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GLENDOWIE KĀHUI AKO

COMMUNITY OF LEARNING

COMBINED BOT MEETING 13/04/2021

Schools in our Community of Learning



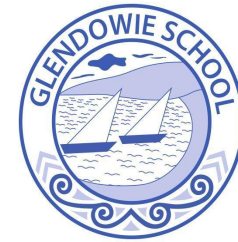
Glendowie College



St Heliers



Churchill Park



Glendowie

Glendowie Kāhui Ako: Principles

- **Collaboration** : We will work together to get the best outcomes for our students
- **Independence of Schools**: Each school and board remains a separate organisation, including how they staff the positions and use the funding
- **Holistic**: We are committed to the broad development of our students and not addressing single issues in isolation

Glendowie Kāhui Ako Roles

The Community of Learning appointed 3 specific teaching and leadership roles:

- Community of Learning Lead Principal – Anne - Marie Biggs (2021)
- Across School Lead Teacher - ASL (4) one from each school (Linda Trudy, Catherine, Caroline)
- Within School Lead Teacher – WSL (16 allocated, 7 GC, 2 GP, 2 CP, 2 SH)3 Community (2 to make the 4th ASL and 1 additional to ST Heliers for roll numbers)

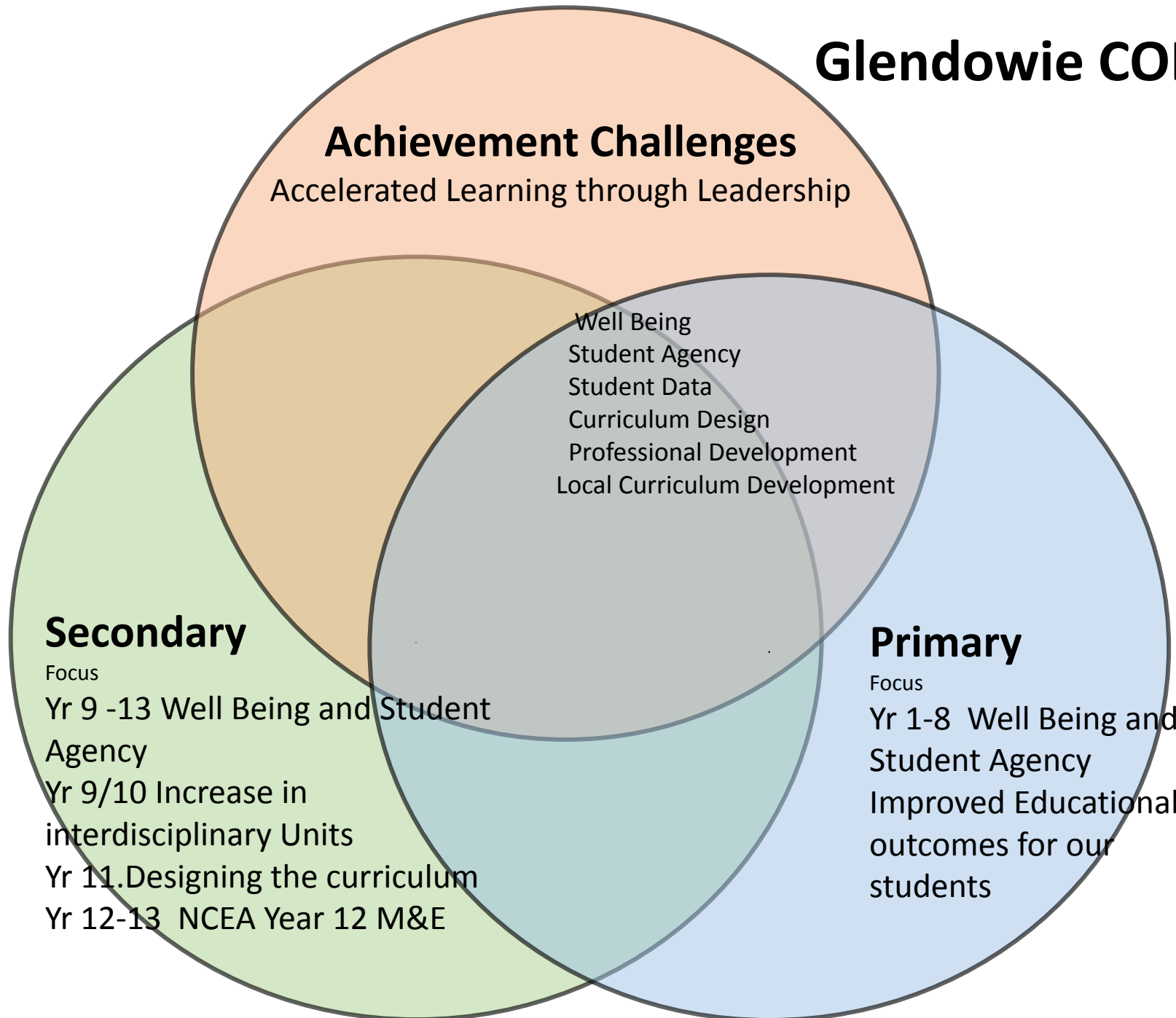
Kahui Ako Additional Benefits

- 6 LSC full time staffed positions for the Kāhui Ako and property allocations. (Includes money for courses)
- Leadership opportunities for Across School and Within School positions
- Leaders and Lead Principal (including release and additional salary)
- Maintenance and networking allowance of \$1000 for each school
- Networking and travel allowances for the Across School Leaders and the Lead Principal
- Professional Development from external providers around our achievement challenge

PLD Benefits

- 2021. 400 hours over 2 years to support the development of our local curriculum (inclusive of Well Being, Student Agency, and cultural capabilities development and awareness)
- 2020 . 100 hours to support Well Being, and Student Agency with Ara Simmons
- 2019. PLD with Nadine Sorrenson and Richard Watkinson = 100 hours
- 2018. Leadership Programme with Wendy Moore, Evaluation Associates
- 2018. PLD with Alison Davis “writing “ 75 hours

Glendowie COL Focus Model 2021



Glendowie Kahui Ako Journey so far

- **Achievement Challenge 2018-2019** (Primary Focus on writing and maths)
- 2018-2019. **Secondary Focus**, developing MYP, Improved NCEA and scholarship results
- **Achievement Challenge 2020-2021** Well Being and Student Agency.

College inclusive of improved NCEA Level 2 (Merit and Excellence) results and redesigning the Year 11 curriculum.

Reporting to the MOE. Nov 2021 (Strategies)

Well Being: Goal 1

- Student Wellbeing survey revisited to monitor shifts against initial data
- Teacher wellbeing survey analysed to provide professional development direction
- Analysis of student achievement

- Shift in leadership and teacher practices

Learner Agency Goal 2

- Qualitative accounts of growth in learner agency in the context of teachers' and leaders' inquiries to improve learning.
- Creating a learning environment that influences and supports student agency.
- We will use NZCER Wellbeing Survey and student agency surveys for both primary and secondary to provide information to inform our inquiry work to develop teacher capability to scaffold learner agency, and track our progress over time, which we can use at both the Kāhui Ako and school levels.

Reporting to the MOE Nov 2021: Strategies

Glendowie College: Goal 3

How the college has **redesigned the year 11 curriculum** to better prepare our students for NCEA Levels 2 and 3 and NZ Scholarship.

How the college has **Increased contextual and interdisciplinary units** to reflect a deeper level of inquiry and authentic learning. This will also promote a higher level of student agency and critical thinking.

Evidence that it is part of Glendowie College **annual goals** reporting (to BOT) and also reporting back to COL Principals Group.

Evaluation will be via **Level 2 NCEA results in 2022** (this will have to be 2021) and beyond. Student, staff and community voice will be gathered to understand the impact on student learning.

Reporting to the MOE Nov 2021.Process Targets. Strategies

1.Digital Technologies and Hangarau Matihiko implementation

Targets are to:

- Share expertise across the Kāhui Ako schools,
- Building pedagogical content knowledge
- Enabling staff to provide quality digital learning experiences that promote problem solving and designing and developing digital outcomes for all students.

2.Transition / Coherent pathways

Targets are to:

Strengthen our transitions along the education pathway of our students from early childhood to primary school, middle years, college, further study and/or into the world of work.

Glendowie College GOAL 3. ANNUAL GOAL

YEAR 11 REVIEW

2021 Annual Goal

We will develop a school-based learning programme that is rigorous and flexible to better prepare students for levels 2 and 3 NCEA, and NZ Scholarship.

- *design and deliver school-based learning and assessment programmes for Year 11*
- *decide assessment and reporting systems and timelines in year 11*
- *communicate the programme to students, parents and community*

ACROSS SCHOOL LEADERS GOALS 2021

- Embed a well being model within the schools and with some common understandings of what it looks like within our kahui Ako
- Clarity for staff around what well being looks like in order to improve our own well being and thus the well being of the learners
- Establish and embed learner agency with the key principles of:

Clarity of learning is (what, why and how?)

What we are learning

Why we are doing this learning

How we will know if we are successful

Students identifying their next steps in their learning

COL Key Objectives 2021

- **Application for PLD for 2021 & 2022** on Developing and Enhancing our local curriculums. **Advised we have 400 hrs for 2 years**
- Appointing a new external facilitator to deliver our PLD on our local curriculum
- **Implementing our Achievement Goals and reviewing our 2020/2021** Achieving the “**Achievement Challenge Goals**” with the MOE
- **Application** for a new, or a renewal of, our “Achievement Challenge” at the **end of 2021**
- **Appointing the Across School Leaders and Lead Principal 2022**

Additional Goals for 2021

- Implementing the strategies that we are accountable for under Goal 1,2,3, and the Process targets
- Our Kāhui Ako will assess progress as a community regularly using the Ministry of Education's Development maps:
 - Analysis of student achievement data from the beginning and at the end of the year -
 - Analysis of evidence of any changes in pedagogy, school practice or culture that has had an effect on the proposed outcomes of the target areas within the plan.
 - A review of the roles of parents, whānau, student and teacher voice being an integral facet in the implementation of the plan.
- Strengthening our understanding of what does **well being** look like for a Maori student and their whanau?
- What does **agency** look like for a Maori student and their whanau?
- What **capabilities** (links to our local curriculum) do our Maori community see as important for their children? (Melinda Webber has given us some great insights)
- Evaluating the Achievement Challenge and writing the new one
- Strengthening our links with ECE

