



◦ Kāhui ◦ Ako ◦ o ◦ Kaipara ◦
Community of Learning

pitopito kōrero

News and updates from around our Kāhui Ako—Community of Learning



Celebrating our first year!

BY GARY PASFIELD, LEAD PRINCIPAL.

I T WAS EARLY IN 2016 when our first discussions around the establishment of a Community of Learning began. Many meetings later, after discussing structures, protocols, analysing data, setting achievement challenges, and the appointing of an Across and Within school teachers, our Community of Learning was officially Launched on the 25th May 2018.

The launch was led by our very able Kaipara College Te Ropu Rangatira and the combined students of the seven primary schools. Brodie Schultz, from Helensville Primary, was the logo design competition winner and the unveiling of his design heralded in our new Kahui Ako o Kaipara.

With the appointment of our 11 Within school roles, it became apparent that we were desperately in need of another Across School appointment to support Ian in his role. Jane Bailey was appointed in term two and has been a great addition to the team. Our Achievement

Challenge drivers required that our Within School teachers inquire into aspects that could affect our achievement across the Kahui Ako. A brief summary of their inquiries and their findings can be read below. Since the establishment of our Kahui Ako o Kaipara, we have as a community held three school-wide Writing moderation meetings and from feedback received, staff are feeling more comfortable in making an overall teacher judgment with regards to curriculum levels. Our year 7-10 teachers have been very collaborative in literacy and Maths



Ian Cribbens and Gary Pasfield with winner of the logo design competition, Helensville School student Brodie Schultz

meetings where rich discussions have taken place dispelling long-held 'myths' as to what happens in the Primary and Secondary School setting. These meetings have all received very positive feedback from the teachers and we look forward to more of the same collaboration in the coming year. (*cont. over...*)



A College Perspective

Te Kahui Ako o Kaipara 2018 Review

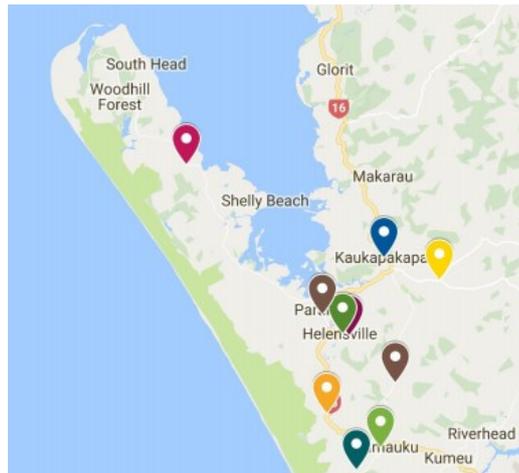
By IAN CRIBBENS,

ACROSS-SCHOOL LEAD TEACHER

IN 2018 WE MARKED THE launch of te Kāhui Ako o Kaipara - The Kaipara Community of Learning ("COL").

The Kaipara COL consists of Gumboots Early Learning Centre, The Cottage Kindergarten, Waimauku School, Woodhill School, Kaukapakapa School, Waioneke School, Helensville School, Parakai School, Waitoki School and Kaipara College.

The Kaipara COL is part of a wider governmental initiative designed to en-



Kahui

- Kaipara College
- Helensville Primary School
- Kaukapakapa School
- Parakai School
- Waitoki School
- Waioneke School
- Waimauku School
- Woodhill School
- Gumboots Early Learning Centre
- The Cottage Kindergarten

courage greater collaboration and sharing of knowledge between Early Childhood Centres, Primary Schools, Secondary

Schools and Tertiary providers within a geographic area. For students, the experience at school is an educational journey which



(from previous page).

Our Senco's have all met and plans are underway to streamline and standardize the way we transition our primary students to Kaipara College. The future of our Kahui Ako looks very exciting as we embark on Relation Based Learning for 2019. This will be discussed in more detail at our Teacher Only day on the 29th January 2019.

Our year 7-10 teachers have been very collaborative in Literacy and Maths meetings where rich discussions have taken place.

May I take this opportunity of thanking all my fellow principals for their support this past year and a special thanks to Ian Cribbens and Jane Bailey for all their hard work and efforts in arranging and organising meetings and events across our Kahui Ako. Your commitment is much appreciated. Welcome back! We have an exciting year ahead of us, as we continue to develop our Kahui Ako. ■



starts when a child enters Early Childhood Education and can continue through until Tertiary studies. To improve the students' transition throughout this journey, there is a need for schools and teachers to gain a greater understanding of what is being taught (and how) at each curriculum level, and to share the wealth of knowledge of effective teaching that staff across the COL possess.

Term 1

Term 1 saw the appointment of twelve 'Within School Lead Teachers' (WSL's). These were teachers who wanted to complete an inquiry looking at how they could improve their practice and the practice of other teachers in their school or the wider Kāhui Ako. In Term 1 students from Te Ropu Rangatira also visited each of the schools within the COL and ran a number of activities with Year 4-8 students to gain voice from them about what the community means to them and how

the COL (and students from Kaipara College) could best help them. This voice was used by Te Ropu Rangatira to develop a waiata, representing all the schools within the COL, which was taught to the Primary schools via a video guide. Lastly, a logo competition was run in which students from the school competed to develop a logo that represented Kaipara. The winner, Brodie Schultz of Helensville, had his logo re-designed by an ex-Kaipara College student (Jake Clayton) who created the logo represented above to represent the following:



- **Forests (Ngahere)-** Every education centre in our community stands tall on its own, but together we constitute a mighty forest.
- **Fire (Ahi Kā)** - The spirit of Kaipara. The fire of curiosity lives in all our learners and will never burn out.
- **River (Te Awa)** - The life-giver. Represents our connection to the environment and reflects the learning journey of our learners from ECE, to Primary, Secondary and into the wider world (ocean).

Term 2

Term 2 saw the official launch of the COL, with a 'Launch Evening' attended by over 140 teachers from across the COL. It was the first time that such an event had occurred. The event was MC'd by the charming Dane Gray-Hohepa, Melody Gray-Hohepa, and Eruera Wilkinson. The evening began with a performance of the new Waiata sung by a selection of students from all the schools within the COL and was followed by a quiz for all the staff run by Quizmasters Merenia Paraone and Henry Powell.

Term 3

In Term 3, the focus of the COL was increasing the level of collaboration and cooperation between teachers from across the COL. Three separate evenings were organised. Two of the meetings brought together all the Year 7/8

Lively discussion at the Writing moderation Meeting hosted by Waimauku School.





teachers from across the COL to meet with the respective Heads of English and Mathematics at Kaipara to discuss common issues faced by students in these subject areas and to develop shared solutions to these problems. The third brought together the SENCO and RTLB staff from the area to be treated to a delicious afternoon tea by the students of the Special Education Unit, and to discuss how to improve the transitions process for students with additional learning needs.

Term 4

We continued with efforts to increase collaboration across our community with the second CoL-wide writing moderation meeting being held, and followed up with a second meeting being held with all Y5+ teachers to establish the shared language of TEXAS in formal paragraph writing. Lastly, the COL has provided the means for greater interaction between students



across the COL. The Kaipara College sports students have always been willing to give their time to support the local schools with coaching, but this has been added to with initiatives in Health and Science, in which the Senior Science mentors have been visiting local schools and running full day workshops on scientific investigation.

2019 will continue the focus of breaking down the artificial barriers that separate teaching professionals across our COL and facilitate the sharing of teaching practice. In doing so, we hope to improve the transitions, wellbeing and academic outcomes of all students within our community. ■

Meet the 2018 Team:

Within School Lead Teachers Inquiry Summaries



Paige Bayliss,

Mathematics Teacher, Kaipara College

Inquiry Focus:

Can engagement / Achievement in Maths be increased by using Inquiry learning in Year 9?

I am a Year 9-11 secondary Mathematics teacher at Kaipara College. Each year I greeted my new Year 9 I always had someone who said they were no good at maths or they didn't like it.

I had the opportunity to teach an Integrated Inquiry class at Year 9 as well as a standard Year 9 class. I wanted to see if using Inquiry and having Integrated learning would make a difference. I used student voice and assessment data to drive my Inquiry. I looked at

levels of engagement in both classes and found the Inquiry class had higher levels of engagement. The students had more variety in their learning and took more ownership of the topics. Their core teachers and form teacher met regularly to plan and discuss the students and the inquiry topic. The test results also showed, on average, better assessment results, especially at Merit and Excellence levels and AsTTle improvements as the year progressed. The students in this class had a wide range of academic and behavioural students, and on average were below in both than other Y9 classes. ■



Jo Mears,

Art Teacher, Kaipara College



Inquiry Focus:

Innovative Inquiry for Schoolwide change...

My CoL Inquiry has involved me taking action by meeting with Kaipara College teachers about Inquiry on a one to one basis, helping and supporting them with any issues they have around the T.A.I. process and involving myself in whole staff Professional Development. Many of my initial hunches about how teachers see T.A.I. were confirmed over the year, particularly my positive hunches about teachers being naturally

reflective professionals who want to effect positive change for their students. Sure, some teachers still see Inquiry as unnecessary paperwork and struggle to relate to the process, but more have shown a real willingness to use innovative and collaborative processes within their Inquiries.

The most common issue that I noted was teachers who are anxious about Inquiry as they think that their 'Inquiry' is their appraisal and this adds a lot of stress to what should be a natural process.

Linda Bendickson, Director of University of Auckland Centre of Educational Leadership sums up common mis-

My quick start guide to T.A.I. is: Keep it real, link it to Professional and Faculty Goals – which are linked to School Wide goals and change will happen.
Jo Mears

conceptions of T.A.I. in her article 'Inquiry -much harm done in its name?' – worth a read. In her article she advocates for collaborative and purposeful collective action, she recommends teachers narrow the focus, do Inquiry in small bites and expect change.

My quick start guide to T.A.I. is: Keep it real, link it to Professional and Faculty Goals – which are linked to School Wide goals and change will happen. ■

Chelsea Brown

Y7-8 Teacher & Deputy Principal, Waitoke School



Inquiry Focus:

How can we better support our Year 8 students transitioning to College?

Over the last five years I have been teaching the Year 7 and 8's at Waitoki School. We are a small rural school situated between Orewa College and Kaipara College, and the trend over the last two years has shown most of our Year 8 students enroll at Kaipara College for Year 9.

This has meant we have had to build stronger relationships at this awesome kura. To address transition anxiety we started our Technology curriculum at Kaipara. Student (and teacher) voice has shown this to be very effective, not only at Waitoki, but across the feeder schools within our Kahui Ako. My spiral of inquiry lead me down three avenues focused around improved transitions. These focuses were Expectations,



Students at the Science Mentor day held at Waitoke School, working with staff and students from Kaipara College



My hunch was that the data may not show an authentic use of the culturally responsive relational pedagogical practices.

Bri Te Paa

Familiarity, and Building Positive Relationships. These narrow focuses directed me on collecting Year 9 student voice in Terms 1 and 4, observing lessons in Maths, English and the Connected Class, meeting with the Year 9 Dean to try find the links between what is happening in Year 8 and expected by students as a Year 9, and surveying Year 7 & 8 teachers within our feeder schools. Ultimately, we want a shared understanding of common language that will benefit all students, teachers and whanau. Now that we've made closer connections with Kaipara College I look forward to further developing tools and resources to use within our Year 7 & 8 classes across our Kahui Ako to ensure a smoother transition into Year 9. ■

Lynda Peebles

Year 1 Teacher & Deputy Principal,
Waitoke School



Inquiry focus:

How can the transitioning of students from Early Childhood Centres through to year 4 be improved through Play Based Learning?

Play based learning was already happening in my class at Waitoki School before the start of my inquiry as I had taught through this method before with good results. When I became part of the COL and started my inquiry on transitioning children happily into their first year at school I had the opportunity to talk about what was happening in my new entrant room. Having shared my inquiry and some readings on Play based learning with the Junior Team consisting of 4 teachers the entire team decided they too would like to trial this approach. The year 1 teacher (a beginner teacher) started straight away while the year 2,3 and 4 classes trialed snippets of what we were doing and are hoping to introduce the Play Based approach fully in 2019 having seen the benefits of what we believe have taken place. Having spoken to teachers at other schools who were doing play based all day their concerns were taken into consideration before changes were implemented in our classes.

- Constant noise throughout the day was not conducive to all students or teachers.
- Time to actually teach reading, writing and maths was a concern.
- Monitoring children to ensure intentional learning was taking place was another concern.
- Energy levels of both teachers and students dwindled by the end of the week.
- Parental concern for any learning taking place. ■

Bri Te Paa

HOD, Māori Studies, Kaipara College



Inquiry Focus:

How can culturally responsive relational pedagogical (CRRP) practices be embedded/ used authentically using student agency?

Kaipara College's journey with CRRP began in 2014 - 2015. The data showed that our teachers had made some good pedagogical shifts toward this pedagogy being integrated. My hunch was that the data may not show an authentic use of the CRRP.

Summary of action:

- Te Rōpu Rangatira (TRR) identified 5 practices from our CRRP rubric that were of most importance to them or that they believed our staff could improve on. These 5 practices were: Pronouncing names correctly; Contexts that interests and connects all students; Treats all students equally, acknowledge each student; Minimal teacher talk, all relevant and necessary for learning and shows understanding of all learners.
- TRR spoke at staff briefing about the importance of these 5 practices.
- TRR developed an observation tool.
- TRR presented a plan to observe staff to the management team and each of the faculties.



- Observations began.
- Staff who were observed were given individual feedback and acknowledged at staff briefings.

TRR Observation Results:

On average, no teachers observed are teaching at a "Basic" level, only 8.3% of teachers are teaching at a "Developing" level and an impressive 91.7% of staff are teaching at an "Integrated" level of the CRRP that was developed by Te Rōpu Rangatira. ■

Mandy Duggan

Junior School Team Leader, Helensville

Inquiry Focus:

How can we align teacher expectations from Year 2 to Year 3 to benefit student transition?

Over the years I have heard and seen a stagnation or drop in achievement when students move from Year 2 to Year 3, or Level 1 to Level 2 of the curriculum. From observations, feedback from students and teachers I could see that the impact of the transition was more than just achievement. There were a wide range of factors and expectations that contributed to how well the students made this transition. My inquiry has been centred around our Year 2/3 classes and ensuring they have the skills and preparation to make a successful transition into Year 3. We have created a shared list of expectations for students moving to Year 3 and put these in practise. Further suggested actions are using our Seesaw journals and collecting photos and videos of learning that show what students are already capable of doing, for example demonstrating a maths strategy, reading a page of text, photo and reflection of a piece of writing. This will allow the teacher to see stu-

dents' learning, can be shared with the students, also helping to create connections and relationships with the new teacher. ■

Kate Fox

Teacher, Year 1, Waimauku School

Inquiry Focus:

Does Learning through Play provide a more seamless transition from ECE through to Year 2?

I haven't been teaching Year 1 all that long and in my first year back full time, I realised that I was trying to get children to do things that they just weren't ready for. So over the last 5 years I have been reading about and listening to current research about child development. The transition from ECE to school is one of the most important transitions that a child will go through



and we have to get it right for every child.

Research shows that many children are not ready for formal learning until the age of 6 or 7 and the gains made early on usually average out by age 8. More importantly, success can be predicted most accurately by how a child feels about themselves as a learner. So we need to make sure we are not pushing children to learn before their brain is ready otherwise we can end up with stressed, anxious children who don't want to come to school.

Learning through play is a most effective way of providing this seamless transition to school while improving oral language, social-emotional skills, self-regulation skills, fostering the children's love of learning through following their interests and urges. 90% of parents surveyed feel that it is very important or extremely important that their child has time to play every day. A popular comment from surveyed parents was that children learn best through play.

Children who came from a learning through play environment were academically no better or worse off than those who didn't. BUT.. 4 out of 5 teachers said that those children who came from a learning through play environment showed above average key competencies.

The Simple Answer is Yes - it does provide a more seamless transition to school.

But are we doing this at Waimauku? No we aren't and probably the biggest reason is the understanding around what really happens in a learning through play classroom.

From this inquiry we have booked four Year One Teachers on a learning through play workshop early next year so further discussion can take place and further recommendations can go ahead. ■

Steph Flexman,

Team Leader, Y5, Waimauku School

Inquiry

Focus:

What are the main place value indicators and effective activities to teach these from research that develops a deep understanding of place value compared to what we are doing at Waimauku School?

Over the last four years, I have noticed



that students come into year five as "AT" in maths but when I proceed to introduce them to more complex maths and in stage 6 - part-whole thinking some students are not ready to take their thinking to that next level. When I have investigated further I have discovered that their whole number place value understanding is very weak. They understand the basics but when asked to apply this to another context they are not able to do this.

Place value is closely aligned with fractional and algebraic reasoning and it is the underlying indicator to maths success. Why are some students not acquiring a deep enough understanding of place value by year five, even though they are deemed "at"?

After spending time researching, via published articles, observations and collecting teacher's voice I decided to collate my research into a rubric. This rubric describes the best approach to teaching place value at each stage of numeracy. It will give teachers a tool to decide if a student has mastered a stage before they are moved onto the next stage.

The place value rubric is in the testing stage (within my class) and the plan is to roll this out to the year 5 team and eventually Waimauku School next year. If we can give our students activities that are effective and delivered at the correct stage (based on evidence) they will gain a deep understanding of place value to allow them to continue their mathematics journey with confidence and success. ■

Dianna Meyler

Y 7-8 Teacher & Deputy Principal,
Waioneke School

Inquiry



Focus:

Can applying a Growth Mindset to math will make to the engagement of students and their ability to improve in math.

I have found over time that people believe that they are either good at something or not like a "math person or not". Scientists have found that this is not the case and that their research into the brain and how it works has shown that people are all capable of learning the same things. I set out to research into and then use a growth mindset in math to see if this would change the outcomes for students.

Results show that there was a bigger shift in "lower ability" children this year. However I found the more I learnt the less I felt like I knew and realised there are many parts to this inquiry for me to work through. I am moving into assessment in working towards this. ■

Steve Arnold,

Y5-6 Teacher, Waioneke School

Inquiry Focus:

Developing a Community of Mathematical Inquiry

I wanted to see whether Social Maths, as promoted by Dr Roberta Hunter, would improve students' engagement and achievement



in Mathematics, so I turned my Year 5/6 class into a community of mathematical inquiry, using

mixed ability groups and contextualised word problems.

Student engagement with Mathematics went through the roof, right across the board.

They were overwhelmingly positive about Social Maths. They liked:

- Solo processing time first
- Mixed ability groups that change regularly
- Ako
- Supportive whanau environment
- Team approach to understanding, recording and presenting their thinking

Mathematical benefits: Students enjoy Mathematics, explain their maths thinking to a genuine audience, engagement, risk-taking with maths, naturally show their working, no babysitting activities, teaches Maths language...

Cross-curricular benefits: careful reading and recording, rephrasing and summarising, disagreeing with a position not a person, confidence in presenting, key competencies taught daily, collaboration, clarifying, questioning, logical reasoning, community, negotiation...

Improvements in maths achievement definitely occurred. Was Social Maths more effective than other methods? From the changes I observed, I believe so, but more investigation is needed.

I would like to see Social Maths trialled in other classes across the COL to assess its impact against a control group. I suggest teachers actively teach collaborative skills during maths; and adopt flexible, mixed-ability groups.

To learn more about Social Maths, please contact:

steve@waioneke.school.nz ■