



WORKING TOGETHER FOR ALL OUR CHILDREN

Central Catholic Community of Learning

BOT Information Flyer 3

Waiho I te toipoto Kua I te toirua

Let us keep close together,
not far apart

Term 1 2017

Schools in the Community

- 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)

What are the up-dates?

We have certainly hit the ground running this term with many actions taking place.

1. 4 appointments of **Across the School Teachers AST**

- Renee Lecky St Mary's College
- Katherine McGillivray St Mary's College
- Neil Finnigan St Peters
- Gabrielle Smith Marist College

Their contracts started in Term 1 2017. We have been allocated 6 as per the student roll ratio and this term sees the CoL reaching out again to our school communities to appoint 2 more Across School Teachers. We are hoping these to be 2 Primary based teachers so that there is equity in the appointments across our schools.

2. **Within school Teachers WST**

Only two out of the 11 schools are yet to fill their WST roles. These have been internal appointments and based on the needs of the school with relation the CoL Achievement Challenges.

Below are the range of areas they will be focusing on within their schools

- Writing improvement
 - Mathematics improvement
 - Using Data to inform teaching
 - Family/Whanau involvement in the learning
 - Cultural responsiveness practices across areas of a school
 - Maori and Pasifika learners
3. **A clear Code of Conduct** has been developed so that when teachers are engaging in another schools environment

and culture, they understand their rights and responsibilities when visiting.

4. 'Our way forward' HAUTŪ

A clear action plan has been set up so that all Principals are aware of the actions at each of the different levels across the CoL

Hautū: Māori Cultural Responsiveness Self Review tool for Boards of Trustees has been used to structure this action plan.

5. Theory of Improvements

Each of the schools is required to run a Theory of Improvement with a direct link back to the collective Achievement Challenges. It will be the Across School teacher role to work alongside the WST and develop and drive these with each school.

6. Charter and Strategic plan insert

Principals have discussed what needs to be added to each of the schools planning documents to ensure a 'common language' across the schools at Strategic planning level. Possible example

This year ----- aims to develop their relationship with the other 10 schools in the Community of Learning. The focus will be on Writing and Maths across the community and we will use the collective targets to plan for our individual targets here at school.

As a school we need to know our actual numbers per year levels and who these children are, their stories and what we plan to do in order to lift these students. By taking a collective responsibility for these children at -----and raising their achievement we will also raise the Achievement levels across the whole community of learning.

Professional Learning Development PLD

A PLD application has been loaded and we are waiting to hear back.

7th March is the submission deadline. Once we have been given the hours, all principals will meet and discuss the best provider in regards meeting our needs. Our group of principals have decided to choose 3 and have want the providers to present to us as a collective. This way we can all discuss and agree to the provider. We are aware that the one we choose may not meet the needs of every schools focus but the PLD will however be directly linked to the Achievement Challenges and it will be up to each AST and WST to make the connection from PLD to individual schools focus. The community has asked for the following PD opportunities across our schools.

- Numeracy practices based on BES
- Writing practices based on proven moderation across the 11 schools

- Cultural responsiveness practices
- Teacher inquiry models that drill down to actual change.
- Coaching practices for our ACT

Auckland Central Catholic Community of Learning Bank Account

This has been set up and schools are dropping there \$1000 into this. This money will be used for petrol expenses and hospitality at meetings etc

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

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

Term 1 2017 – 2 Across school Teacher positions advertised and hopefully filled.

Term 1 2017 – Assistant Principals/Deputy Principals/Senior teachers and Across the Schools teachers come together to discuss Theory of Improvements etc

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

Term 2 and 3 - Possible collective meetings set up across the

Community based on Transition and Moderation of data.

Term 3 2017 - Appraisal process in place and on track for AST and WST

Possible mini inquiries

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

Barriers that have presented themselves

- Across the School Teachers timetables
- Clear understanding about a Theory of Improvement
- Secondary/Primary understandings of BEST teaching practices
- The need to 'get things going' and uptake across the schools
- Communication across all stakeholders including BOT's
- Linking the CoL Achievement Challenges to each schools strategic planning goals

COMMUNITIES OF LEARNING | KÄHUI AKO

Working towards collaborative practice

Education Review Office 2017

Making the decision to form a Community of Learning | Kāhui Ako (CoL) requires shifts in both thinking and practice.

For many leaders, teachers, children and young people and parents and families, their school/service is the teaching and learning unit they know best.

While this does not change, the big challenge is to reframe the way we have been thinking about and organising our New Zealand education system for over a quarter of a century.

As schools and services form together in a learning pathway there are big questions to ask and most of these begin with 'why' or 'what'.

These questions are important because the answers give clarity to the purpose for establishment.

They help define the unique nature of each CoL | Kāhui Ako

and most importantly these questions help to place the focus firmly on the benefit of collaboration for improved learner outcomes.

Creating a culture of collective responsibility is at the heart of how an effective CoL | Kāhui Ako operates.

Leaders and teachers in newly created roles in each CoL | Kāhui Ako play a critical part in leading the development of a compelling collective vision and priority goals and targets that represent the perspectives and aspirations of all community participants, particularly students, parents and whānau.

It is a collective commitment to the community of what matters in teaching, learning and learner outcomes and all members of the community need to 'buy in' to this commitment for it to be successful.