

**Personalised pathways** for kids through quality teaching in Communities of Learning.

**Communities  
of Learning**

Kāhui Ako

# A guide to understanding the progress of your Community of Learning | Kāhui Ako

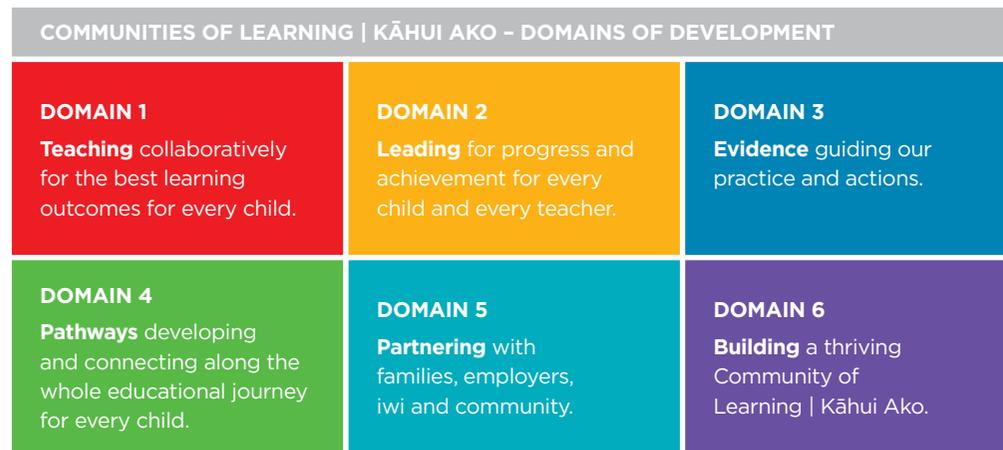


# A guide to understanding the progress of your Community of Learning | Kāhui Ako

This Community of Learning | Kāhui Ako progress guide contains a Development Map to support you to identify potential areas of future development for your Community of Learning.

## How the Development Map works

The Development Map is divided into six domains shown below, with a number of key areas under each domain.



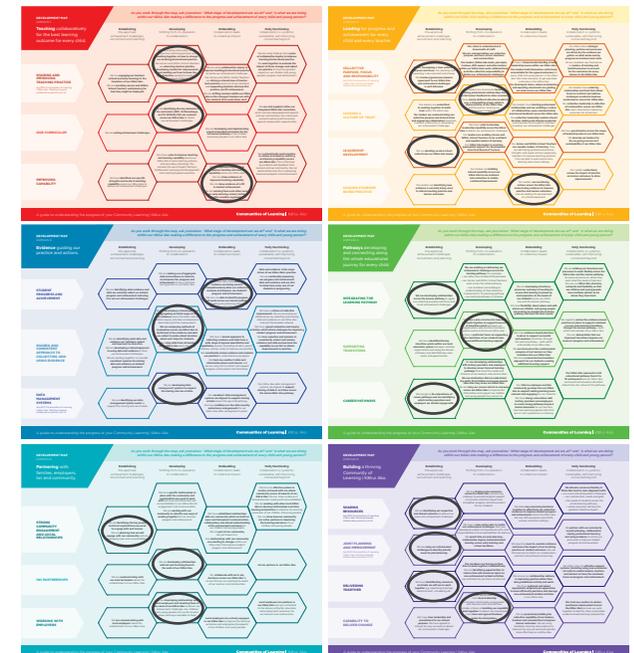
Each Community of Learning will be at different stages of development for each key area within the six domains. The following terms are used to describe stages of progress within a Kāhui Ako: establishing, developing, embedding, and fully functioning.

The Development Map is not a tool to rate your progress, rather a guide to help you understand where you are now and where you might be heading in the future. The embedding and fully functioning indicators require significant changes in how we teach, and how we organise learning to maximise progress and achievement for every learner on their personalised pathway.

We want this guide to be useful for Communities of Learning, and to evolve over time with your input and feedback.

### To complete the guide:

- work through the Development Map and under each of the key areas within the six domains (shown in different colours) circle the text/s which best describe your Community Learning | Kāhui Ako (as in the example shown below)
- identify up to three domains that you would like to explore further.



Domain 1

Domain 2

Domain 3

**Teaching** collaboratively for the best learning outcome for every child.

As you work through the map, ask yourselves ‘What stage of development are we at?’ and ‘Is what we are doing within our Kāhui Ako making a difference to the progress and achievement of every child and young person?’

**SHARING AND IMPROVING TEACHING PRACTICE**

See ERO Communities of Learning | Kāhui Ako: Working towards collaborative practice p.12-13

**OUR CURRICULUM**

**IMPROVING CAPABILITY**

**Establishing**  
Pre-approval, achievement challenges, recruitment and planning

**Developing**  
Shifting from co-operation to collaboration

**Embedding**  
Collaboration leads to collective impact

**Fully functioning**  
Collaboration is systemic, sustainable, self improving, connected beyond



## DEVELOPMENT MAP

DOMAIN 2

**Leading** for progress and achievement for every child and every teacher.

As you work through the map, ask yourselves 'What stage of development are we at?' and 'Is what we are doing within our Kāhui Ako making a difference to the progress and achievement of every child and young person?'

### COLLECTIVE PURPOSE, FOCUS AND RESPONSIBILITY

See ERO Communities of Learning | Kāhui Ako: Working towards collaborative practice p.6-9

### LEADING A CULTURE OF TRUST

### LEADERSHIP DEVELOPMENT

### LEADING EVIDENCE BASED PRACTICE

**Establishing**  
Pre-approval, achievement challenges, recruitment and planning

**Developing**  
Shifting from co-operation to collaboration

**Embedding**  
Collaboration leads to collective impact

**Fully functioning**  
Collaboration is systemic, sustainable, self improving, connected beyond



Evidence guiding our practice and actions.

As you work through the map, ask yourselves 'What stage of development are we at?' and 'Is what we are doing within our Kāhui Ako making a difference to the progress and achievement of every child and young person?'

**Establishing**  
Pre-approval, achievement challenges, recruitment and planning

**Developing**  
Shifting from co-operation to collaboration

**Embedding**  
Collaboration leads to collective impact

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Collaboration is systemic, sustainable, self improving, connected beyond

**STUDENT PROGRESS AND ACHIEVEMENT**

We are **identifying what evidence and data we currently collect on student progress and achievement and using it to set our achievement challenges.**

We are **making use of aggregate data and evidence to measure and improve the progress and achievement** of every child and young person in our Kāhui Ako.

Across our Kāhui Ako **data and evidence are being used to comprehensively drive our actions to measure and improve our students' progress and achievement.**

**Data and evidence is the major driver of our Kāhui Ako's practice.**  
We are **continually improving our progress and achievement data and evidence and use this to know how every one of our students is progressing.**

We can use **data to identify progress and needs across our learner pathway**, including early learning, primary, secondary and other settings.

**SHARED AND CONSISTENT APPROACH TO COLLECTING AND USING EVIDENCE**

We are **identifying what data and evidence our members collect and how best to share this.**  
We are **developing a shared approach to using data and evidence** to form our achievement challenges.  
We are working together to consider **consistent systems for sharing data and evidence on student progress and achievement.**

We are **developing a shared approach to aggregating an initial range of data and evidence** across the Kāhui Ako to inform inquiry activities and decisions about best practice improvement.

**We are employing methods of moderation across our Kāhui Ako to build trust in the evidence and data we collect to make robust decision about next steps for students.**

We are **using data from all members in our Kāhui Ako** (early learning, primary and secondary).

We have a **shared approach to collecting evidence and data from a wide range of agreed quantitative and qualitative** sources (including student, parent, whānau and Iwi voice) to improve our practice.

We have a **culture of collective improvement.** We are reviewing our effectiveness by collecting and sharing data and evidence in our Kāhui Ako and with the broader network.  
We have **agreed evaluation and inquiry activities which inform strategies for improving student progress and achievement.**  
We **have expertise and systems to consistently collect and analyse evidence and data and we have the capability to use this to inform improvements in practice.**

We **consistently review evidence and evaluate our practice** to understand our progress.

We **trust one another's data and information about each learner** and we are using this to inform and support progress, achievement and transitions.

**DATA MANAGEMENT SYSTEMS**

See ERO Communities of Learning | Kāhui Ako: Working towards collaborative practice p.14-15

We are **identifying our data management system needs** to support the sharing and use of data.

We are **developing data management systems to support the sharing and use of data.**

Our **members' data management systems are aligned to support sharing of data** across the age 5-18 pathway.

We have **confidence in the data security and privacy arrangements** for our Kāhui Ako data management system.

Our Kāhui Ako data management systems are aligned to **support sharing of data in real time across the whole Kāhui Ako pathway.**

Pathways developing and connecting along the whole educational journey for every child.

As you work through the map, ask yourselves 'What stage of development are we at?' and 'Is what we are doing within our Kāhui Ako making a difference to the progress and achievement of every child and young person?'

INTEGRATING THE LEARNING PATHWAY

SUPPORTING TRANSITIONS

CAREER PATHWAYS

**Establishing**  
Pre-approval, achievement challenges, recruitment and planning

**Developing**  
Shifting from co-operation to collaboration

**Embedding**  
Collaboration leads to collective impact

**Fully functioning**  
Collaboration is systemic, sustainable, self improving, connected beyond



Partnering with families, employers, Iwi and community.

As you work through the map, ask yourselves 'What stage of development are we at?' and 'Is what we are doing within our Kāhui Ako making a difference to the progress and achievement of every child and young person?'

**STRONG COMMUNITY ENGAGEMENT AND LOCAL RELATIONSHIPS**

**IWI PARTNERSHIPS**

**WORKING WITH EMPLOYERS**

**Establishing**  
Pre-approval, achievement challenges, recruitment and planning

**Developing**  
Shifting from co-operation to collaboration

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## DEVELOPMENT MAP

DOMAIN 6

### Building a thriving Community of Learning | Kāhui Ako.

As you work through the map, ask yourselves 'What stage of development are we at?' and 'Is what we are doing within our Kāhui Ako making a difference to the progress and achievement of every child and young person?'

#### SHARING RESOURCES

See ERO Communities of Learning  
| Kāhui Ako: Working towards  
collaborative practice p.14-15

#### JOINT PLANNING AND IMPROVEMENT

See ERO Communities of Learning  
| Kāhui Ako: Working towards  
collaborative practice p.14-15

#### DELIVERING TOGETHER

#### CAPABILITY TO DELIVER CHANGE

**Establishing**  
Pre-approval,  
achievement challenges,  
recruitment and planning

**Developing**  
Shifting from co-operation  
to collaboration

**Embedding**  
Collaboration leads  
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We are **identifying our respective and shared resources** to deliver our vision and achievement challenges.

We are **sharing some resources across the Kāhui Ako** and learning pathway to provide targeted support to increase collective impact and strengthen progress and achievement for our students.

We make **key resourcing decisions together to effectively use collective resources to improve student progress and achievement** across the Kāhui Ako. We can shift resources across ECE, schools and other settings.

**We allocate resources flexibly at Kāhui Ako level in clear alignment with:**

- our vision and achievement challenges
- our communities' needs and goals
- the needs of students across the whole learning pathway
- where resources will have the greatest collective impact.

We are **using our achievement challenges to identify priority areas for joint planning.**

We have a **clear action plan to tackle our achievement challenges.** We have developed systems and processes with clear responsibilities and accountabilities for delivery.

We **spend time on joint planning, collaborative inquiry and professional learning across early learning and school members.**

We regularly **meet to consider evidence and assess the impact of our teaching practice on student outcomes.** We use this learning to inform our shared plans, practice and professional learning.

We **partner with our community in joint planning, collaborative inquiry, professional learning and using evidence** to inform our joint work to improve student progress and achievement.

We have **identified key resources and tasks we will use to work together** e.g. organising meetings, administration, scheduling etc.

**Our members are freeing up their time to work together collaboratively.** We are **identifying opportunities to reduce time and resources spent on non-achievement related activities** e.g. maintenance, business services etc.

We ensure our **collaborative delivery is improving practice rather than being additional activity and work.** We have **explored, and where appropriate adopted new approaches to more efficiently purchase and manage non-achievement related activities** in our Kāhui Ako.

Our Kāhui Ako has **effective support systems (including using new economies of scale) to enable leaders, teachers and learners to have the maximum focus on progress and achievement.**

We have **clear leadership and commitment to our shared purpose.** We have agreed to change the way we work to deliver our achievement challenges.

Our action plan:

- has **clear leadership**
- has been informed by engagement with teachers and communities
- includes a focus on **building our capability to work together** to deliver our shared goals
- has **clear and agreed timelines**
- **works for all members** – early learning and school.

We are **proactively building the collective capability of our leaders, teachers and communities to improve learner outcomes.** We are using feedback, learning and evidence to improve the way we work and operate more effectively as a Kāhui Ako.

**We trust one another to deliver continuous improvement across the Kāhui Ako** because we work together to identify, share and embed evidence based learning and practice.