



## GLENDOWIE COMMUNITY OF LEARNING | KĀHUI AKO

### MID-YEAR REPORT

The Glendowie Community of Learning is now half way through the second year of working on our achievement challenges.

This mid-year report comprises three sections:

- A brief data update
- Summary of key activities and accomplishments
- The future

#### Mid-Year Data

The data in the table below shows high levels of achievement of students throughout the CoL. The data is not compared to any other CoL data because we are only half way through the school year. Comparative data is year-end to year-end.

#### Primary Schools Mid-Year Writing Data 2019

NB; the data relates to the writing curriculum levels of the NZ Curriculum Framework.

Below	At	Above
13%	65%	22%

#### College NCEA Mid-Year Data 2019

NB; this data is achievement predications only and is based on students' partial completion of internal courses.

Year Level	Roll-Based	Participation	Merit & Excellence
Level 1	90.8%	94%	84.5%
Level 2	95.9%	97%	73%
Level 3	89.6%	90.8%	73.4%

Both the primary and secondary data continues to be excellent.

#### Key Activities and Accomplishments

##### Professional Learning & Development (PLD) Journal

A key requirement of the CoL is to keep a Professional Learning and Development Journal.

The Journal includes the PLD proposals, how PLD will be delivered, milestones and responsive feedback.

The Journal has been regularly updated and all Ministry of Education requirements completed.

### **2019 Professional Learning & Development**

Late last year we received confirmation from the Ministry of Education that 100 hours of Centrally Funded PLD was allocated to our CoL.

New PLD providers were appointed. Nadine Sorrensen and Richard Watkinson are from the company 'Evaluation Associates.' Nadine works with the primary schools, Richard with the College.

The overarching theme for 2019 PLD is student agency.

Nadine's initial focus with the primary schools was unpacking the Literacy Learning Progressions, within the context of writing across the curriculum and has now moved onto specific aspects of literacy.

Richard's focus with the College is on feedback pedagogy & methodology.

### **2019 CoL Teachers' Launch**

This year's CoL launch took place at Glendowie Primary with all teachers from the four schools in early February.

Although it was a large undertaking, the Principals felt it is important that the teachers meet together at such an occasion, to feel connected to the work of the CoL.

After introductions, Across the Community Leaders (ACoLs) gave oral summaries of the highlights and successes of 2018 and focusses for 2019.

My address focussed on some key elements of high-performing teams.

### **Development of Collaborative Practice**

The Ministry of Education produced a support document for CoLs, 'A Guide to Support the Development of Collaborative Practice in Communities of Learning | Kāhui Ako.'

The document is a tool to help CoLs to understand where they are now, and where they might decide to be in the future in the development of collaborative practice as they shift from a group of independent education providers to a collaborative network.

The document encourages CoLs to take a high-level overview of their development in six domains.

- **Teaching** collaboratively for the best learning outcome for every child
- **Leading** for progress and achievement for every child and every teacher
- **Evidence** guiding our practice and actions
- **Pathways** for the whole educational journey of every child
- **Partnering** with families, employers, iwi, and community
- **Building** a thriving community of learning

For each domain, there are four stages of development: **establishing, developing, embedding, and fully functioning.**

For each of the six domains we have rated ourselves in either the **developing** or **embedding** stage.

## **Principals' Meetings**

The Principals of our four schools continue to meet regularly.

Typical agenda items include:

- Impact of ACoL & ICoL work within each school.
- Impact of PLD.
- Data reports.
- Appointments.
- Data analysis.
- Discussion about wider educational issues.
- Liaison with our expert partner, Dr Wendy Moore, and MoE personnel.

## **Across the Community Leaders (ACoLs) Meetings.**

In the early stages of the organisation of our CoL, it was deemed advantageous that one or more of each school's Deputy and/or Assistant Principals would attend ACoL meetings. The rationale was, because along with the ACoLs, one of the DPs or APs at each school would be involved in the PLD of the CoL from a leadership and management point of view.

Our four ACoLs, Caroline Blair, Trudy Gibb, Linda Bartlam and Catherine Shipton, are a highly professional and collegial team. The collaboration among the ACoLs continues to grow and strengthen, not only in curriculum matters, but equally, and probably more importantly, in terms of inter-school collaboration. The ACoLs play a significant role in determining, leading and supporting PLD for teachers.

Another key role of the ACoLs is to lead their individual ICoL (Within School Teacher) teams. Their leadership of ICoLs within each school continues to grow from strength to strength, as does the work of ICoLs.

Some of the key work of the ACoLs include:

- Promoting Student agency.
- Unpacking the Literacy Progression Framework.
- Assessment feedback.
- Teaching practice observations
- Modelling best teaching practice
- Boys and literacy
- Targeting priority students and students for higher honours
- Professional readings
- 'Emerging Leaders' project participants
- Data analysis
- School visits
- Professional learning logs

## **School Visits**

School visits have taken place between and among the schools and have proved extremely worthwhile.

Sharing ideas among the primary schools and between the primary schools and the College through purposeful visits is another example of the close cooperation and support among our CoL schools.

This has been particularly evident during information sessions when Year 7 & 8 teachers visited the College to hear from different curriculum faculty teams about curriculum requirements for students in their first years at college to ensure we are connecting pathways.

College teachers have also visited some of the primary schools to gain a better insight into the current teaching and learning practices of our senior classes, especially inquiry learning.

## **The Future**

### **Refreshing or changing our achievement challenges**

Our current achievement challenges end this year.

An issue that schools face, whose academic data is consistently high, is how to improve on those already high levels of achievement.

During the second half of this year, we will evaluate the progress of our achievement challenges against initial targets and also make comment on the development of leadership, pedagogy, and teacher & student voice.

The question that needs to be asked about future achievements challenges within our CoL, is whether achievement challenges should focus purely on academic performance or should we be focusing on preconditions necessary for achievement such as; key competencies, well-being/hauroa, pastoral care, critical inquiry, transitions of students.

## **New Community of Learning Leader**

It is with much pleasure that I formally welcome Liz Gunn as our new Community of Learning Leader. Liz has been the Principal of Churchill Park for 12 years and took over the CoL leader position at the beginning of this term.

### **Final comments**

It has been a privilege to have been the CoL leader for the past year. I have thoroughly enjoyed working with leadership teams and staff from our four schools and with people from the wider education community.

Thank you to Anne Marie, Liz and Richard. It is a pleasure working alongside highly capable and effective principals.

Thank you to our four ACoLs; Caroline Blair, Trudy Gibb, Linda Bartlam and Catherine Shipton. Individually and as a team, they work very hard for our community and have made a significant difference to the capabilities of our teachers.

Finally, a special thank you to the St Heliers School Board of Trustees and to Patsy Torrie (St Heliers School DP) and Alex Wood (St Heliers School AP). The Board fully supported me taking on the role and gave me continual support during the past year. Patsy and Alex are amazing leaders. A principal can only take on roles such as this, if you have highly capable staff who are able to take on some principal roles and responsibilities. Patsy and Alex did that willingly and supportively, which allowed me to focus on CoL tasks.

**Craig McCarthy**

**Glendowie Community of Learning Lead Principal**