



WORKING TOGETHER FOR ALL OUR CHILDREN

Central Catholic Community of Learning

BOT Information Session

What is a Community of Learning?

Communities of Learning are part of the new approach to raising education achievement.

A Community of Learning is a group of schools and/or kura that formally gets together to raise achievement. Working together allows schools to share teaching expertise and experience so every child can benefit. The funding available will allow our most effective teachers to work with and support others, raising the quality of teaching across schools.

Most Communities of Learning will be made up of schools from the same area, and can include primary, secondary, intermediate

and area schools where they exist.

- St Mary's College (Ponsonby)
- St Paul's College (Ponsonby)
- St Peter's College (Epsom)
- Marist College
- Christ the King Catholic School (Owairaka)
- Good Shepherd School (Balmoral)
- Marist School (Mt Albert)
- Marist School (Herne Bay)
- Monte Cecilia Catholic School (Mt Roskill)
- St Dominic's Catholic Primary School (Blockhouse Bay)
- St Therese School (Three Kings)

This allows a Community of Learning to help children progress from one school to another by supporting stronger transitions into, between, and out of primary, intermediate (if

appropriate) and secondary schools within and between the Communities of Learning.

What will a Community of Learning do?

A Community of Learning will:

- set shared goals and work together to achieve these
- use the significant new funding to share expertise and learn from each other
- support each other
- meet regularly and monitor their progress and success.

How will a Community of Learning affect the children at our schools?

Your children will benefit from more effective teaching, because the best teaching happens when teachers work together.

You can expect:

- your teaching staff can draw on the skills and knowledge of other teachers across the Community of Learning
- your teaching staff will still be responsible for the classes they teach and spend the majority of their time in the classroom
- your children will have more learning opportunities as the Community of Learning can share their information and resources
- great teachers will be more likely to stay in the classroom
- smoother transitions from primary to secondary and beyond
- more opportunities for you and your schools families to be involved in your child's learning.

How will the Community of Learning decide its goals?

The schools within the Community will agree on shared goals for the Community of Learning to work towards. They would use all the information and evidence they hold about their students' progress, achievement (and barriers to achievement) and well-being at school. See PAI.

Goal 1 Writing Year 1-8 Boys and Pasifika

- By the end of 2018 we aim to achieve 90% to At or Above the standard, which means we will move 155 students from Below the standard to At or Above the standard.

Goal 2 Mathematics Year 1-8 Pasifika and Maori

- By the end of 2018 we aim to achieve 90% to At or Above the standard, which means we will move 165 students from Below the standard to At or Above the standard.

Goal 3 NCEA

- On average we intend to move an additional 20% (17) Māori and 20% (71) Pasifika students each year to 2018 from Achieved to Merit and Excellence endorsements.

What about the goals my school has set for itself?

Your school will still work on its own goals. It will also retain its own special character and uniqueness. The Community of Learning goals are broader goals about what the wider community wants to achieve. Your schools Annual goals will feed directly into the CoL set of Achievement Challenges.

How is the money for Communities of Learning being spent?

The new leadership and teaching roles

To make it easier for collaboration to happen there will be new leadership and teaching roles allowing teachers to spend some time out of their classrooms.

There will be one leadership role across the Community of Learning



Some teachers would take on across-community teacher roles where they would work with other teachers across the community as well as continuing with their classroom role. They would use some of their time to visit other schools in their community.

Other teachers in a Community of Learning would take on roles within their own schools. These teachers would also open their classrooms to other teachers from across the community to observe and discuss practice.

Inquiry time

Schools will receive additional funding for their teachers to have time to share their expertise, resources, to learn from each other and to investigate practice to improve learning. That time is called Inquiry Time and schools get to choose how best to use this time.

Every school within a Community of Learning will receive a minimum of 50 hours of Inquiry Time. The exact amount each school will get is calculated on the teacher numbers at that school.



Does being part of a Community of

Learning change who is in charge of my school?

Anyone appointed to your Community of Learning leadership role is still employed by their school. Their role is all about facilitating the sharing of great practice, mentoring and keeping everyone's eye on the goals set by the whole Community of Learning.



How do we know that this will work?

Because the evidence tells us it works.

One of the most significant things we can do within schools to raise student achievement, is to support and lift the quality of teaching.

Teaching improves when teachers discuss and work out how successful what they do is for their individual students, and plan their teaching based on that. Communities of Learning provide a way to widen the pool of

teachers with the skills and knowledge to do this well.

The Ministry of Education has looked at other countries, like Finland, Singapore and Hong Kong that have been successful in raising achievement for all students by raising the quality of teaching and leadership in similar ways. The Ministry has taken the best of what these and other countries are doing and included New Zealand evidence to design IES in a way that will work for New Zealand schools.

What has been happening?



There are Communities of Learning set up and underway now.

We have, that is, the Central Catholic Community, appointed a Lead principal, 4 Across the School Teachers ACT and are currently looking at employing our within school teachers this term. The next 2 ACT will be appointed in Term 1 2017

Staffing will be dropping into Operation grant now.

What can I do as BOT member?

There are many ways to be involved. You can:

- have conversations with your friends, family, whanau and school communities about the benefits for your school
- Make sure there are report from your principal each BOT meeting about CoL developments.
- make sure you engage in meetings or events for your Community of Learning
- use Community of Learning goals to help your principal set realistic goals for your school
- trust the process and have patience

What about Professional Development?

This is the way schools develop and support their teachers in growing their practice. In the past this was done individually however in 2017 we will collectively engage with PLD providers based on our Achievement Challenges.

This a new way of rolling out PD to schools and will allow the PD to be more individualized to the Communities needs based on the collective gaps within that community.

What brought us together as a community?

Obviously there is a clear pathway for our children however there was also another reason why we found our school around



Christ.

the same table. All our schools are inspired by the Spirit of

We believe Catholic Education

takes place in communities inspired by the Spirit of Christ. Christ's commandment to love God and neighbour inspires a caring ethos which is expressed in relationships within and beyond Catholic schools.

We believe Catholic Education is

person-centred. It promotes the dignity, self-esteem and full development of each person who is made in God's image and uniquely loved by God.

We believe Catholic Education is

inclusive. It is respectful of, and engages with people of all beliefs; it encourages the religious development of all in their own faith.

We believe Catholic Education is

rooted in the Gospel values of Respect for Life, Love, Solidarity, Truth and Justice; it aims to bring together faith and culture, build a better society and pursue the Common Good.

Plans going forward and possible mini Inquiry's along the way.

Term 4 2016 - All 'Within' teacher role appointed

Term 1 and 2 2017 - Across school Teachers have set school base inquiry's in place and have started relationship building with schools/teachers/communities

Workshops being run across the 3 areas of learning

- TEACHER INQUIRY
- CULTURAL RESPONSIVENESS
- DATA USE FOR BETTER TEACHING

Term 2 and 3 - PLD engagement across the community based on Achievement challenges

Term 3 2017 - Role appraisal process in place and on track

Possible mini inquiries

- Transitions between levels
- Whanau engagement strategies
- Use of BOT skills across the community
- Leadership development