa’

Engage the child, engage the whanau, engage the community.

Whakatauki

Nā tō rourou, nā taku rourou ka ora ai te iwi:
With your food basket and my food basket the people will thrive.

This whakatauki encapsulates the notion that while working in isolation might result in survival; by working together it can take us beyond survival and onto prosperity. Similarly, when our Te Puke schools and our Māori communities (whānau, hapū, iwi) combine the skills and knowledge that are located within both settings, there is greater potential to accelerate the learning of all learners in our Te Puke schools, so that they can enjoy and achieve educational success.

Our Community

Te Puke is considered ‘the kiwifruit capital of the world’ and is located in the Western Bay of Plenty region, 10 minutes drive from the coast, 30 kilometres southeast of Tauranga, 60 kilometres northeast from Rotorua and 75 kilometres northwest from Whakatane. In addition to the kiwifruit industry, Te Puke has many citrus orchards, and a thriving farming sector, based on dairying, cattle, deer and sheep. The region around Te Puke is steeped in Māori and European history.

The Te Puke Community of Learning I Kāhui Ako consists of nine primary schools, (including a Kura a Iwi) an intermediate and a secondary school. Schools are located in the provincial township of Te Puke and surrounding rural areas.

Geographically, Te Puke Community of Learning I Kāhui Ako covers a relatively large area, from Otamarakau and Pukehina in the East, through Pongakawa, Paengaroa, Rangiuru and Te Ranga to the four schools in the township of Te Puke.

In recent years there have been significant changes in the ethnic composition of the Te Puke region. This is reflected in the ethnic diversity of students in some schools in the Te Puke region. As a result, a significant proportion of some school rolls include English Language Learners that require extra support.

Background to the Te Puke Community of Learning

The schools that make up Te Puke Community of Learning I Kāhui Ako have engaged in strong collegial support over a long period of time, including involvement in: Te Puke Principals Association, Te Puke Transport Group, rural ICT and EHSAS (Ngati Roa) cluster and Hua Pai Maota Learning and Change Network.

The schools that make up the Te Puke Community of Learning I Kāhui Ako are:

School/Kura	Type	Decile	July 2016 Roll	% Māori	% Pasifika
<i>Fairhaven School</i>	Contributing	3	423	37	3
<i>Maketu School</i>	Contributing	1	57	98	0
<i>Otamarakau School</i>	Full	7	58	41	0
<i>Paengaroa School</i>	Contributing	4	210	45	3
<i>Pongakawa School</i>	Full	6	315	37	0.3
<i>Pukehina</i>	Full	1	14	71	0
<i>Rangiuru School</i>	Full	4	48	60	0
<i>Te Puke High School</i>	Secondary (yrs 9-15)	3	855	37	5
<i>Te Puke Intermediate</i>	Intermediate	3	330	38	6
<i>Te Puke School</i>	Contributing	2	322	32	11
<i>Te Ranga School</i>	Full	5	112	43	1

The eleven schools of Te Puke Community of Learning I Kāhui Ako decided to work together and take collective responsibility for improving the engagement of all our tamariki and rangatahi in learning and raising their achievement. This will be achieved through sharing teaching and learning expertise between schools.

The primary focus is on enabling a successful pathway for all students from Year 1 to Year 13. The secondary focus will be to form collaborative relationships with the local early childhood centres, tertiary providers and the employment sectors within our community.

Te Puke Community of Learning I Kāhui Ako recognises that this is an exciting opportunity to enable transformative change in the way learning occurs for students in the Te Puke region, with a focus on high quality and high equity for every learner regardless of their starting point.

Our Community of Learning I Kāhui Ako will be underpinned by the principles of the New Zealand Curriculum, Te Marautanga o Aotearoa and our expectation that every learner will be an active, confident, connected, lifelong learner.

The Community of Learning I Kāhui Ako is committed to building teacher capability in 21st Century pedagogy which includes:

- Engaging in ***culturally responsive*** and relational pedagogy and practices to ensure that our Māori students experience success as Māori.
- Developing ***learner agency*** across the Community of Learning I Kāhui Ako for all learners - students and staff.
- Building ***teacher capability*** and ***consistency*** in ***curriculum delivery*** and ***moderation of assessment***.

- Strong pathway, ***seamless transition*** of the learner through our pathway of learning with a consensus of ***desired benchmarks of achievement*** for learners.

The Process for Engagement

The formation of the Te Puke Community of Learning | Kāhui Ako has grown out of the collaborative work undertaken through the Te Puke Principals' Association, Hua Pai Maota and the Te Puke Transport Group. Through these collaborative groups there is a history of working together and the sharing of professional learning and development opportunities.

The Community of Learning | Kāhui Ako is keen to involve the Early Childhood Education, Tertiary providers and the employment sectors within our community and the wider area.

Boards of Trustees have been consulted and updated on the work of the Community of Learning | Kāhui Ako and some staff in schools have contributed to the development of this proposal. Combined meetings for all Boards have taken place in 2016 and 2017.

We have several Iwi in our community which include Tapuika, Tuhourangi, Waitaha, Ngati Rangiwewehi, Ngati Whakaeu, Ngati Makino and Ngati Whakahemo. The Community of Learning | Kāhui Ako has begun a series of meetings with iwi to explore what the iwi/ Kāhui Ako partnership might look like. At this stage iwi are sharing their education plans and schools are sharing their Māori achievement plans to establish the aspirations and common ground that the partnership can be built from.

The most recent Education Review Office report for our Community of Learning | Kāhui Ako indicates a number of common strengths alongside opportunities for growth including the following;

Common strengths include:

- involving parents and whānau, iwi and community in the schools
- safe and inclusive school cultures
- effective governance and professional leadership
- strong community partnerships are formed between the kura, hapū and iwi which benefit their future direction and growth.

Opportunities for growth:

- accelerating achievement for all students, in particular boys, and Māori and Pacific students
- agreeing to achievement signposts as children progress through their schooling
- developing a cohesive local curriculum and teaching practices
- increasing the responsiveness of curricula to Māori students
- strengthening student agency by supporting them to take increased responsibility for their own learning
- strengthening partnerships with parents, whānau and iwi so that they are actively involved in their children's learning
- developing more effective internal evaluation, appraisal and teacher inquiry processes to accelerate learning.

The Process of Data Analysis

With support from the Ministry of Education, Te Puke Community of Learning | Kāhui Ako analysed a range of data, including: attendance, transition information, national standards, additional learning needs statistics, demographics, PAI data, asTTle and NCEA.

The Achievement Challenges and associated targets

Based on an analysis of a range of data Te Puke Community of Learning | Kāhui Ako has identified the following achievement challenges:

- Mathematics
- Additional Learning Needs
- The retention of Māori Boys beyond Year 11/NCEA achievement

1. Achievement in Mathematics

The achievement rate for secondary students in numeracy is pleasing. Numeracy achievement at NCEA level has steadily improved over the last three years from 80.3% in 2014 to 2016 where 89.8% students achieved Level 1 numeracy; 85.3% achieved level 2; and 92.8% achieved level 3.

The analysis of 2016 National Standards mathematics data revealed disparities for gender and ethnicity:

Māori Girls	65% (199/311) were at or above the standard
Māori Boys	62% (213/346) were at or above the standard
Pakeha Girls	77% (309/403) were at or above the standard
Pakeha Boys	77% (327/423) were at or above the standard
Pasifika Girls	71% (27/38) were at or above the standard
Pasifika Boys	70% (23/33) were at or above the standard

There is no data currently available for year 9 and 10 achievement in mathematics.

Overall we aim to lift the achievement of all our students at or above the national standard in mathematics from 70% (1111/1597) in 2016 to 85% (1352/1597) in 2019.

Current State 2016		Intermediate State 2017		Intermediate State 2018		Desired State 2019	
No	%	No	%	No	%	No	%
1111/1597	70%	1201/1597	75%	1277/1597	80%	1352/1597	85%

We acknowledge the size of the challenge is different in schools across the Kāhui Ako, nevertheless we are committed collectively to raising achievement for all learners at risk of not achieving National Standards expectations by the end of year 8. We have taken account of trend data that does not necessarily reflect the picture presented in one year's data. We have decided to target students currently achieving below and well below the standard in all schools which will provide us with the opportunity to:

- Undertake an appreciative inquiry so that we can share good practice where children are performing significantly better in some schools
- Allocate resourcing (Kāhui Ako roles, PLD) according to greatest need

- Interrogate the validity of our data so that we are confident we are making consistent judgements across all our schools

We have set six targets to tackle this challenge:

- 1 We aim to lift the achievement of all our Māori girls at or above the national standard in mathematics from 64% (199/311) in 2016 to 85 % (264/311) in 2019.

Current State 2016		Intermediate State 2017		Intermediate State 2018		Desired State – 2019 students at or above	
No	%	No	%	No	%	No	%
199/311	64%	218/311	70	249/311	80	264/311	85

- 2 We aim to lift the achievement of all our Māori boys at or above the national standard in mathematics from 62% (213/346) in 2016 to 85% (294/346) in 2019.

Current State 2016		Intermediate State 2017		Intermediate State 2018		Desired State – 2019 students at or above	
No	%	No	%	No	%	No	%
213/346	62%	232/346	67	266/346	77	294/346	85

- 3 We aim to lift the achievement of all our Pakeha girls at or above the national standard in mathematics from 77% (309/403) in 2016 to 90% (362/403) in 2019.

Current State 2016		Intermediate State 2017		Intermediate State 2018		Desired State – 2019 students at or above	
No	%	No	%	No	%	No	%
309/403	77	330/403	82	343/403	85	362/403	90

- 4 We aim to lift the achievement of all our Pakeha boys at or above the national standard in mathematics from 77% (327/423) in 2016 to 90% (381/423) in 2019.

Current State 2016		Intermediate State 2017		Intermediate State 2018		Desired State – 2019 students at or above	
No	%	No	%	No	%	No	%
327/423	77	347/423	82	360/423	85	381/423	90

- 5 We aim to lift the achievement of all our Pasifika girls at or above the national standard in mathematics from 71% (27/38) in 2016 to 90% (34/38) in 2019.

Current State 2016		Intermediate State 2017		Intermediate State 2018		Desired State – 2019 students at or above	
No	%	No	%	No	%	No	%
27/38	71	29/38	76	32/38	85	34/38	90

- 6 We aim to lift the achievement of all our Pasifika boys at or above the national standard in mathematics from 70% (23/33) in 2016 to 90% (30/33) in 2019.

Current State 2016		Intermediate State 2017		Intermediate State 2018		Desired State – 2019 students at or above	
No	%	No	%	No	%	No	%
23/33	70	25/33	75	28/33	85	30/33	90

Where are our students and which ones are we targeting?

In 2016 our 494 targeted students who were below/well below are in the following schools:-

	Māori Girls Well below	Below	Total Girls	Māori Boys Well below	Below	Total Boys
<i>Fairhaven</i>	2	15	35	4	12	50
<i>Maketu</i>	6	15	36	0	11	25
<i>Otamarakau</i>	1	3	12	1	1	10
<i>Paengaroa</i>	0	6	38	4	7	51
<i>Pongakawa</i>	0	6	45	0	13	51
<i>Pukehina</i>	0	0	6	0	2	5
<i>Rangiuru</i>	0	2	7	0	3	17
<i>Te Puke Intermediate</i>	5	23	61	10	32	64
<i>Te Puke</i>	3	21	48	5	21	48
<i>Te Ranga</i>	0	4	23	0	7	25
Total	17	95	311	24	109	346

	Pakeha Girls Well below	Below	Total Girls	Pakeha Boys Well Below	Below	Total Boys
<i>Fairhaven</i>	4	22	76	8	10	86
<i>Maketu</i>	0	0	0	0	0	0
<i>Otamarakau</i>	2	2	14	1	2	16
<i>Paengaroa</i>	1	5	44	1	4	43
<i>Pongakawa</i>	0	8	94	0	9	93
<i>Pukehina</i>	0	0	3	0	1	3
<i>Rangiuru</i>	0	1	4	0	3	13
<i>Te Puke Intermediate</i>	5	19	81	6	20	75
<i>Te Puke</i>	1	22	62	4	23	68
<i>Te Ranga</i>	0	2	28	0	4	29
Total	13	81	406	20	76	426

	Pasifika Girls Well below	Below	Total Girls	Pasifika Boys Well below	Below	Total Boys
<i>Fairhaven</i>	0	1	7	2	1	4
<i>Maketu</i>	1	0	1	0	0	0
<i>Otamarakau</i>	0	0	10	0	0	16
<i>Paengaroa</i>	0	1	2	1	1	3
<i>Pongakawa</i>	0	0	0	0	0	0
<i>Pukehina</i>	0	0	0	0	0	0
<i>Rangiuru</i>	0	0	0	0	0	0
<i>Te Puke Intermediate</i>	4	2	10	6	4	10
<i>Te Puke</i>	0	12	18	0	11	15
<i>Te Ranga</i>	0	0	0	0	0	1
Total	5	16	48	9	17	49

What's our plan of action?

Using the new leadership roles, some of the key actions to address the mathematics challenge are:

- Each school will know and track the names, numbers and needs of target students to raise their achievement.
- Implement PaCT across the Community of Learning I Kāhui Ako - use of the framework for teaching/planning, and to ensure greater consistency of moderation.
- Implement key learnings from the ALIM and MST programmes in particular the factors that enhance acceleration
 - Front loading
 - High expectations
 - Building confidence
 - Daily instruction
 - Whanau engagement
- Year 9 and 10 data will be gathered during 2017 to provide baseline information for monitoring progress.

How will we monitor our progress against these targets?

- Continue measuring all our students against the national standard for mathematics at each year level.
- Year 9 and 10 data will be gathered during 2017 to provide baseline information for monitoring progress.
- Use the PaCT tool for the finer picture of progress for target students in particular

2. Achievement of students requiring Learning Support

Te Puke students with additional learning needs are our priority learners. Priority learners are groups of students who have been identified as not experiencing success. These are generally students who are achieving below and well below National Standards.

Priority Group 1: Students requiring Language Learning Support

One group of priority learners we have identified are our English Language Learners (ESOL). The Te Puke area has a growing population of migrants, and many of our Asian (Indian) and Pasifika students are two groups requiring significant additional language learning support so that they can access the curriculum. The two years of support that students are entitled to is insufficient to lay the foundations for academic success, so we need to build teacher capability to address the language learning needs of these children.

ESOL students currently monitored by English Language Learning Progressions (ELLP)

Writing Stage	
Foundation	30
Stage 1	80
Stage 2	39
Stage 3	9
Stage 4	0
TOTAL	158

Target: To accelerate the achievement of ESOL students to move at least one stage on the ELLP scale in writing within one year.

What is our plan of action?

- Build teacher capability in second language learning pedagogy. This expertise currently sits primarily within the high school
- Encourage teachers to pursue TESOL qualifications through Bay of Plenty providers
- Establish a support network through a professional learning group

How will we monitor our progress against this target?

- Through monitoring progress against ELLP stages and the accelerated progress of these students against National Standards

Priority Group 2: Students requiring Learning Support

We have also identified a substantial number of students with a variety of challenges affecting their ability to achieve success. These may include social, behavioural, emotional, physical, medical and academic needs.

Te Puke Community of Learning | Kāhui Ako Additional Learning Needs summary 2016

CODE	Number
CYFS/Family	60
SE/ORRS	108
SLT/RTLB/RT.Lit/HLN/ICS	90
ACC/BLENZ/RT.Deaf/O T	27
Major behaviour / IWS/IRF	16
PHN/HHN/Mental/Emotional/Social/Ed support	399 *

* Includes 300 from TPHS for Kaitiaki Service.

Target: All 700 students will have in place a learning plan, including a transition plan, informed by a range of data, by the end of 2018.

2019 targets will include National Standards or NCEA targets for those students with potential to achieve at this level (ie beyond Curriculum Level 1).

What is our plan of action?

- Create a super SENCO position to lead and coordinate the allocation, collation and monitoring of seamless support and transitions.
- Website of collective data, referral, intake and review.
- Students Individual Learning Plans (ILPs) and Individual Behaviour Plans (IBP)
- Plans developed across schools for transition.

- Release of our SENCOs to meet and network regularly - share expertise, provide clinical support for one another, ensure smooth transition and every available support is in place for all learners.
- IBPs will come primarily from collaborative action between the Community of Learning and the RTLB service, alongside other agencies as deemed necessary.
- ILPs and IBPs will be developed from collaborative action between the Community of Learning schools collectively working in partnership with Ministry of Education Learning Support alongside other agencies as deemed necessary.
- The Te Puke Kāhui Ako I Community of Learning schools' collective will work collaboratively with Ministry of Education, Learning Support Management and RTLB Service Management to identify all the resources coming into the Community of Learning I Kāhui Ako designed to support students with additional needs.
- When the resource (above) is identified, the Community of Learning I Kāhui Ako will work with the two agencies, and other appropriate social agencies, to ensure a more effective use of the identified resource to raise the achievement of students in the Community of Learning I Kāhui Ako with additional learning needs.
- Regular Community of Learning I Kāhui Ako wide review points will be identified to check on progress, recommend modifications, and report to the Community of Learning I Kāhui Ako on progress towards meeting the desired outcomes.
- A wider view will be taken in regards to resources contained within the Community of Learning I Kāhui Ako such as Counsellors, SWIS, Irlens screeners, Dyslexia specialist trained teachers etc to see how we can best share and utilise these resources.

How will we monitor our progress against these targets?

- Through the IEPs and IBPs.
- Super SENCO reporting mechanism.
- Website to give transparency of resource allocation, success and value added.

3. Achievement in NCEA and Retention to Age 17

We know that completion of upper secondary education is associated with a range of economic and social benefits for our students. Retention to senior secondary schooling is linked to higher levels of skills and knowledge required for participation in our increasingly knowledge-based society and the wider global community as well as the exciting economic future for the Te Puke district. Ensuring our students stay at school to complete the minimum of a NCEA Level 2 qualification provides a strong foundation for post secondary education and training. We also know that the risk of unemployment for those with no school qualifications or only Year 11 qualifications is higher than for those with Year 12 or Year 13 qualifications. The positive effect of each additional year of schooling on incomes has been estimated to range from 5 to 10%.

Te Puke Leaver Data (Based on 2014 and 2015 data)

FIG 1 Age of students when they left Te Puke High School in 2014/2015

YEAR	AGE	2014	2015	2014	2015	2014	2015	2014	2015	2014	2015	2014	2015
		15	16	17	18	19+	Total						
Māori	Male	1	2	11	11	15	11	8	7	0	0	35	38
Māori	Female	0	0	17	4	9	16	8	18	2	0	36	31
NZ European	Male	0	1	15	16	22	17	15	31	3	2	53	67
NZ European	Female	0	0	13	5	27	28	24	26	1	3	66	62
Pasifika	Male	-	0	-	1	-	2	-	3	-	1	-	7
Pasifika	Female	-	0	-	1	-	3	-	2	-	0	-	6
TOTAL		1	3	56	38	73	77	55	87	6	6	190	211

- In 2014 40.8% of Māori students left school before completing an NCEA L2 qualification (ie exited school before their 17th birthday)
- In 2015 24.6% of Māori students left school before completing an NCEA L2 qualification (ie exited school before their 17th birthday)
- In 2014 23.5% of NZ European also exited before completing NCEA L2
- In 2015 17% of NZ European also exited before completing NCEA L2
- In 2015 2 Pasifika students *approx 28% of the cohort exited before completing NCEA L2 (*July 1st Roll Return)

***NB Due to small numbers on the roll Pasifika percentages appear large in comparison to other ethnicities**

FIG 2 Percentage of School leavers staying on at Te Puke High School until at least their 17th birthday 2012 – 2015

		2012	2013	2014	2015
Māori	Male	66.7	69.4	69.7	58.1
Māori	Female	78.7	78.8	55.9	89.5
NZ European	Male	77.6	75.8	74.5	74.6
NZ European	Female	70.2	90.2	82.5	91.9
*Pasifika	Male	-	*91.7	*91.7	85.7
*Pasifika	Female	-	*91.7	*91.7	83.3

**For 2013/2014 Pasifika Male/Female data is not available due to risk of student identification through data. 2012 data no longer available on Education Counts*

- In 2014 59.2% of all Māori students stayed on at Te Puke High School until at least 17 years of age giving them the opportunity to achieve L2 NCEA
- In 2015 75.4% of all Māori students stayed on at Te Puke High School until at least 17 years of age giving them the opportunity to achieve L2 NCEA
- In 2014 76.5% of all NZ European students stayed on at Te Puke High school until at least 17 years of age giving them an opportunity to achieve L2 NCEA
- In 2015 82.9% of all NZ European students stayed on at Te Puke High school until at least 17 years of age giving them an opportunity to achieve L2 NCEA
- Between 2013/14 and 2015 there is a significant drop in the total % of Pasifika learners who remain at Te Puke High School until at least 17 years of age from 91.7% to 84.6%

Achievement

FIG 3 School leavers with at least NCEA L2 2012 – 2015

**May include some Yr 13 students*

		2012	2013	2014	2015
Māori	Male	71.8	66.7	69.7	48.4
Māori	Female	74.5	72.7	52.9	84.2
NZ European	Male	71.6	74.2	78.4	71.6
NZ European	Female	77.2	82.0	82.5	91.9
Pasifika	Male	-	*66.7	*41.7	71.4
Pasifika	Female	-	*66.7	*41.7	66.7

**For 2013/2014 Pasifika Male/Female data is not available due to risk of student identification through data. Figure shown is combined gender total. Data for 2012 no longer available on Education Counts*

- In 2015 68.1 % of all Māori students left school with at least NCEA Level 2
- In 2015 81.4 % of all NZ European students left school with at least NCEA Level 2
- In 2015 69.2% of all Pasifika students left school with at least NCEA Level 2

There is an inequity of outcomes between Māori, Pasifika students and NZ European.

Ethnicity Growth Trends

Between 2012 and 2016 the population of Pasifika students has grown from 37 students to 45.

Between 2012 and 2016 the population of Māori students has dropped slightly from 343 students to 322 students

Between 2012 and 2016 the population of NZ European students has dropped from 489 students to 408 students.

When students are retained at Te Puke High School beyond the age of 16 their chances of achieving NCEA L2 are almost guaranteed.

All statistics taken from Education Counts Website <http://www.educationcounts.govt.nz>

To address the inequity whilst raising achievement for all students at NCEA L2 (*based on the July 1st 2016 Roll data for Yr 11 and 12) the current target numbers of students who need to be retained at Te Puke High School and supported to complete a minimum of NCEA L2 in 2017 are:

	Māori *130 Students	NZ European *163 Students	Pasifika *18 Students
85% all students leavers with a minimum NCEA L2	111 (33 more students than in 2015)	139 (7 more students than in 2015)	15 (3 more students than in 2015)
<i>*2015 NCEA Results compared with 2016 Roll Return</i>	68.1% 2015 NCEA L2 Leaver Results *88 of the 130 students	81.4% in 2015 NCEA L2 Leaver Results *132 of the 163 students	69.2% in 2015 NCEA L2 Leaver Results *12 of the 18 students

What is our plan of action?

- Tutor-tutee programme provided by Year 13 students.
- Academic mentoring within Small Groups.
- 16+ Programme which provide proactive tracking of senior students in NCEA.
- PASS (Personalised Assessment & Study Schedule) Programme for students who are identified in the 16+ Programme.
- Academic Advisors targeting groups of students, including Year 11 Māori boys.
- Te Roopu Taurahere (Māori Student Mentoring Group).
- Pasifika Student Mentoring Group.
- ART (Achievement Retention and Transition) initiative with the MOE.
- Gateway programme.
- Primary Industry Academy
- Toi Ohomai Institute of Technology Trades Academy
- Exploring the place of Dual Pathways through Toi Ohomai

How will we monitor our progress against these targets?

- Attendance levels for targeted students.
- Tracking academic progress in NCEA.

Big picture goals of the Community of Learning I Kāhui Ako to raise achievement, engagement and self efficacy.

Underpinning these three challenges, the Community of Learning I Kāhui Ako has identified the opportunity to grow teacher capability in 21st Century pedagogy.

In order to achieve our targets and **sustain** higher achievement rates we recognise that we need all teachers to:

- Engage in **culturally responsive** and relational pedagogy and practices to ensure that our Māori students experience success as Māori.
- Develop **learner agency** across the Community of Learning I Kāhui Ako for all learners - students and staff.
- Build **teacher capability** and **consistency** in **curriculum delivery** and **moderation of assessment**.
- Ensure a strong pathway, **seamless transition** of the learner through our pathway of learning with a consensus of **desired benchmarks of achievement** for learners.

1. Culturally Responsive and Relational Pedagogy

- Focus on that which increases engagement for Māori and boys in particular eg Tuakana Teina.
- Professional Learning and Development (PLD) across the Community of Learning I Kāhui Ako - e.g. Culturally Responsive and Relational Pedagogy, Tataiako competencies to form a Te Puke appraisal collective expectation.
- PID across the Community of Learning I Kāhui Ako for BOTs in the use of the HAUTU review tool.
- Form much stronger connections with Iwi, their education plans and aspirations for their learners, ensuring our plans align succinctly.
- Ask the question - what is working for their students and what is not?
- Greater connectivity, sharing of expertise, knowledge and reporting.
- Ensure the Māori Medium learning pathway is a priority and an option through the whole learning journey.
- Develop policies to actively seek local Māori teachers to live, work and play in Te Puke, teaching in our schools.

2. Learner Agency - Rangatiratanga

- Develop teacher knowledge and understanding of what 'agentic learners' look like. What does this mean for teachers in the 21st Century?
- Access PLD in Visible Learning – the work of John Hattie and effect size.
- Use learner progressions and/or Te Puke graduate profile as desired benchmarks of achievement for students to self assess and teachers to moderate.
- In student speak, create exemplars that allow students to set next learning steps with certainty around what is required to achieve it.
- Instructional rounds undertaken by teachers - viewing, sharing, giving feedback on what authentic agentic opportunities exist in reality.
- Consistency in curriculum delivery and moderation of assessment

- Potential use of the PaCT framework - learning progressions in Maths, Reading and Writing as consistent progressions of learning and assessment.
- Across school and in school moderation practice.
- PaCT can be used from Year 1 - Year 10.
- Enthusiasts across schools network together, sharing and driving the development within their school.

3. Strong pathway, seamless transition with desired benchmarks of achievement

- Develop shared learning progressions or learner profile that gives clarity and consistency around desired competencies or achievement at benchmarks through the learning journey.
- SENCOs meet regularly to network and share.
- Curriculum teams from across the Community of Learning I Kāhui Ako meet regularly to moderate, share and challenge practise. Decrease other meetings to allow this or release them from class.
- Find obvious areas of opportunity to link and flow through the pathway sharing resources and providing continuation for learners eg Indian dance groups, kapahaka, Te Reo Māori, rugby academy, Pasifika groups, Music, GATE groups, ALN, ESOL, Sport, Leaders, International students.
- Opportunities to give students the role of 'expert' across the Community of Learning I Kāhui Ako, enabling the younger ones to feel part of something bigger (Tuakana Teina).

4. Alignment

The Community of Learning I Kāhui Ako members recognise that there is a natural fit to align aspects of school Charters to recognise the goals and work of the Community of Learning I Kāhui Ako going forward.

Planning and aligning school calendars would also have some benefit eliminating some of the barriers to working together due to timetable constraints.

Consistency of initiatives such as PB4L, KiwiCan, Iwi learning modules and digital device schemes to support learning and achievement may also have benefits.