

Canterbury

Establishment and implementation

74%* or **68,902 children & young people** are part of Kāhui Ako

This includes:

- **9,289** Māori children & young people
- **2,817** Pasifika children & young people
- **216** students in Māori medium

76%* or **210 schools** are part of Kāhui Ako

This includes:

- **154** primary schools / kura
- **6** intermediate schools
- **17** composite schools
- **30** secondary schools / wharekura
- **3** special school

59 early learning services with **3,283** children and

2 tertiary providers are part of Kāhui Ako



Though they are in the early stages of formation, many Canterbury Kāhui Ako are already making progress on supporting personalised pathways.

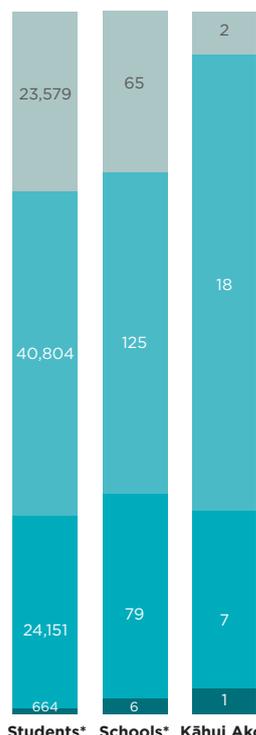
Over a quarter of all early learning services and half of all tertiary providers involved in Kāhui Ako are located in this region.

Establishing Kāhui Ako

The PARI framework shows the progress of Kāhui Ako establishment.

Most Kāhui Ako in this region are still in the early stages of the framework.

- P** Pre-Approval Phase
- A** Identifying Achievement Challenges
- R** Recruitment & Detailed Planning
- I** Implementation Phase



* Based on schools, and students attending schools, eligible for IES funding

Example of action planning to lift progress and achievement

The **Puketeraki (Rangiora) Community of Learning** (5,456 children & young people, 17 schools) has decided to lift literacy in primary school and achievement in writing and NCEA for Māori students.

To achieve this the Kāhui Ako is:

- identifying best practice in teaching of reading across the community and using this to develop school-level action plans
- sharing and strengthening expectations around reporting and moderation
- strengthening the use of Learning Support resources (including RTLB and RTLit) across the Kāhui Ako
- organising shared PLD for staff to build on existing good practice and explore innovative, evidence-based teaching and learning
- identifying methods to make learning more purposeful, practical and varied.

Canterbury

On-the-ground change

Evidence R

HAKATERE (ASHBURTON) COMMUNITY OF LEARNING
 (3,573 children & young people, 12 schools, 1 early learning service)

Using data to identify collective priorities and shared strategies to improve teaching and learning

*"Individually we knew all of our school data. The thing that was binding for us was that **every school no matter the size or location had similar trends...** It's really hard to argue or to stand outside of the view that we share the problem and that we solve the problem together."*

This Kāhui Ako collated and analysed each school's achievement data and patterns to understand their collective strengths and challenges. **This data analysis has informed their achievement challenges and action planning.**

Partnering

LEARNING COMMUNITY CLUSTERS
Leveraging existing community networks to strengthen contributions to progress and achievement in Kāhui Ako

After the Canterbury earthquakes, Learning Community Clusters were formed as part of the Greater Christchurch Renewal programme. **Kāhui Ako are formalising these existing cooperative clusters**, giving schools and early learning services a greater opportunity to engage formally and informally with Kāhui Ako across the region. Local early learning networks are also being formed to enable diverse early learning services to meaningfully engage with Kāhui Ako as a collective.

This approach is enabling early learning services to contribute to achievement challenges that span the early years and work with schools to improve transitions, increase engagement with whānau and increase wellbeing across the community.

Teaching A

NORTH TIMARU COMMUNITY OF LEARNING (2,839 children & young people, 8 schools, 11 early learning services) & **SOUTH TIMARU COMMUNITY OF LEARNING** (2,851 children & young people, 8 schools, 9 early learning services)

Collaborating and sharing professional expertise to address common achievement challenges across the region

The schools and early learning services within these Kāhui Ako have engaged in workshops with their Expert Partner to improve understanding between education sectors and enable them to learn from each other more deliberately. They are also using shared student achievement information and evidence to measure the impact of changes to their teaching practice.

These Kāhui Ako are collaboratively identifying their needs prior to appointing their Across-School and Within-School teacher roles.

This will enable teachers from early learning and school to share expertise, contributing to more collaborative teaching across the education pathway.

Pathways R

WAIMAIRI-IRI COMMUNITY OF LEARNING
 (5,861 children & young people, 12 schools)

Building seamless pathways for children and young people, from early learning to school

This Kāhui Ako was the first to set an achievement challenge focusing on early learning. They are working to improve literacy by increasing connections between schools and early learning services to ensure a seamless transition for children.

Better transitions from early learning to school create stronger foundations for lifelong learning.

The next step is to really engage with our parents and whānau and start talking about what they want for their children.

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