

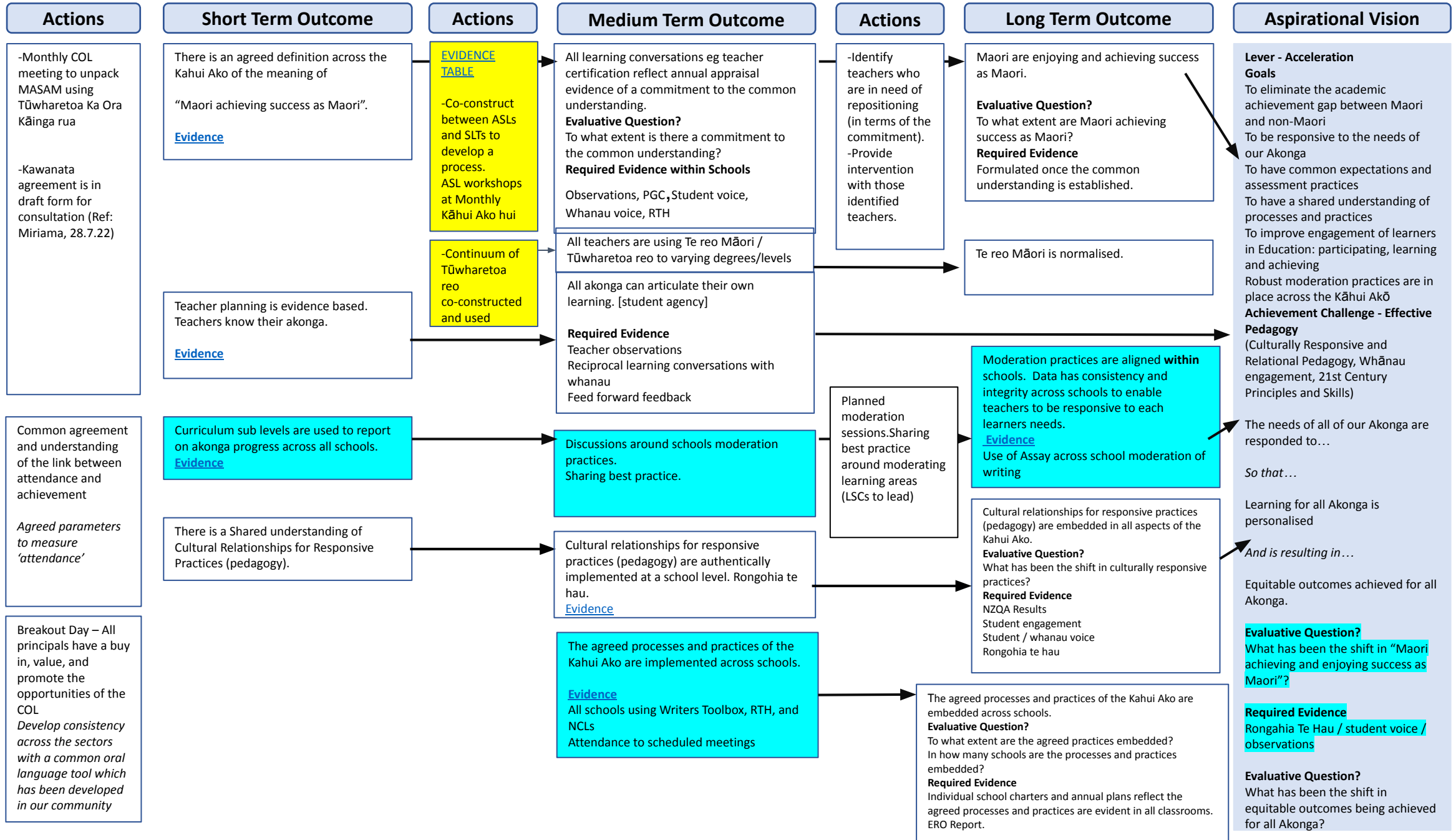


TAUPO COMMUNITY OF LEARNING

**Kāhui Ako,
Sharing the
Learning and
Knowledge**

TAUPŌ KĀHUI AKO

KEY LEVER FOR CHANGE: ACCELERATION - ACHIEVEMENT CHALLENGE: EFFECTIVE PEDAGOGY



Strategic Plan 2021- 2024

Purpose

To collect & analyze evidence of the agreed achievement challenge targets. Each area of the strategic plan has identified measurables that require data from each school/kura/ECC or ASLs

Task

There are identified measurable targets in our strategic plan. The plan has links to evidence gathering templates for all school/kura/ECC or [ASLs to use](#). This data will be used to inform the Kahui of the shifts against the set targets.

Follow up

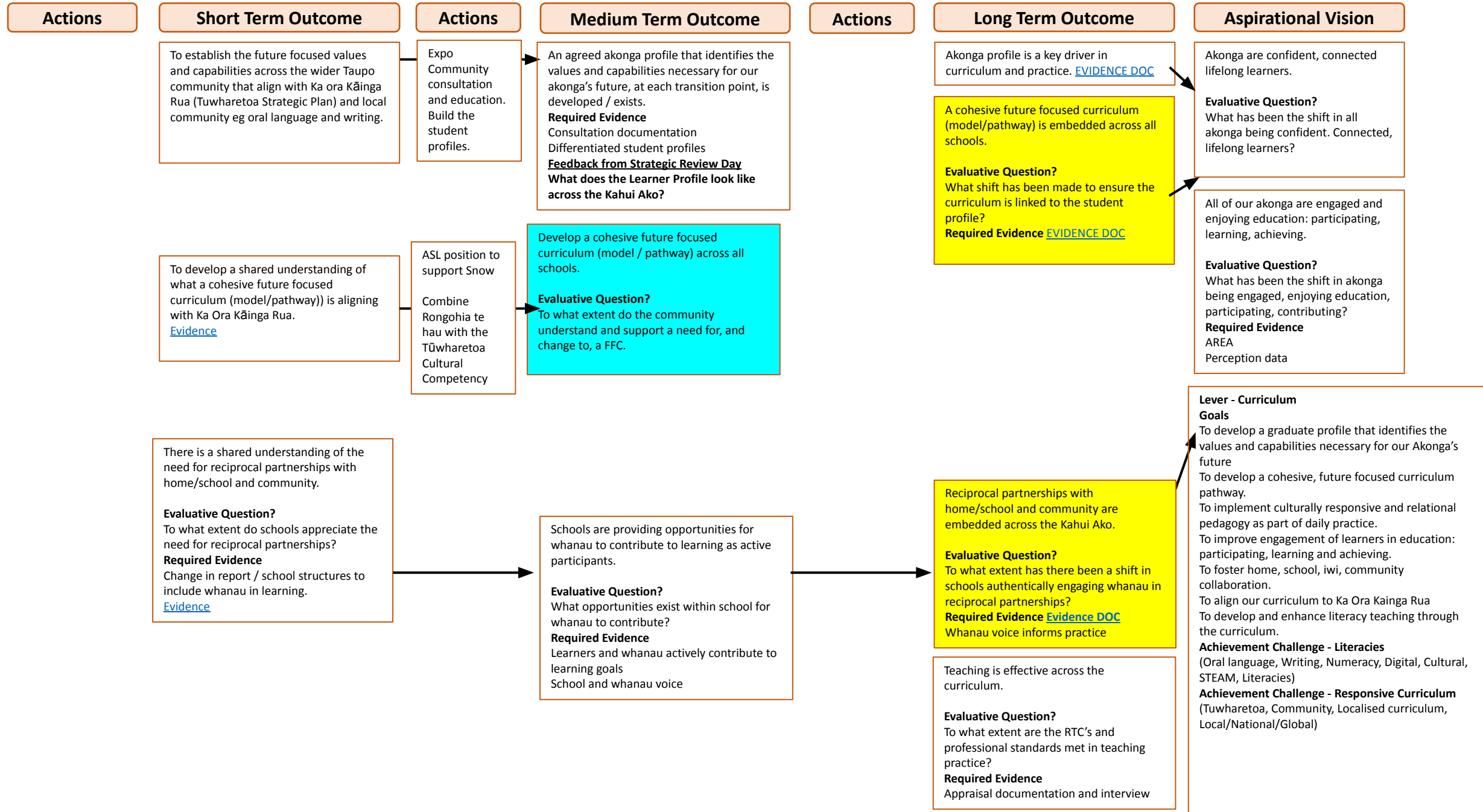
The analysis of this data will help inform the [achievement challenge refresh](#) process. All stakeholders will be consulted on any developments of the achievement challenges and associated workstreams.

Yellow boxes are for schools to provide data & reflection upon targets- *there will be a link to a separate doc to link evidence*

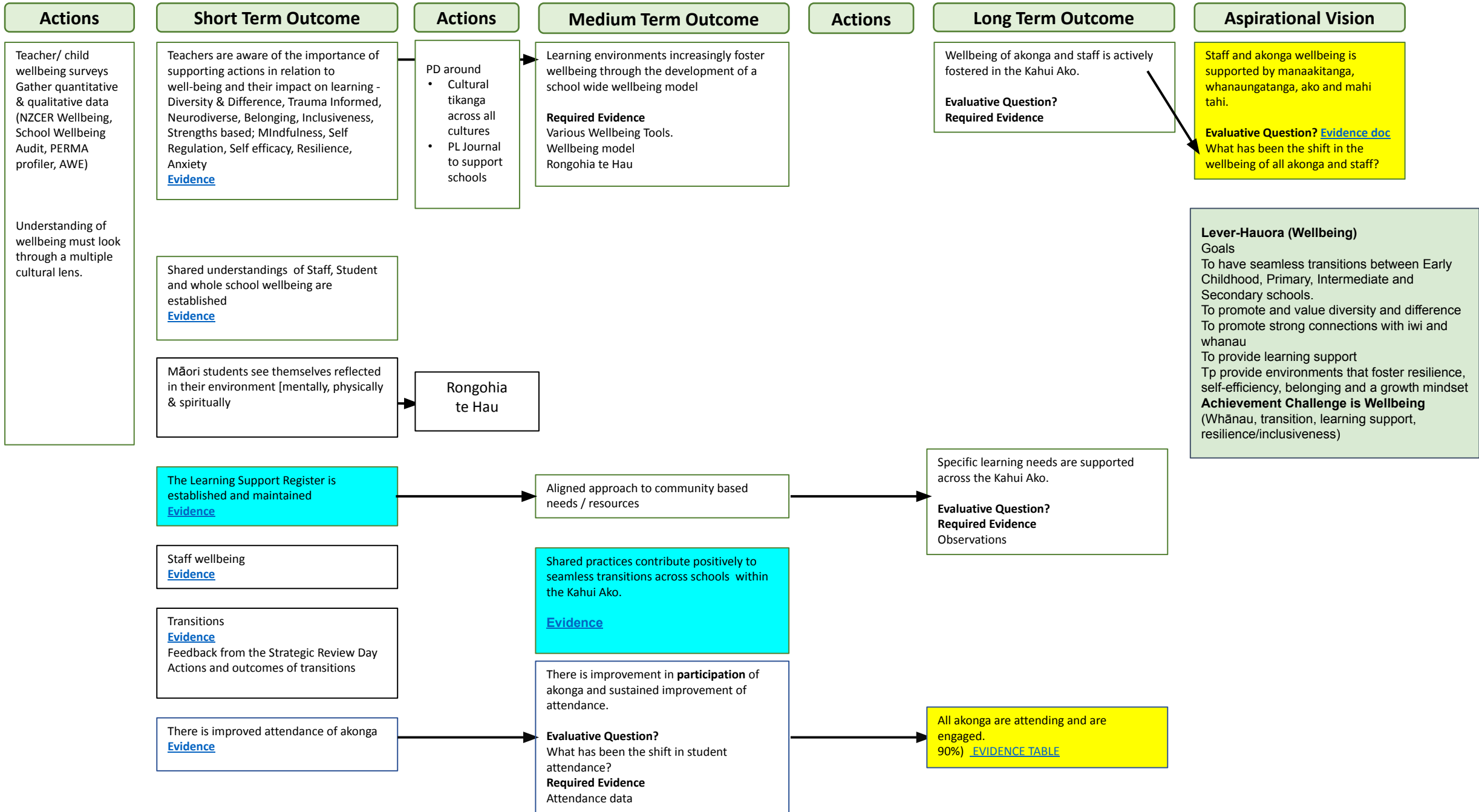
Blue boxes questions for [Across school leads](#) to provide data & reflection upon targets- *[This link is to a doc for evidence for ASLs](#)*

Green box shows the Soft Data that has been gathered to collect the impressions and opinions of the key stakeholders who have been working within the Kahui Akoc

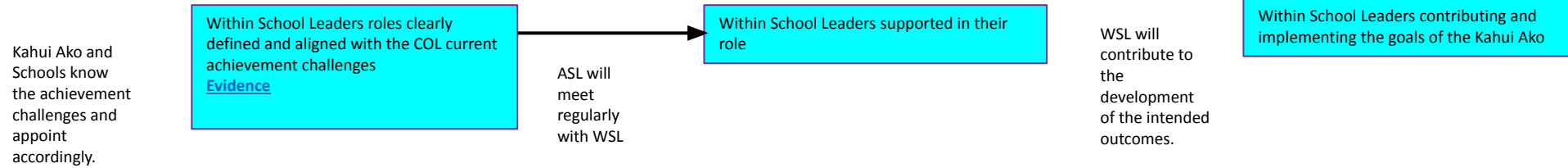
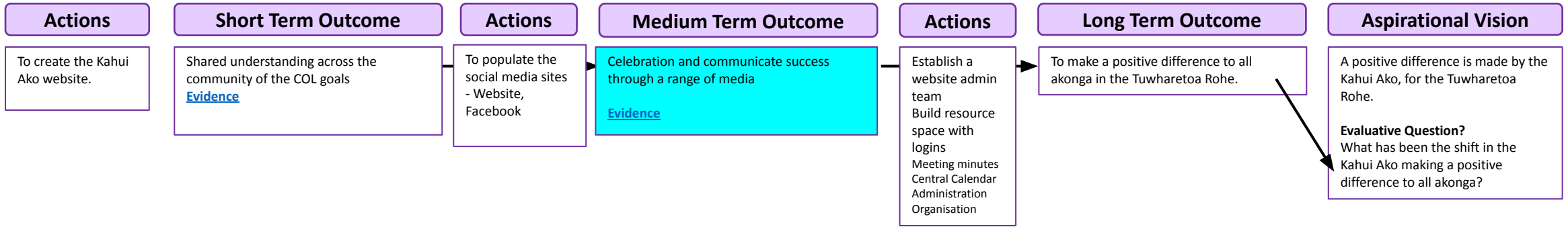
KEY LEVER FOR CHANGE: CURRICULUM - ACHIEVEMENT CHALLENGE: RESPONSIVE CURRICULUM



KEY LEVER FOR CHANGE: HAUORA (WELL BEING) - ACHIEVEMENT CHALLENGE: WELLBEING/HAUORA



KEY LEVER FOR CHANGE: STRATEGIC IMPLEMENTATION



Do we keep the last line or do we delete/amend?

Green box shows the Soft Data that has been gathered to collect the impressions and opinions of the key stakeholders who have been working within the Kahui Ako

Principal qualitative data ([soft data](#))

Principal reflections - what has worked well for your school being part of the Taupo Kahui Ako ([reflections](#))

Iwi ([feed-back](#))

Across School Leaders - ([feed-back](#))

Within School Teachers - ([soft data](#))

Learning Support Coordinator - ([soft data](#)) ([feed-back about LSC tasks](#))

ECE - [feed-back](#)

Governance -

Taupo Kahui Ako Vision

To collaboratively and inclusively ensure the success of each akonga's journey within the rohe of Tuwharetoa
Ma te mahi tahi a momoho e maunu nei i tenei terenga akoranga mo enei tauira o roto i te rohe o Tuwharetoa

Taupo Kahui Ako Mission Statement

To make a positive difference for Akonga in the Tuwharetoa Rohe

The Taupo Kahui Ako is a collaborative educational relationship between 16 schools and 19 early learning centres. Our Kahui Ako is in the Tuwharetoa rohe, in Taupo. Ngati Tuwharetoa ariki Ta Tumu te Heuheu and his education team continue to take an active interest in education by working alongside learning centres and the Kahui Ako to improve learner success in our rohe.

This collaborative relationship between all parties enables us to identify the different strengths, expertise and possibilities across sectors and share practices within our Kahui Ako to benefit all learners.

Kaiako in early learning services (ELS) can support Kahui Ako to:

- better meet the needs of children transitioning to school
- influence positive education outcomes from an early age

Kahui Ako collaboratively identify three to five achievement challenges using a range of data and evidence related to student achievement. ELS can contribute to the development of these challenges by considering the shared links between Te Whariki, The New Zealand Curriculum and Te Marautanga o Aotearoa - and - identifying what progress might look like across the child's learning pathway.

Taupo Kahui Ako Vision

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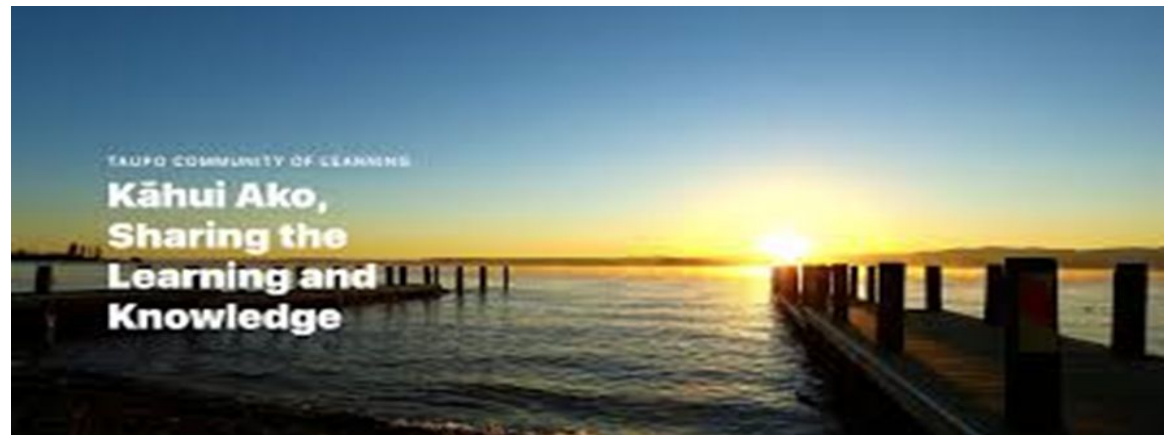
Taupo Kahui Ako Mission Statement

To make a positive difference for Akonga in the Tuwharetoa Rohe

Whanau can be confident their children are getting the best start to their education when ELS work closely with schools/kura and other services in a Kahui Ako. This approach supports a focus on lifelong learning and enables a smoother transition to school.

ELS, Iwi and the community form an essential part of the learner pathway. When services and schools understand each other's practices and share expertise and resources, overall teaching quality improves, leading to better outcomes for children at every stage of their educational journey.

Our Vision



To collaboratively and inclusively ensure the success of each akonga's journey within the rohe of Tuwharetoa

Mā te mahi tahi a momoho e maunu nei i tēnei terenga akoranga mo ēnei taurira o roto i te rohe o Tūwharetoa.

Effective Pedagogy

Our thinking

Reflective, responsive and relational teaching and learning is essential if our learners are to experience success in a rapidly changing world. Teachers need to

be supported and empowered as learners to critically reflect, evaluate, plan and implement practices that encourage learner agency and future focused capabilities. Learning needs to reflect real world problem solving using authentic contexts that build on cross curricular links, engaging wider community groups, emphasizing collaboration and innovation.

Key Elements

- Cultural relationships for responsive pedagogy
- Whānau Engagement
- Future Focused principles, skills and capabilities
- Reciprocal whānau partnerships

Effective Pedagogy

Just imagine if...

- The needs of all of our ākonga are responded to, so that learning for all ākonga is personalised and results in equitable outcomes for all.
- Cultural Relationships for Responsive Pedagogy is practised and flourishing in all kura
- Learners are excited and engaged as a result of teaching practices that promote learner agency through a responsive, learner centred curriculum.
- All learners enjoyed an engaging, relevant and fulfilling educational experience.
- Effective pedagogy based on cycles of inquiry enabled learner agency.
- Pedagogy encourages learners to look towards their future by exploring significant future focussed issues using 21 Century skills and capabilities.
- Whānau feel valued, welcomed, and are able to contribute in and across all kura.

Responsive Curriculum

Our thinking

A responsive curriculum designs rich opportunities and coherent pathways for all ākonga. Being responsive to the needs, identity, language, culture, interests, strengths and aspirations of our learners and their whānau, will bring our curriculum to life. When designing our curriculum, a clear focus is on what supports the progress of our learners. It includes the articles of Te Tiriti o Waitangi, which are integrated into a range of learning contexts and in all kura. Learners will engage with the knowledge, values, and competencies so they can go on and be confident and connected lifelong learners.

Key Elements

- Tūwharetoa Strategic Plan
- Community Engagement
- Localised Curriculum
- National Curriculum
- Global Citizens / Perspective
- Reciprocal whānau partnerships

Responsive Curriculum

Just imagine if...

- All ākonga are confident, connected lifelong learners.
- All ākonga are engaged and enjoying education; participating, learning and achieving.
- A cohesive future focused curriculum is embedded across all kura.
- The articles of te Tiriti of Waitangi are reflected in classroom teaching.
- All Māori students see themselves reflected in their environment
- All schools could engage in future focussed and culturally responsive professional learning and development.

Hauora/Wellbeing

Our thinking

Wellbeing is fundamental to all activities in our kura, and central to the vision, values and principles of a NZ curriculum. Hauora encompasses four crucial inter-related elements taha tinana - physical wellbeing, taha hinengaro - mental and emotional wellbeing, taha whānau - social wellbeing, and taha wairua - spiritual well being. If all of our young people are to be confident, connected and actively involved as lifelong learners, they need to be happy and secure, have equitable learning opportunities and have their culture, language and identity recognised. Optimal learner (staff and student) wellbeing is a sustainable state, characterised by positive feelings and attitudes, effective relationships at and with kura, inclusiveness, resilience, self optimism and a high level of satisfaction with learning experiences. This will be achieved through seamless transitions between and across our kura, tertiary and workplaces with the support of whānau and the wider community.

Wellbeing

Key Elements

- Whānau
- Transition
- Learning Support
- Resilience/inclusiveness
- Reciprocal whānau partnerships

Just imagine if...

- Learning environments increasingly foster resilience, self-efficacy, belonging and a growth mindset.
- There were powerful partnerships between ākonga, whānau, kura and support services
- “Diversity” and “Difference” are recognised and celebrated.
- Powerful partnerships and consistency ensure seamless transitions for ākonga and whānau between and across all kura, tertiary and workplaces.
- Teachers are aware of the importance of resilience, self-efficacy, belonging and a growth mindset in relation to well-being and it’s impact on learning.
- Staff and ākonga wellbeing is supported by manaakitanga, whanaungatanga, āko and mahi tahi.
- Specific learning needs are supported across the Kāhui Ako guided by kura and support services.
- Māori students see themselves reflected in their environment [mentally, physically & spiritually
- There is a shared understanding of hauora across the Kāhui Ako.

Our Journey

Challenges that Taupō Kāhui Ako have encountered have been resolved largely due to the strong collaboration that has grown and evolved between the 16 schools and 19 Early Learning Services.

- Lockdowns in 2020 and 2021 were new to our country as a nation and also our schools across the Kahui Ako. Communication across schools was more focused on managing our schools through COVID rather than focused on progress towards Achievement Challenges
- Assay and Te Rito could no longer be used to collate and collect Kahui Ako data
- Kahui Ako processes and procedures were still being developed
- Strategic Review needs to become part of the Kahui Ako self-review process
- Governance purpose and role will continue to be strengthened
- Across School Leaders will strengthen role with In-school leaders
- Learning Support Coordinators and Early childhood will be reflected more clearly in the Strategic plan

Successes that Taupo Kahui Ako have experienced through our collaboration has been very effective

- Strengthening Principal collaboration and leadership - this is our third term working as Taupo Kahui Ako
- Building leadership capability with Across School Leaders, Within school teachers and teachers
- Shared collaboration working towards the achievement challenges of Iwi as identified in Ka Ora Kainga Rua so that tamariki experience success in both worlds
- Shared collaboration working towards achievement challenges across schools
- Shared collaboration to become more solutions focussed as a Kahui Ako

Our Journey

Which practices have had the most impact on the progress and achievement of students?

Write that Essay

- Across School Leaders have ensured that all schools have been supported to implement and embed Write That Essay.
- While there is a continuum of implementation, all schools are using this tool
- Engagement in writing has improved
- Transitioning between school levels has been strengthened using Write That Essay from Primary through to Secondary schools
- Ongoing support from the Across School Team ensures new leaders and teachers receive support with Write That Essay
- There will be a Kāhui Ako wide Write That Essay assessment taken to measure achievement with writing in 2022

Our Journey

Culturally Responsive and Relational Pedagogy

- Across School Leaders working from 2017 to 2020 worked to support all schools with CRRP
- There is a continuum of CRRP implementation across the Kahui Ako which will be strengthened further
- ASL's worked to support schools to use Rongohia Te Hau tool
- Work in schools included supporting Student Agency and Engaging Whanau
- Iwi facilitators and ASL's collaborated to support schools with Tuwharetoa Cultural Knowledge
- All schools have signed a Kawenata between Ngāti Tūwharetoa and Taupō Kāhui Ako
- Currently, there is a newly appointed Across School Leader in 2021, who is supporting schools with knowledge of Tūwharetoa across the Kāhui Ako

Tūwharetoa Cultural Knowledge

- Two facilitators from Ngāti Tuwharetoa have supported schools to implement Tūwharetoa Cultural Knowledge
- Ministry of Education - Cathye Haddock have supported IWI to support schools
- Our facilitators attend regular hui and provide clear action plans for schools to implement Tūwharetoa Cultural Knowledge

Oral language - Tools4teachers

The Kāhui Ako have been working with Tools4teachers for the last few years. All schools participated in professional learning including Kahui Ako meetings and supported lessons in schools. This year in 2022, tools4teachers, Jane van der Zeyden and Rita Palmer will be working with schools to improve oral language and support literacy programmes.

Our Journey

Which achievement challenges have made the most progress and why?

- **Our Achievement Challenge - Using acceleration as a key lever for effective pedagogy**
- Taupō Kāhui Ako has made strong progress with Write That Essay. Our Achievement Challenge - ***Effective Pedagogy*** with writing has ensured that moderation practices for Writing are aligned within our school organisations and across our Kāhui Ako. Data has consistency and integrity across our schools to enable teachers to be responsive to each learner's needs. Curriculum levels are used to report on akonga progress across all schools.
- Learning Support Coordinators at transition hui across the Kāhui Ako have facilitated discussions across our schooling levels to encourage alignment for writing at Year 6 and Year 8. Further moderation is planned for reading and mathematics.
- Across School Leaders have sustained the model through ongoing learning in their roles and continued, focused in-school PLD. There is a team of three ASL's with two of them becoming WTE facilitators in 2022.
- We will continue to work on improving attendance, culturally responsive and relational pedagogy, and teacher support as part of this Achievement Challenge

Achievement Challenges

Taupō Kāhui Ako achievement Challenges will remain the same although the focus for this year will look at improving Effective Pedagogy using Culturally responsive and relational pedagogy. The second major focus this year will look at improving Hauora/Wellbeing. We will work to ensure that our teachers are aware of the importance of resilience, self-efficacy, belonging and growth mindset in relation to well-being and its impact on learning.

The two other Achievement Challenges are Responsive Curriculum and Strategic Implementation. Responsive Curriculum aims to develop a shared understanding of what a cohesive future focused curriculum is so that our Akonga are confident, connected, lifelong learners. All of our Akonga will be engaged and enjoying education: participating, learning and achieving.

Strategic implementation aims to ensure that there is a positive difference made by the Kāhui Ako for the Tūwharetoa Rohe. We will aim to have a shared understanding across the Kāhui Ako of the goals and roles of the Across School Leaders and Within School leaders. Our long term outcome is to make a positive difference to all akonga in the Tūwharetoa Rohe.