

Central New Plymouth Kāhui Ako

Newsletter

The Work of the ASLs

ASLs are committed to completing 16 hours each week and 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 (WSTs) in their school, and working on projects in their own school related to the achievement challenges.

Professional Learning

The ASL team have finished reading 'Leading to the North East' by Russell Bishop and have reviewed two case studies to see how the ideas discussed have been used in action. Central Normal School | Te Kura Tuatahi o Papaioea was one of the case studies we reviewed, and their Principal, Regan Orr, is currently working with Te Mahau as a Leadership Advisor. Regan spent two hours with our team, discussing the success Central Normal School have had in changing outcomes for ākonga. It was particularly interesting to see the way Regan aligned the GPILSEO model from 'Leading to the North East' with the five dimensions of school leadership that make a difference to learners, as outlined in the Best Evidence Synthesis 'School Leadership and Student Outcomes: Identifying What Works and Why' by Viviane Robinson, Margie Hohepa and Claire Lloyd.

While these professional learning activities have helped develop the capabilities of each ASL, the most important impact has been on the activities happening in the activities in each school group. You'll see the ideas described above coming through in the work that is happening in the across school examples highlighted in the following pages.

The ASLs have also attended a session with other Kāhui Ako around the region, and heard from speaker Dawn Colless who shared ideas from her time as a teacher, leader and RTLB. Please ask one of the ASLs for more details if you are interested in hearing more about this learning and how it might be utilised in your school.

The ASL team have also been taking part in 'Leading Adult Learning', with Evaluation Associates. This is a five day programme to help further develop leadership and facilitation capabilities to work with adult learners in ways that improve learning outcomes for all learners. While there have been many ideas to work with here, two ideas that have really stood out to the team are the deliberate acts of facilitation, and the skill of paraphrasing to listen and understand.

Defining Instructional Leadership

Correlation between the 5 Dimensions of Effective Leadership and the GPILSEO model (Bishop)

5 Dimensions	GPILSEO
Establishing Goals and Expectations	Goal Development Evidence
Resourcing Strategically	Developing Institutions and structures
Ensuring Quality Teaching	Developing a new Pedagogy Spreading the reform to include others
Leading Teacher Learning and Development	Leadership Taking Ownership
Creating an Orderly and Safe environment	Developing Institutions and structures

The Kāhui Ako relationship in action at Vogeltown School

At Vogeltown School, we have focused on introducing a spelling program, identified as a necessity for a specific year group following data analysis of writing and spelling assessments.

Together with Amanda O'Dowda (ASL based at Puketapu School), we have been collaborating with the Year 3/4 team leader and classroom teacher. Leveraging our connections within the Kāhui Ako, we visited Puketapu and Woodleigh schools with Brent Bishop (Team leader) to observe The CODE spelling program in action. This also allowed us to connect with teachers there, ask questions, and enhance our understanding, helping us to see what this programme would look like at Vogeltown.

Additionally, drawing from our recent Kāhui Ako Professional Development, Amanda and Laura Seed (ASL based at Vogeltown School) have developed a framework which includes the 12 DAF's (Deliberate Acts of Facilitation, as shared by Evaluation Associates) and the GPILSEO model from the book 'Leading to the North-East' by Russell Bishop, to help guide and support us with the implementation of the program. The GPILSEO acronym represents the need to focus on Goals, Pedagogy, Infrastructure/Institutions, Leadership, Spread, Evidence, and Ownership. We are now at the implementation phase and look forward to collecting evidence of progress and the impact on student outcomes.



The Kāhui Ako connection with Woodleigh School

Laura Seed from Vogeltown and Michelle Puckeridge from NPBHS have connected with Woodleigh School through Deputy Principal Cara Rankin. Our current focus is to explore how data across schools could create a more meaningful narrative, and how different assessment methods and measures could be pulled together to create a shared understanding of achievement and progress. This would be particularly useful for Year 6 students as they transition into Intermediate and beyond.

Guided by our reading of 'Leading to the North-East' by Russell Bishop, we have established a template to develop our goals

using the GPILSEO model. As a result, we are conducting an easTTle writing trial with a small group of Year 6 students, including participants from Vogeltown, Puketapu, and Welbourn. To moderate and better understand this tool, we will collaborate with NPGHS (via ASL Lauren Dennehy) and NPBHS (via ASL Michelle Puckeridge).

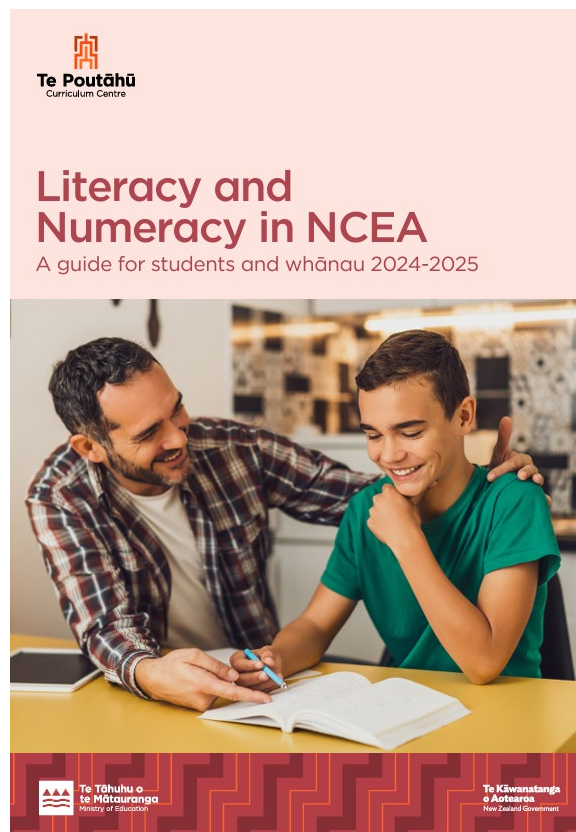
We look forward to growing our pedagogical knowledge together and using the results to direct our next steps.

Sharing the expertise of the Kāhui Ako within NPGHS

Lauren Dennehy, ASL for New Plymouth Girls' High School (NPGHS), is working alongside Michelle Puckeridge (ASL based at NPBHS) and Amanda O'Dowda (ASL based at Puketapu) to improve literacy levels for students who receive additional support through the current Year 9 Literacy programme. Conversations across schools and the ideas gained from 'Leading to the North-East' by Russell Bishop have shaped an action plan for NPGHS which outlines our next steps.

We reviewed data to identify and monitor students needing support, and observed these students in various subjects to understand how literacy affects their learning. Observations of year 5-8 students also provided insight into students' literacy before they transition to high school. This partnership has led to the creation of a strong network between schools, enabling the sharing of best practices and innovative strategies that benefit all involved. Schools across the Kāhui Ako, including Woodleigh, Puketapu, and Vogeltown, have shared their writing scope and sequences, helping NPGHS develop its supportive literacy program. As a result, Amanda O'Dowda, Lauren Dennehy, and Michelle Puckeridge have developed a reading and writing program of lessons and teacher resources that is currently being trialled with a Year 9

Literacy class at NPGHS. Skills gained from the 'Leading Adult Learning to Improve Learning for All' workshops by Evaluation Associates will guide discussions on using NCEA corequisite results to monitor the program's success and effectiveness.



Coherent pathways across the Kāhui Ako - Puketapu School to Year 9

At Puketapu we are focusing on creating a coherent pathway for year 7 and 8 students transitioning to year 9, to ensure students are on track to meet the literacy CAA requirements once at high school. To achieve this, we have developed an actionable framework which includes the 12 Deliberate Acts of Facilitation and the GPILSEO model from the professional learning we have engaged in.

As success will be measured through achievement and progress within literacy curriculum levels, we have collected and analysed data to see where students are currently at. By identifying patterns and disparities from this data we recognised a need for within and across school moderation. Our first moderation meeting has taken place and we have started to align best practice

and our pathway goals across the schools to ensure coherence between Year 7 & Year 9.

Through observations and collecting student and teacher voice, we have recognised the importance of student agency for achievement. Retention and engagement are key components of this. Researching best practice has provided strategies to be implemented, and these have been consciously included in Term 3 planning units and are being trialled by teachers.

Progress in terms of teacher understanding is already being seen through collaborative conversations and opportunities. Changes being made to planning units have already been embedded with a focus on some of literacy skills required for CAA testing at high school.

Longitudinal data update

As described in the previous newsletter, we are collating data to track cohorts of students as they move through the schools in the Kāhui Ako. The aim is to learn from each other, improve student outcomes and celebrate success. We aim to have a first overview available to each school by the end of this term which will provide an insight into student progress. The data gives us a baseline to start from and to measure progress against over time. We acknowledge that there are data validity issues here as the way data is collected over time is not always reliable or consistent, but also recognise that this is a good starting point for discussions.

Save the date – Kāhui Ako Event

Our first Kāhui Ako wide event will be held on
7 November 2024, time likely to be 3.45pm - 4.45pm
and is open to all staff at the schools within our Kāhui Ako.

We will have a speaker, Tracey Soffe, for about 45 minutes, followed by a chance to mix and mingle with staff from other schools. This will be a great chance to look after your own wellbeing, build connections, and chat with old friends across the Kāhui Ako.

Our guest speaker: Tracey Soffe takes a holistic approach to the wellbeing space, incorporating elements of leadership development, building resilience and managing self, to improve outcomes for the teams and individuals she works with. This session will focus on takeaway tools that can be embedded in our day to day lives, to ensure we are staying well and managing the pressure that can come with working in education. Underpinning this session will be ideas around understanding our values and influence, exploring our circle of control, and building resilience through self-reflection.

More details to come. Please add this date to your calendars now and we hope to see teachers from all schools in the Kāhui Ako there.

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)

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

