



Adaptive, innovative teaching and learning strategies (1)	Meaningful relationships (2)	Holistic Well being (3)	Seamless pathways (4)
Ensuring culturally sustaining best practice, student and whanau voice/agency is evident and underpins all of the inquiry work and other work in the Kāhui Ako.			
It should be noted that all of the actions below are linked in some way to our four levers for change in blue at the top of this document			
Specific Goal	Specific Action	Timeframe	
To continue to raise achievement for the students in our area	Analyse achievement results from all of the schools in our area.		
To continue to develop AP/DP network	Meet regularly with APs and DPs own PLD- sometimes CoL focus but also to meet their needs	Set up meetings Term 1	
Review and Rewrite our AC document for 2021	<p>To have a common understanding of what success looks like for our teachers, students and their families</p> <p>Case studies Horowhenua Case Study - https://docs.google.com/document/d/12DEwyVvTJviWyyYD9GftoVZUBgyidQJpbjS0L3qSaCO/edit </p>	Terms 3 and 4	

	<p>Survey teachers</p> <p>Analyse above data</p>	
Continue the PCT network in Horowhenua	<p>A PCT network will be continued in Horowhenua to meet the needs of beginning teachers across the education sectors.</p> <p>Meeting in different schools/centres</p> <p>Bring in experts when required</p>	One meeting per Term ASTs
<p>Role and workflow for new and 'rolled over' Within School Teachers (WST)</p>	<p>WSTs:</p> <p>Oversee the 'Horowhenua Case Study' develop and complete their inquiries and share "GEMS" across the Kāhui Ako through various media</p>	<p>Term 1</p> <p>Terms 1, 2, 3 and 4</p> <p>Each AST has a group based around one of the levers/ challenges of change</p>
<p>Appoint new ASTs - develop an induction programme</p> <p>integrate them into KA processes and ways of working with WSTs and schools</p>	<p>ASTs will:</p> <ul style="list-style-type: none"> Support the WSTs to progress their inquiry Meet with their team once every two weeks to facilitate discussions Regular kanohi ki te kanohi hui <p>Purpose:</p> <ul style="list-style-type: none"> Model - goals Providing resources Using QLC as a guide Developing milestones 	<p>Appointments early Term 2.</p> <p>Ongoing work Terms 1, 2, 3 and 4</p>
Collection of relevant assessment information will be collated from across the area.	<ul style="list-style-type: none"> Kerekere schools will continue to develop their use of the PaCT or curriculum tool. Taitoko Schools will determine what assessment data they collate and how it is collated. 	<p>Ongoing</p> <p>Term 2 and 3 discussion</p>

Ensure website is current	<ul style="list-style-type: none"> • Finish WST videos from 2019 • WSTs 2020 will prepare an executive summary of their findings, which can then be used by schools in the Kāhui Ako to: <ul style="list-style-type: none"> • start discussions • Promote thinking <p>Role of one of the ASTs</p>	All year
Explore the possibility of a teacher strengths database on website	<ul style="list-style-type: none"> • Explore (and if feasible) develop a Teacher strengths section of a website. (i.e if someone has a strength in a particular area of the curriculum (philosophy of learning) other teachers from the area could visit (CRT?). • Sharing good practice day 	Terms 2 and 3 (Leadership and AST work)- possible expo - sharing good practice- which could lead to follow up...in schools
To collate end of year data from NZCER Me and My School and Teaching and School Practices surveys (end of 2019.)	<ul style="list-style-type: none"> • Analyse Me and My School results - what do we know about our kids and how happy they are. This will inform our revised AC document 	Terms 2, 3 and 4
To redo the same surveys to compare.	<ul style="list-style-type: none"> • Collate across the KA 	Terms 3 and 4
Communication re Kāhui Ako work	<ul style="list-style-type: none"> • Website up and running. • Stewardship group survey redone and results shared. 	
Tamariki ora	<ul style="list-style-type: none"> • Explore the possibility of Tamariki ora programme in primary schools (modified Rangatahi Ora) 	started at East - transitions...getting the kaupapa ECE/NE
Establish a Pasifika focus group	<ul style="list-style-type: none"> • Develop a Pasifika focus group - AST appointment? 	Term 2...
Across School Reading Together Iwi based? Pasifika based?	<ul style="list-style-type: none"> • Explore the possibility of Reading Together programme in our area. (Iwi based/ Pasifika based) 	Terms 2 and 3
Communication / good news story sheet each term	<ul style="list-style-type: none"> • To continue to keep all schools in the Kāhui Ako in the loop with information 	End of each Term

	each term	Kāhui Ako Leaders to prepare
ECE	<ul style="list-style-type: none"> Develop an annual plan for ECE in the KA. Explore the possibility of appointing an ECE person to an AST role. 	Term 2
Develop an ECE/ NE professional learning group	AST role	Starting Term 2
Create a record of the Kāhui Ako journey to date	<ul style="list-style-type: none"> voices of iwi, leaders, ASTs etc.... 	
Explore effective transition practices - ECE to school, primary school to intermediate/ secondary school, school to Alt Ed, other????	<ul style="list-style-type: none"> How are we helping families to manage the transition process to ensure the best outcome for learners? 	Start Term 2?
Establish the new LSC positions across the Kāhui Ako	<ul style="list-style-type: none"> Develop the role to better cater to the learning needs right across the Horowhenua 	Start Term 1