

# Central New Plymouth Kāhui Ako

## Newsletter

### Summary of progress in Term 1

In the end of the year report for 2023, Ngatai Walker, the previous Kāhui Ako Lead Principal, described the Across School Leaders (ASLs) as wanting to create systemic change for the more than 4500 learners in our Kāhui Ako. The team had built relational trust and networking between the Across School Leaders was helping form connections between schools.

During the transition between leaders, Ngatai and I discussed ways to increase the visibility of the Kāhui Ako. The intent is that more connections be made, we continue to build strong alignment across our community, and each school has the opportunity to show commitment to the success of learners in our community.

Discussions with each of the Principals in the Kāhui Ako led to the development of an overview which focuses our efforts on coherent pathways, particularly focusing on numeracy and literacy from Y1-11 (see diagram on the next page). Every teacher in each school is invested in the success of our learners and we know the pride that teachers, from every year level, feel when a student succeeds in senior secondary school. They are always 'our students' even when they left a school years ago.

With strong foundations laid in 2023, and these aspirational aims in mind, the ASLs have worked with focus in Term 1. Systems have been set up and implemented that will enable us to work on our shared achievement challenges in a way that allows each school to keep their identity while contributing to the larger community.

The rest of this newsletter shares the work undertaken and we are looking forward to great progress in Term 2.

Jacqui Brown

Lead Principal  
Central New Plymouth Kāhui Ako

#### Kāhui Ako Lead:

Jacqui Brown  
(NPGHS)



#### Across School Teachers:

Ayla Adlam  
(based at Highlands)

Lauren Dennehy  
(based at NPGHS)

Patricia Gibson  
(based at Welbourn)

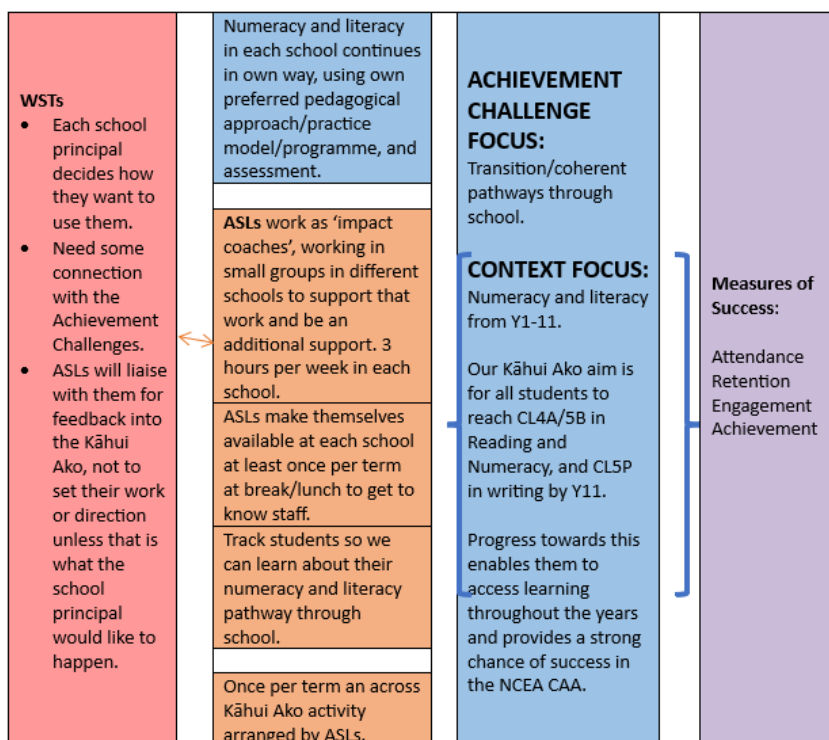
Amanda O'Dowda  
(based at Puketapu)

Michelle Puckeridge  
(based at NPBHS)

Laura Seed  
(based at Vogeltown)

## The work of the ASLs

ASLs are committed to completing 16 hours each week. While most of this time is spent across their three allocated schools, they also engage in professional reading, collaboration meetings, data collation, working with the Within School Teachers in their school, and working on projects in their own school related to the achievement challenges.



## Visiting schools

The name of the ASLs shows the intention that these roles work 'across schools'.

In schools, ASLs are undertaking a variety of different tasks to help with the growth of good practice. To ensure consistency within a school, the direction is set by each Principal in conjunction with the ASL who is based in that school. The visiting ASLs offer their expertise, time, and energy to support in the way that is needed at the time. We have already seen ideas picked up by visiting ASLs and incorporated into initiatives in other schools, and most importantly schools, teachers and students are benefiting from the visits and the opportunity to share ideas and programmes.

The work in schools has included:

- Assisting with the collation and analysis of data from student surveys.
- Research on structured literacy.
- Observation of classes to explore what teachers need, and what is happening for the student during the lesson.
- Building relationships across schools and reinforcing the idea that we are all working on this together.
- The opportunity to learn from each other comes through strongly and this was summarised by one ASL as 'trying to improve, not prove'. It was noted that this is a shared philosophy across several schools and class teachers who are open to the opportunity.

## Longitudinal data

We are collating data to track cohorts of students as they move through the schools in the Kāhui Ako, so we can learn from each other, improve student outcomes and celebrate success.

- We intend to look at groups of students and their curriculum level at Year 4, 7, 9 and 11 to see the progress being made, and how we can minimise any potential 'transition dip' when students change schools.
- As each school uses different methods of assessment, the ASLs have spent time learning about different assessment systems and how these map together.

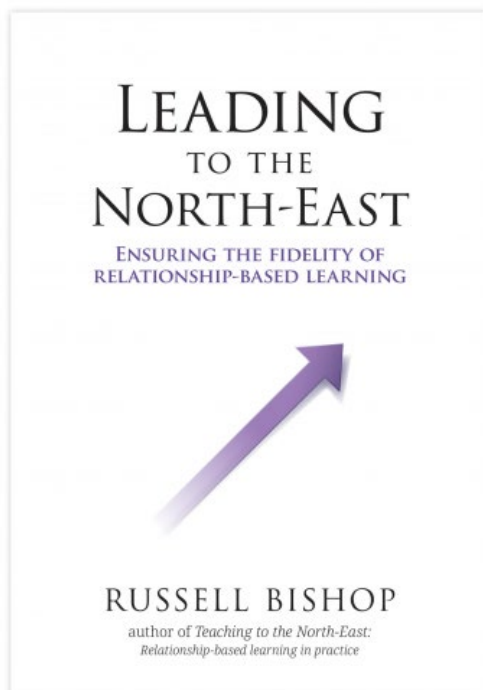
This has generated significant discussion on the challenges faced by students who are working at curriculum levels below their peers, and how schools can assist the development of skills to enable students to achieve at each year level, and to continue strong academic achievement into NCEA.

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## Professional reading

ASLs are reading 'Leading to the North-East' by Russell Bishop. As ASLs all hold different positions in different schools this has led to thought-provoking conversations as different perspectives are shared. The intent is that this reading supports and challenges our thinking as a group as we work on the implementation of initiatives within schools.

- The main themes drawn from the reading of the first four chapters have been
  - The need for relationships, strong pedagogy, and opportunities for feedback and support, and systems to enable that to occur.
  - A reminder that the focus on relationships is a means to implementing effective pedagogy and learning interactions, rather than relationships being the goal.
  - Consideration of the ways that we operate to maintain the fidelity of systems within schools.
  - The need to continually evaluate responsive practice and what could be further developed.
- ASLs are challenging themselves to record their reflections as 'atomised actions' which are actions they will take as a result of their reading, rather than a summary of the content. While these may or may not happen in schools due to a variety of other factors, the thinking helps to influence leadership and impact when it comes to student outcomes. It also impacts the systems, work and direction in each school. Examples include:
  - Explore effective pedagogy/interactions in literacy that already exists within the schools and examine/ develop systems that ensure fidelity of this pedagogy.
  - Review staff professional learning sessions to see if deficit thinking is present, and what we might change to support a learning conversation.
  - Embed supports within a system to ensure that an initiative thrives once funding and staff PLD ends.
  - Ask, 'what can I do differently to support this learner?'
  - Use of John Hattie's three formative assessment questions to examine the data we have collected – How are we going? Where to next? How are we going to get there?
  - Collect student voice around goal setting as part of an annual assurance process to measure progress with relationships and subsequent learning outcomes.



## Website development

As part of continuing the work started last year, a simplified plan is in development with LearnerMe. The idea is to have students from LearnerMe involved in building a website, extending the concept of a community of learning beyond our Kāhui Ako. Ultimately, the ASLs will maintain the website, adding new content to allow the sharing of ideas and resources between schools.

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## Focus for Term 2

- Continue with the work outlined above, as momentum is now building.
- Set up the first networking event for all teachers across the Kāhui Ako. We are realistic about our chances of getting everyone involved, and recognise that aligning calendars across schools will be a challenge, but we hope this will become a regular event. The aim is to establish connections across the Kāhui Ako which will ultimately encourage discussions to benefit all learners.
- Continuing the connections with other Kāhui Ako to engage in reciprocal learning. The Lead Principal Hui last term provided valuable insight, particularly from those Kāhui Ako which are well established, and we intend that we will again have representation at regional ASL hui as the year progresses.



*Lead Principal's Hui*

## Schools in our Kāhui Ako

Highlands Intermediate School, New Plymouth Boys' High School, New Plymouth Girls' High School, Puketapu School, Vogeltown School, Welbourn School, Woodleigh School

