

KĀHUI AKO KI WAIMEA - WAIMEA COMMUNITY OF LEARNING

Strategic Plan 2019-2020



Waimea Kāhui Ako



Waimea Kāhui Ako Workplan

Theme: Hauora (Well-Being/Building Relationships)

Existing Practice			Future Practice			
<p><u>Summary Statement</u> (how does our practice look now?)</p> <p>Data from the Well-Being survey is generally positive but we recognise there is room for improvement. At our February KA day our teachers identified hauora as a key area for improvement to support success.</p> <p>Mindfulness is being successfully used by some teachers throughout Kāhui Ako to improve student well-being.</p> <p>Feedback from the 12 schools about building relationships can be seen here</p> <p style="text-align: center;">⇩</p>			<p><u>Vision Statement</u> (how do we want our practice to look at the end of this period?) Capacity ⇨ Alignment ⇨ Sustainability</p> <p>Improving and maintaining hauora is a prominent goal in all kāhui ako schools, with support and a range of practices in place that are making a difference, especially for priority students. Staff hauora is actively supported and improved.</p> <p style="text-align: center;">⇩</p>			
What we don't yet know (about existing practice)	<p>What we know (about existing practice)</p> <p style="text-align: center;">⇩</p>		Improvement Overview			
<p>If any teachers in our KA are able to link well-being interventions with student progress and achievement.</p> <p>Where are our pockets of best practice in teachers' ability to connect with all students?</p>	Strengths (what's going well?)	Improvements (what can we do better?) ⇨	Using internal resources ⇨	Using kāhui ako and external resources ⇨	Challenges Opportunities ⇨	Links to other themes and achievement challenges.
	Mindfulness is beginning to be used across a number of KA schools and appears to be having a positive effect.	1. Find tools that are valid and reliable to measure the effects of well-being interventions on student progress and achievement.	Investigate evidence drawn from Mindfulness projects currently happening in several schools. Investigate pastoral care practices and resources across KA	Continue to use and refine the NZCER Well-being survey. Work with RTLB to identify further measures and apply these to target groups of priority learners. Use local MOE data	Usefulness of the NZCER survey - consistency of application of this across multiple users. Charting the relationship between hauora and student progress and achievement. How can	CRP Transitions (between schools, between classes)

	<p>Schools within our KA have strong relationships that allows students to connect. Schools are improving ways of working together to support student hauora.</p> <p>Evidence shows most students and families are well supported and feel good about themselves and their schooling.</p> <p>Programmes operate in schools that support students to improve hauora (e.g. Big Brother, Big Sister, Play-Based Learning).</p> <p>PE and Health programmes cover Hauora development</p>		schools.	analyst.	we show that improvement in one influences improvement in the other?	
		2. Celebrate and share the good practice throughout our KA. Find teachers willing to share their practice.	AST and WST identify and encourage good practice. Work with SENCOs and other key staff. Hauora as a focus for one KA learning week in 2019.	Work with RTLB and other specialist services to identify and promote good practice.	Identifying effective practice, encouraging teachers to share, transferring good practice from one setting to others. Gaining a better understanding of what really makes a difference. Growing student voice in identifying what works and why.	
		3. Focus on the hauora dimensions of the Health Curriculum and provide PLD opportunities for this.	AST and WST work with key staff in all schools to find out how health curriculum and PLD are delivered and identify ways to share and improve.	Seek external support via centrally-funded PLD, (aimed at targeted groups of priority students?). Work more closely with RTLB and other agencies to coordinate interventions and opportunities across the KA.	Accessing appropriate support via registered PLD providers. Making health curriculum PLD a priority for KA schools. Successful interventions in one setting may not transfer easily to others.	
		4. Inquire into integrated classes at secondary level.	Discussions with SLT on the merits of integrated classes. Working with like minded teachers Gathering research and evidence-based practice. Student feedback as a driver of progress.	Find and share examples from other secondary schools across NZ and overseas.	Accessing reliable and valid ways to measure how integration improves student hauora, and its effect on progress and achievement.	
		5. Grow tuakana teina practice across KA schools.	AST and WST identify current practice and a range of possible additional opportunities. Develop opportunities as and when	Find and share examples of good practice from other KA and schools in NZ and overseas.	Fitting opportunities into timetables. Transport - distance and cost. Focus initially on developing within-school practice, and on key activities that involve only	

			appropriate.		small groups or individuals (e.g. senior secondary students coaching sport, kapahaka). Creating opportunities that are ongoing.	
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Improvement Plans

Goal	Who	What	When			Resources
			Jan-Jun 2019	Jul-Dec 2019	Jan-Dec 2020	
1. Find tools that are valid and reliable to measure the effects of well-being interventions on student progress and achievement.	AST/WST	Investigate tools locally and nationally. Manage the process of gathering data and measuring effects.	Repeat NZCER Well-being survey in all schools	Identify alternative tools of value	Apply NZCER survey and other tools as agreed.	NZCER Well-being survey. Time to search for and review alternative tools. Support from expert partner.
	Principals	Support and approve use of identified and agreed tools.	NZCER survey.	Become familiar with alternative tools as identified.	Support use of tools as agreed.	Budget for NZCER survey and other tools as necessary.
	MOE	Provide support with data management and analysis.	NZCER survey		NZCER survey and other tools as agreed.	Access to MOE data analyst.
	RTLb/SENCO	Support AST/WST to identify appropriate valid and reliable tools, and use these with appropriate groups of students.	Survey groups of at-risk	Help create a more detailed analysis of	Continue to survey at-risk groups.	Time and access to RTLb.

			students.	needs across the KA schools.		
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Goal	Who	What	When			Resources
			Jan-Jun 2019	Jul-Dec 2019	Jan-Dec 2020	
2. Celebrate and share the good practice throughout our KA. Find teachers willing to share their practice	AST/WST	Organise a KA learning week based around the theme of hauora.	Planning	Hold learning week in term three.	Hold one further event to promote hauora.	Time, budget for presenters, venues, resources, promotion. Support from expert partner.
	AST/WST	AST and some WST conduct inquiries into good practice that promotes hauora of students.	Establish inquiries and mid-year review	Complete inquiries and report/publish results across the KA.	Continue inquiries as appropriate.	Time. Appraisal focus for these staff. Schools with good wellbeing practices Napier Girls High School show how to commit to staff and student wellbeing!
	AST	Enable willing staff to share ideas and grow their practice.	Create opportunities for willing staff to meet and share ideas. Foster local networks. Find ways to grow good practice across all KA settings.			Spend time in schools and ECEs, talk to key staff (SENCO, HODs, Deans, centre managers) to identify and grow good practice. Feedback from PDs involving wellbeing (from 2018)
	SENCO, Deans and other key staff	Communicate regularly with AST and WST to identify and grow good practice.	Ongoing. Take all opportunities to expand good practice.			Meeting time with SENCOs and other key staff.

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Goal	Who	What	Jan-Jun 2019	Jul-Dec 2019	Jan-Dec 2020	Resources
3. Focus on the hauora dimensions of the Health Curriculum and provide PLD opportunities for this.	AST and curriculum leaders	Work with curriculum leaders across the KA to review current health curriculum delivery and plan appropriate PLD for all staff.	Review, plan and secure resources.	Trial PLD in selected settings and with key staff.	Expand PLD to other settings and with a wider group of key staff.	Centrally-funded PLD support as appropriate. Advice from expert partner. Investors in People accreditation for schools with good wellbeing practices and policy
	Principals and other key leadership staff	Make health curriculum a focus for review and development.	Review, plan and secure resources.	PLD happens for selected staff. Review progress.	Expand PLD opportunities.	Budget and time for activities
	Some WST and other teachers.	Make health curriculum the focus of teacher inquiries.	Plan and begin inquiries	Complete and review inquiries. Share findings with others.	Run a new inquiry cycle among some staff.	Time. Appraisal focus. PLD provider support. Support from other key staff and specialists (e.g. RTLB) as required.

Goal	Who	What	When			Resources
			Jan-Jun 2019	Jul-Dec 2019	Jan-Dec 2020	
4. Inquire into integrated classes at secondary level.	AST	Work with leadership and other key staff to promote the concepts. Find examples from other schools and share this information with leadership	Monitor the effects of integration in local examples (if any).	Promote via KA learning week workshops. Plan for more integration in 2020.	Establish, support and monitor new integration initiatives.	Timetabling. Training for staff who will be teaching in integrated settings. Time to research good models of integration and present this to leadership. Example of proposal for integrated class at Waimea College
	Principals and	Commit to exploring the merits of integration;	Consider evidence of good		Establish,	Timetabling.

	other key leadership staff.	engage with data and information provided by AST and others.	integration practice and how the model may be useful within each school's setting. Plan integration initiatives. Promote to BOT and community.		support and monitor new integration initiatives.	Engaging and training staff. Community promotion.
	WST and other teachers	Investigate integration through teacher inquiry.	Establish inquiry	Review, complete and promote findings.	Some teachers working in integrated settings.	Inquiry support (e.g. from expert partner, staff who are using this model in other schools). Appraisal focus.

Goal	Who	What	When			Resources
			Jan-Jun 2019	Jul-Dec 2019	Jan-Dec 2020	
5. Grow tuakana teina practice across KA schools.	AST/WST	Identify current practice and opportunities to expand these. Identify and foster new initiatives. Find examples of excellent practice from around the country and overseas.	Set up a 'register' of current activities across all settings.	Identify ways to expand current opportunities and some new opportunities. Find resources for this.	Establish one new initiative that happens across most or all KA settings. Consider setting up an 'academy' programme across all KA settings.	Specialist expertise to support some initiatives (e.g. kapahaka tutor). Funding for transport to bring together groups of students, travel allowance for key staff and students. Online tools to allow shared practice (e.g. Facetime, Skype, Zoom).
	Tuakana students and staff	Identify students suitable as tuakana (e.g. with appropriate specialist knowledge and leadership skills). Coach these students and enable them to work in tuakana/teina settings.	Ongoing and developing			AST/WST and other staff support.

Waimea Kāhui Ako Workplan

Theme: Transitions

Existing Practice			Future Practice			
<p><u>Summary Statement</u> (how does our practice look now?)</p> <p>A variety of effective transition practices are embedded across or Kahui Ako. However the consistency of these processes is unknown. A consistent understanding of student capabilities at key transition points, sharing examples of best practice and sharing of important information is required to achieve equity for all students as they transition throughout each school day and from school to school.</p> <p style="text-align: center;">⇩</p>			<p><u>Vision Statement</u> (how do we want our practice to look at the end of this period?)</p> <p style="text-align: center;">Capacity ⇨ Alignment ⇨ Sustainability</p> <p>Students transition smoothly within and between schools and ECE settings, supported by strong common practices that are consistently applied and regularly reviewed. Staff are familiar with good transition theory and practice, and regularly update their knowledge and skills with others from across the KA.</p> <p style="text-align: center;">⇩</p>			
What we don't yet know (about existing practice)	<p style="text-align: center;">What we know ⇐ (about existing practice)</p> <p style="text-align: center;">⇩ ⇩</p>		Improvement Overview			
<p>Identify best practice</p> <p>Have a common understanding of student capabilities (graduate profile) at key transition points What information is important to share, who to share it with,</p>	Strengths (what's going well?)	Improvements (what can we do better?) ⇨	Using internal resources ⇨	Using kāhui ako and external resources ⇨	Challenges Opportunities ⇨	Links to other themes and achievement challenges
	<p>Survey information shows that many practices are being used across our Kahui Ako to support transition at ECE-primary level</p> <p>Many students /</p>	<p>1. Engage ECE and primary teachers in shared dialogue in curriculum, student capabilities and information sharing</p>	<p>ECE / New entrant teachers cluster network group - working party</p>	<p>Glenda / Gwen / Fiona facilitating Craig - NTKA New entrant teachers ECE Teachers</p>	<p>Shared practice and understanding between / with ECE and primary sectors</p>	<p>Wellbeing Relationships CRP</p> <p>Wellbeing</p>

<p>how can it be shared effectively and consistently</p> <p>Where is parent and student voice in the process</p> <p>How can outside agencies / SENCO support transition processes</p> <p>What culturally responsive practices can support and enhance the transition process?</p> <p>Data gathering from Year 8-9 transition</p> <p>Gather information about practices that take place within daily transitions</p>	<p>parents surveyed indicated that the transition from primary to Intermediate was a very positive experience</p>	<p>2.Information shared between primary and Intermediate schools - what information, who does it get shared with, how can we use e-tap to do this effectively, what role does SENCO / RTLB play in this</p>	<p>Intermediate investigating use of e-tap to streamline information sharing Intermediate staff Contributing school staff</p>	<p>AST E-Tap facilitator</p>	<p>What information is important? Aligning all schools Who needs access to the information? How?</p>	<p>Relationships CRP DT</p>
		<p>3.Survey to gather data regarding transition at Yr 8-9</p>	<p>Intermediate Colleges St pauls Parents Students</p>	<p>AST Staff with transition responsibility SENCOs</p>	<p>Collation of data - size of groups Comparison between Intermediate - College, St Pauls - Garin</p>	<p>Wellbeing Relationships CRP</p>
		<p>4. Facilitate Teacher Inquiry into daily transitions</p>	<p>Teachers</p>	<p>AST WST RTLB Autism NZ</p>	<p>Number of transitions in college day</p>	<p>Wellbeing Relationships CRP</p>
		<p>5. Investigate practices in place for special needs students - what improvements can be made? What can be learned / used to support other students?</p>	<p>Individual teachers SENCOs</p>	<p>AST SENCOs RTLB Autism NZ</p>	<p>What is successful for special needs students should be successful for all</p>	<p>Wellbeing Relationships CRP DT</p>
		<p>6. What culturally responsive practices are in place / do we need to develop to support transition within and across schools?</p>	<p>Individual teachers CRP within schools</p>	<p>AST WST Potama Pounamu Tuakana Teina</p>	<p>What is successful for Maori students will be successful for all</p>	<p>Wellbeing Relationships CRP DT</p>



Improvement Plans

Goal	Who	What	When			Resources
			Jan-Jun 2019	Jul-Dec 2019	Jan-Dec 2020	
1. Engage ECE and primary teachers in shared dialogue in curriculum, student capabilities and information sharing	AST/ECE / NE Teachers/WST . Also MOE/RTLBN/NT KA	Working party - meet regularly to share investigations, progress on specific themes Working Party Document Initial meeting 31-10-18	Work on specific area	Share findings	Embed practices	Time Research MOE

Goal	Who	What	When			Resources
			Jan-Jun 2019	Jul-Dec 2019	Jan-Dec 2020	
2. Information shared between primary and Intermediate schools - what information, who does it get shared with, how can we use e-tap to do this effectively, what role does SENCO / RTLBN	AST Intermediate Leaders/ SENCOS	Investigate using of e-tap to share information between schools	Develop and trial	Embed for 2020 transition		E-tap facilitator: Andrew McFarlane. Funded through kāhui ako.
	Contributing schools - DPs / WST/ office administrators	Develop use of e-tap to ensure consistency across schools	Develop and trial	Embed for 2020 transition		E-tap facilitator

play in this						

Goal	Who	What	When			Resources
			Jan-Jun 2019	Jul-Dec 2019	Jan-Dec 2020	
3. Survey to gather data regarding transition at Yr 8-9	AST / Leadership teams / Yr 9 Deans	Survey teachers, parents, students, leadership teams, SENCOs at Year 8 and year 9 levels	Carry out and collate survey data	Share findings	Embed changes / improvements	

Goal	Who	What	When			Resources
			Jan-Jun 2019	Jul-Dec 2019	Jan-Dec 2020	
4. Facilitate Teacher Inquiry into daily transitions	AST Facilitate - teachers	Teacher Inquiry with group of teachers / leaders across KA	Discuss, meet regularly, research, develop inquiry	Implement transition ideas with target students	Feedback, share findings, embed new learning	RTL Autism NZ

Goal	Who	What	When			Resources
			Jan-Jun 2019	Jul-Dec 2019	Jan-Dec 2020	
5. Investigate practices in place for special needs students - what improvements can be made? What can be learned / used to support other students?	AST RTL SENCOs	Discuss, share, collate current practices				
		Investigate ways these transition practices could support all students				

Goal	Who	What	When			Resources
			Jan-Jun 2019	Jul-Dec 2019	Jan-Dec 2020	
6. What culturally responsive practices are in place / do we need to develop to support transition within and across schools?		Discuss, share, collate current practices				
		Investigate ways these transition practices could support all students				

Waimea Kāhui Ako Workplan 2019-2020

Theme or Achievement Challenge: Culturally responsive practice

Existing Practice			Future Practice			
<p><u>Summary Statement</u> (how does our practice look now?)</p> <p>Pockets of really good practice exist and there is a body of staff who are excited about growing these. There are challenges with structural and systematic traditions in schools that reflect a highly mono-cultural context.</p> <p style="text-align: center;">⇩</p>			<p><u>Vision Statement</u> (how do we want our practice to look at the end of this period?)</p> <p style="text-align: center;">Capacity ⇨ Alignment ⇨ Sustainability</p> <p>Effective channels of collaboration exist to improve Māori achievement across our schools.</p> <p style="text-align: center;">⇩</p>			
What we don't yet know (about existing practice)	What we know ⇐ (about existing practice) ↙ ↘		Improvement Overview			
What do Maori students and whanau think about who they are and what they want from schooling?	Strengths (what's going well?)	Improvements (what can we do better?) ⇨	Using school resources ⇨	Using kāhui ako and external resources ⇨	Challenges Opportunities ⇨	Links to other themes and achievement challenges
What iwi want.	A willingness to engage.	1. Teachers challenge their cultural perceptions; for personal and professional gain.	Key staff as catalysts for change.	Poutama Pounamu programme.	Utilise excellent resources better (e.g. recent Treaty of Waitangi School Journal).	Links closely to Maori achievement challenge.
The stuff that happens in classrooms: variation between those who are more or less confident in applying CRP: why, what and how.	Finding out who the key people are at each school.	2. Create a better understanding of best practice in CRP.	Community and iwi resources within communities.	Scale up community resources and key people to work across the kāhui ak.	People starting from widely different points in terms of understanding, backgrounds and values.	Hauora theme.
How well understood is the Treaty of Waitangi?	There's a growth in understanding of bi-culturalism and what that looks like in our schools (powhiri, tikanga, te reo, access		Key staff facilitate discussion (with support).	Introduce the CRP Observation Tool. Engage centrally-funded PLD		

	<p>to resources).</p> <p>Growing awareness of the importance of relationships to guide success for Maori students and whanau.</p> <p>Some schools have identified CRP as a focus for this year or next, or ongoing.</p>			<p>for this (e.g. Sivina Jacobs).</p> <p>Develop a separate CRP area on the kāhui ako website.</p>	
		3. Strengthen ways to promote and celebrate tikanga Maori	Key staff, including within-schools lead teachers.	<p>Create KA-wide events:</p> <ul style="list-style-type: none"> • Performing arts festival • Visiting speakers - role models • Manu korero (speech) festival • Maori sports festival <p>Engage specific expertise to train teachers in kapahaka, waiata, te reo.</p>	
		4.			
		5.			



Improvement Plans

Goal	Who	What	When			Resources
			Jan-Jun 2019	Jul-Dec 2019	Jan-Dec 2020	
1. Teachers challenge	Kaiwhakaako -	Engage with Poutama Pounamu.	Nov 12 & 13 attend	Ongoing	Review, evaluate	Poutama Pounamu

their cultural perceptions; for personal and professional gain.	participants of Poutama Pounamu (eight)	Share learning, knowledge and challenges with strategically selected Ākonga group.	Wananga in Christchurch Begin online courses Share learning and challenges with Ākonga group	participation in Poutama Pounama Possible 2nd wānanga	next steps	
	Ākonga group - those working with the kaiwhakaako	Learn and share with Kaiwhakaako and other members of Ākonga. Implement learning in the classroom/staffroom/school/ community setting	Indicate interest in involvement and connect with kaiwhakaako by end of the year (depending on initial time frame from Poutama Pounamu)	Engage with kaiwhakaako and share their learning and implement ideas/strategies in their classroom/school	Share inquiry/strategies/ successes/areas to improve Identify next steps	Poutama Pounamu
	Inquiry group (Led by AST facilitator and within school)	Work with AST, within school and interested Ākonga. Carry out a collaborative inquiry as a group focusing on an aspect of CRP - targeting specific students and trialling different strategies	Nov 2018 - interested staff indicated their intent to be involved with the group - plan for 2019 and how it will work	Carry out the inquiry trialling strategies and reflecting on the progress with the group Engage others who are interested, bring them in to the inquiry group	Evaluate the process, make changes, analyse what works and what doesn't Grow the group - engage others Address new ideas/focus of inquiry	Facilitator as required

Goal	Who	What	When			Resources
			Jan-Jun 2019	Jul-Dec 2019	Jan-Dec 2020	
2. Create a better understanding of best practice in CRP.	Inquiry group - made up of teachers from	Interested teachers engage in a collaborative inquiry on best practice in CRP. Teachers who are willing participate in an inquiry on improving	Focus group begin inquiry process -	Inquiry process continues - collaborative	Share learning from the inquiry - across	Iwi Specialist CRP PLD provider(s)

	across kāhui ako	educational outcomes for Māori students - the how and what will evolve as the inquiry progresses. Share the process/learning/outcomes with the schools/staff/community Use CRP Observation Tool to generate conversations amongst staff on best practice Develop a continuum for CRP to use with teachers on their CRP practice	identify target students and focus area of inquiry - what needs to be improved? Evidence based collaborative focus	meetings held, some face to face, some digital - ideas/strategies shared.	the schools	
	AST and within school Garin College as starting point	Train staff in the use cultural observation tool alongside CRP survey (Auckland University) to grow best CRP practice in our classrooms	Trial CRP observation tool, use survey data to identify areas to improve	Trial strategies		PLD provider (Savina?) Auckland University Survey and data analysis

Goal	Who	What	When			Resources
			Jan-Jun 2019	Jul-Dec 2019	Jan-Dec 2020	
3. Strengthen ways to promote and celebrate tikanga Maori	Across schools team, within school - and other willing staff from individual schools	June 28 Cultural festival day Possibilities: - Kapa haka - Art - speeches/korero -	Term 4 2018 - initial ideas and planning begins Planning and organisation	Review the festival - begin planning for growth and development 2020	Implement next festival	Location for festival Outside agencies - regional council, iwi, businesses etc.
	AST	Create a calendar to coordinate all activities across the KA schools	Find out what all schools are doing and planning to do.	Calendar up and running.		Digital format for calendar.

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Goal	Who	What	When			Resources
			Jan-Jun 2019	Jul-Dec 2019	Jan-Dec 2020	

Waimea Kāhui Ako Workplan 2019-2020

Theme or Achievement Challenge: Using Digital Technologies

Existing Practice			Future Practice			
<p><u>Summary Statement</u> (how does our practice look now?)</p> <p>Schools have pockets of strength in digital fluency but there is need to engage with the new DTHM curriculum to implement it by 2020.</p> <p style="text-align: center;">⇩</p>			<p><u>Vision Statement</u> (how do we want our practice to look at the end of this period?)</p> <p style="text-align: center;">Capacity ⇨ Alignment ⇨ Sustainability</p> <p>The DTHM curriculum will be integrated within our current school curricula in Years 1-8. Digital Technologies concepts and practices will be deliberately incorporated into other learning areas where they naturally fit. College students will have specialist DTHM subject options, with the DTHM curriculum being covered for all students to the end of Level 5.</p> <p style="text-align: center;">⇩</p>			
What we don't yet know (about existing practice)	What we know ⇐ (about existing practice) ⇩		Improvement Overview			
The pockets of digitally reluctant teachers: who they are and what do they need? What effect does access to digital technologies have on student progress and achievement? (research suggests some students may be disadvantaged by greater access). How are devices	Strengths (what's going well?) Lead teachers in every school who have strength in digital fluency. These people are motivated to share their knowledge and find out more. In primary schools digital literacy is	Improvements (what can we do better?) ⇨ 1. Use DTHM curriculum to enhance student engagement, improve student achievement in other learning areas and create rich and culturally responsive learning opportunities.	Using school resources ⇨ Create opportunities for current good practice to be shared within and across schools.	Using kāhui ako and external resources ⇨ Widely share Janine's presentation from KA learning week. AST as facilitator. Centrally funded PLD for DT introduction. Hold one kāhui ako learning week (term	Challenges Opportunities ⇨ Time to release staff. Staff begin from a wide range of existing practice and attitudes.	Links to other themes and achievement challenges Links to well-being and CRP in that the pedagogy behind the DTHM curriculum is strongly tied to the Key Competencies - teaching students how to build, not

<p>managed in the learning setting?</p> <p>Effect of increased screen time on students' well-being.</p> <p>The relationship between DT and 21st century learning - how far into this are our schools? (e.g. to what extent do maths teachers understand that coding can inform their curriculum?). Are teachers using software packages such as 'Scratch' for effective cross-curricula teaching and learning?</p>	<p>generally integrated throughout subject areas. Most schools are aware of models for development (eg SAMR, TPACK).</p>			one?) that focuses solely on digital fluency. Use local expertise (e.g students; teachers who have completed Mindlab).		<p>what to build, more than one way to solve the problem, etc.</p>
		2. Create common expectations around digital citizenship across all kāhui ako schools	DT leaders share current practice and generate a common 'digital passport'.	AST as facilitator. Expertise from outside the kāhui ako.	Establishing consensus on what to include/exclude. Engaging with our communities to reach common understanding and practice.	
		3.				
		4.				
		5.				



Improvement Plans

Goal	Who	What	When			Resources
			Jan-Jun 2019	Jul-Dec 2019	Jan-Dec 2020	
1. Use DT curriculum to enhance student engagement, improve student achievement in other learning areas and create rich	DT lead teachers	Inquire into current practice within their schools, identify examples of effective practice and share these across the KA. Support teachers to implement the DTHM Curriculum and improve their own skills and understanding of digital fluency.	Introduce DTHM PLD in their schools. Help teachers incorporate DTHM goals	Contribute good practice exemplars to a KA PLD opportunity. Review	Support teacher inquiries. Review school-wide curriculum to	External PLD provision: funding and provider. Allocation of hours - per school and across KA. Time for lead teachers to meet

and culturally responsive learning opportunities.			in their teacher inquiries.	progress in their school and plan further support for those who need it.	incorporate DTHM curriculum.	as a group. Other providers: e.g. Ministry of Inspiration. Time for teachers to engage with PLD activities (schools contributions to funded PLD).
	Across Schools Lead Teacher/s	Share presentation from 2018 KA learning week in individual schools. Identify and share other resources. Work closely with lead teachers and WSTs. Identify and work with external providers to map the needs of the KA and plan PLD programme. Seek ideas for using DT to develop culturally responsive practice across KA schools.	Visit all schools to support lead teachers with in-school PLD. Secure external PLD and begin working with provider.	Organise a KA learning week or other PLD opportunity. Meet with DT lead teachers as a group. Engage other providers; e.g. Ministry of Inspiration. Facilitate WSL teachers and others to share inquiries.	Gather evidence of improved student engagement and achievement using DT curriculum. Support ongoing teacher inquiries. Establish future goals and workplans	
	Within School Lead Teachers	Identify DT goals in their personal inquiries. Support others to do the same. Support lead teachers and AST/s to develop and embed improving practice.	Establish DT goals in their inquiries. Have contact with AST/s to support their inquiries. Participate in DT PLD. Identify with DT lead teachers those areas where WSL teachers can support other staff.	Support other staff to develop DT curriculum; (e.g. observations and feedback). Report their inquiries to others (own staff, WSL teacher team),	Support AST/s to gather evidence of improvement. Share examples of success with others. Identify ongoing goals.	
	All teachers	Incorporate DTHM curriculum into their teacher inquiries. Engage with DTHM PLD opportunities.				