



ACCKA NEWSLETTER 2022 TERM 1

AUCKLAND CENTRAL CATHOLIC KĀHUI AKO

MESSAGE FROM THE LEADERS

CAROLYNN PHILLIPS AND MICHAEL MULLIN

2022 has started with disruption for all people as they come to grips with the Omicron outbreak spreading across New Zealand. In schools, the number of students and staff who have been off have varied, but this has had a huge impact on how schools can function with several staff members and students isolating. Schools are having to run hybrid classes and utilise relievers where possible and many staff are working above and beyond to assist students in their learning. In these difficult times the Auckland Central Catholic Kāhui Ako continues to support all our 14 schools in whatever way we can.

We continue to run Professional Learning Development opportunities for staff to improve the teaching and learning that take place in all classrooms. This term we have been able to run these by moving them online to give teachers the chance to engage in Critical Literacy Workshops and a Fono Talanoa. The Across School Leaders are always available to come into schools to assist with any further PLD that schools see as beneficial at this time.

What would I hear, see and feel when I come to your school that sends the message: "we value and will celebrate your culture"?



SIGNIFICANT ACHIEVEMENTS

Across the Kāhui Ako an importance is placed on students leaving school with sound academic qualifications. Our Kāhui Ako results are in the top echelon of schools across New Zealand.

This shows that our Kāhui Ako is providing students with quality opportunities to succeed educationally. Students gaining University Entrance open up a range of options from going into employment, taking on a trade or continuing education at polytechnic or university.

A big congratulations to all the Year 13 students across the Auckland Central Catholic Kāhui Ako Schools with these excellent 2021 results. Their commitment to their academic studies and school life has paid off, as has all the guidance and support provided by the staff across our 14 schools.

	ACCKA Schools	All New Zealand Schools	Decile 1-3 Schools	Decile 4-7 Schools	Decile 8-10 Schools
University Entrance	92%	53%	31%	51%	68%
Māori University Entrance	98%	33%	22%	34%	56%
Pasifika University Entrance	84%	33%	28%	36%	48%

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OUR SCHOOLS

The pathway between our schools is very clear, and being faith based allows us to collectively develop the whole child. Working together, we have the opportunity to build on a child's faith from Year 1 to Year 13.

We work collaboratively to share effective teaching and learning practice and to ensure positive transitions amongst our primary and secondary schools in central Auckland through our Kāhui Ako.

Many of the schools within the community have worked together in the past, so there is already a sense of partnership amongst our schools for us to build on.

Our Fourteen Schools:

1. Marist College
2. St Mary's College
3. St Paul's College
4. St Peter's College
5. Christ the King Catholic School
6. Good Shepherd School
7. Marist Catholic School - Herne Bay
8. Marist Primary School - Mt Albert
9. Monte Cecilia Catholic School
10. St Dominic's Catholic Primary School
11. St Joseph's Catholic School - Grey Lynn
12. St Therese School
13. St Francis Catholic Primary School - Pt. Chevalier
14. Our Lady of the Sacred Heart - Epsom



"In order that the Catholic school and the Catholic teachers may truly make their irreplaceable contribution to the Church and to the world, the goal of Catholic education itself must be crystal clear. Beloved sons and daughters of the Catholic Church, brothers and sisters in the faith: Catholic education is above all a question of communicating Christ, of helping to form Christ in the lives of others."

Saint Pope John Paul II

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As fourteen Catholic schools, ten primary and four secondary schools, we believe that it is through Christ, that we can grow and enrich the whole person while they journey with us in our schools.
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LEAD PRINCIPALS AND ACROSS SCHOOL TEAM

Who are our leaders?

LEAD PRINCIPALS



Carolynn Phillips (Principal Lead)

Marist Primary School, Principal

Kia ora koutou I have worked in a variety of different roles within Catholic Education for nearly forty years, as a teacher in Early Childhood, Primary, Secondary & at Tertiary level; a DRS at Secondary level; and Principal of two schools-St Michael's, Remuera and currently Marist School, Mt Albert. I also worked across the Auckland Diocese as a Primary Religious Education advisor for three years.

I am passionate about Catholic Education and have enjoyed the collaborative nature of our Kāhui ako over the last couple of years, especially the robust conversations, sharing of effective practice, shared PLD and continuing the growth of partnerships under our Special Character mantle.

I am committed to working with Michael as co-lead of our group as we continue to promote and facilitate the sharing of expertise, knowledge and skills across all schools as this directly impacts, first and foremost, on the wellbeing and achievement of all ākonga.



Michael Mullin (Principal Lead)

St Peter's College, Deputy Headmaster - Curriculum

My name is Michael Mullin and I have the privilege of being one of the Co-leaders of the Auckland Central Catholic Kāhui Ako. I am the Deputy Headmaster Curriculum at St Peter's College where I have worked for over ten years. This role is about working with our Across School Leaders and Principals to open up opportunities for our schools to work and learn from each other to have the best teaching practices occurring within the schools.



Makerita Tagomoo-Papali'i (Transition AST)

Marist College

Talofa lava everyone! My name is Makerita Tagomoo-Papali'i of Samoan descent. I've been teaching since 1993 mainly in the middle school area of Years 5-10. Passionate and motivated by how our young people learn and grow in the image of Our God because they are all beautifully and wonderfully made. I look forward to working hard for our Kāhui Ako - "He aha te mea nui o te Aō? He tāngata, he tāngata, he tāngata"



Paul Maskery (Transition AST)

St Peter's College

My name is Paul Maskery and I am a year eight Teacher at St Peter's College. To the AST role, I bring over 15 years of experience in classroom teaching and leadership. Over these years I have worn many hats including Teacher, Head of Year and Middle School DRS as well as my current role as a Head of Middle School Curriculum. I am excited about this opportunity to meet and work collaboratively with the teachers of The Auckland Central Catholic School's Kāhui Ako.

PRIMARY TEAM



Lauren Leituala (Primary AST)

St Dominic's Catholic Primary school

Mālō e lelei and warm Pacific greetings, my name is Lauren Leituala, a teacher at St Dominic's Catholic Primary School. This year I am privileged to be part of the Across School Team representing our Primary Schools. I have taught in many levels from Secondary to Primary and am excited to be part of a network of schools and colleagues that have collaborative vision for positive change.



Jeremy Williams (Primary AST)

St Dominic's Catholic Primary school

My name is Jeremy Williams. I am currently teaching at St Dominic's Catholic Primary in Blackhouse Bay. I have been teaching for 15 years in a range of positions, but mainly in Year 5-8 classrooms. I have held Assistant Principal and Deputy Principal positions and I have a passion for inspiring students to read and helping others to see the benefits of using eLearning in the classroom. I am excited to begin my journey as Across School Leader for the Auckland Central Catholic Kāhui Ako and look forward to meeting and supporting students, parents, teachers and leaders across our fourteen amazing schools.



SECONDARY TEAM



Bridget Hansen (Secondary AST)

St Mary's College

Kia ora koutou My name is Bridget Hansen and I have been teaching English in a secondary school setting for over 20 years. I am passionate about empowering young people to have the skills they need to fulfil their potential in 21st century Aotearoa. I am privileged and excited to have this opportunity to be a part of the Auckland Central Catholic Kāhui Ako and I look forward to working across the schools to make a difference to our ākonga.



Samuel Tanielu (Secondary AST)

St Paul's College

Talofa Lava, My name is Samuel Tanielu. My teaching subjects are English and Media Studies. I am the Assistant Principal at St. Paul's College and I am also one of the Across Schools Teachers for our Auckland Central Catholic Kāhui Ako.



MINISTRY DOCUMENTS SPOTLIGHT: TĀTAIAKO

Why is Tātaiako important to educators?

Tātaiako provides a guide for teachers, their employers, Initial Teacher Education providers and providers of on-going teacher professional learning to think about what it takes to successfully teach Māori learners.

It is a starting point for schools and early childhood education services to develop cultural competence. It is most effective when whānau, hapū and iwi work together with schools and services to determine the cultural competencies that are particular to their communities.

A culturally responsive teacher will recognise during their journey towards demonstrating cultural competence that it is important to see themselves as learners alongside whānau and akonga and all decisions are made in partnership.

Tātaiako helps teachers to understand and value what is important when taking a Māori world view in relation to teaching Māori learners. It is a framework that highlights five competencies that are essential values that need to be present when engaging Māori learners.

WHAT IS IT?

Tātaiako is a cultural competency framework for teachers of Māori Learners.

Developed out of "Ka Hikitia - Managing for Success" - the Government's strategy for Māori achieving educational success as Māori.

WHO IS IT FOR?

This framework is designed for all ECE, Primary and Secondary teachers in NZ schools.

PURPOSE

To support "teachers' relationships and engagement with Māori learners and their whānau and iwi". It is designed to support all teachers **"to personalise learning for and with Māori learners to ensure they enjoy educational success as Māori"**.



Tātaiako

KEY PRINCIPLES

Ako - Takes responsibility for their own learning and that of Māori learners.

Whanaungatanga - Actively engages in respectful working relationships with Māori learners, parents and whānau, hapū, iwi and the Māori community.

Tangata Whenuatanga - Affirms Māori learners as Māori - provides contexts for learning where the identity, language and culture (cultural locatedness) of Māori learners and their whānau is affirmed

Wānanga - Participates with learners and communities in robust dialogue for the benefit of Māori learners' achievement.

Manaakitanga - Demonstrates integrity, sincerity and respect towards Māori beliefs, language and culture.



WHAT DOES THIS LOOK LIKE AT SCHOOL?

- Ako - reciprocal teaching/learning
- Effective relationships with Māori learners and their whānau
- High Expectations
- Use of Te reo Māori and tikanga Māori in the classroom
- Place-based learning
- Building on prior knowledge
- Co-constructing learning goals
- Opportunities for students to express their identity, language and culture



CULTURAL COMPETENCIES FOR TEACHERS OF MĀORI LEARNERS

How have you used Tātaiako? What are you already doing at your school around engaging Māori learners?

<---Click image to the left to open Tātaiako PDF online.

IT TAKES A VILLAGE TO RAISE A CHILD

Alana Madgwick discusses the power of walkthroughs



“IF WE CAN CREATE A CULTURE WHERE EVERY TEACHER BELIEVES THEY NEED TO IMPROVE, NOT BECAUSE THEY’RE NOT GOOD ENOUGH, BUT BECAUSE THEY CAN BE EVEN BETTER, THERE IS NO LIMIT TO WHAT WE CAN ACHIEVE.”

Dylan William.

Opening your door to a new day: lessons are hastily drawn together while the bell rings, resources under siege from wind and worries: how will the class be today? Where are we up to? Are we on schedule for assessments on the horizon?

As the door closes, you inhale. This is your time- to influence, coach, mentor, facilitate, to teach. Nothing else matters but you, your class and your lesson plan. Sometimes everything falls in place, and the pleasant hum of learning takes over. Other times it is chaos. Or the bell rings and the crescendo is yet to be reached. *“Time is our enemy class- we will revisit our learning again tomorrow.”*

Teaching is complex, especially if you work for every learner to enjoy success because that does take work- hard work: reflection, adaptation, re-creation and evolution of lessons and strategies and relationships.

What if you were not on an island isolated from others?
What if you were part of a bigger picture?
Part of a team that learns together,
knows each other, trusts each other
and consistently adapts and learns together?



Classroom walkthroughs deprivatise practice. Your teaching strengths can help others and vice versa. At the heart of ako is reciprocity; I teach, I learn together. They also send a clear message to students that their learning is important and helps build a culture of relationships within your school community.

When built on relational trust, classroom walkthroughs can be a catalyst for significant change that positively influences students’ learning. The teaching patterns found across classrooms can help us strategise what is working well and what needs to change. Without teaching practice data, we are often left wondering what is missing or how come student achievement data does not shift?

It takes a village to raise a child. If we can open our doors to our colleagues, our challenges will not be only ours. A different solution might be found through collegial sharing. It does not need to be a utopian vision, but it does require us to be brave enough to open our classroom doors to others.

Then there is no limit to what we can achieve.

CRITICAL LITERACY

Ongoing PLD

This year, teachers from across the Kāhui Ako have been engaged in Critical Literacy PLD. This professional learning started strongly last year, but fell away in the face of the Delta Covid Lockdowns.

2022 is a new year and we have started to pick up where we left off. A repeat of the session last year took place on Zoom and then a second session was also offered online. This session explored Critical Literacy more deeply and provided practical tips for embedding into the classroom.

We are a fifth of the way into the 21st Century, and it is a good time to ask ourselves, how are we preparing students for a world where information is a tap away?

The New Zealand Curriculum asks us to give "students access to the understanding, knowledge, and skills they need to participate fully in the social, cultural, political, and economic life of New Zealand and the wider world" Ministry of Education, (2007). Critical Literacy is a tool that helps us to encourage critical thought and deeper exploration of the texts we read at school.

Critical Literacy is not an add-on or extra thing to do. It is a way to plan and teach literacy.

Keep an eye out for more Critical Literacy PLD being offered by our Kāhui Ako.



MARIST COLLEGE



Marist College has been working hard to build whanaungatanga across the school through pōwhiri, masses and fun outdoor education days. Their core school goals are centred around 'flexibility' and 'adaptability'. They have certainly shown their true Marist wairua this term. 'He waka eke noa!'



KĀHUI AKO PLD OPPORTUNITIES

[HTTPS://WWW.ACCKAHUIAKO.AC.NZ/](https://www.acckahuiako.ac.nz/)

You might be wondering...how do I take full advantage of what the Kāhui Ako has to offer?

Well, our website has a range of resources to help you. From professional readings, links and a calendar of upcoming professional learning opportunities.

You can find past newsletters and contact details of our Principals and Across School Leaders. Please reach out and contact us if you need any further information.

Scan the code to the right or visit [acckahuiako.ac.nz](https://www.acckahuiako.ac.nz/) to visit the website - on the Upcoming PLD page you can find all our offerings and sign up forms!



To create a Kāhui Ako centred in the Catholic faith that collectively strengthens us to develop the whole child.

FONO TALANOA

HELPING OUR PACIFIC LEARNERS

On the 17th March, we held our second fonotaga. It was well attended across the Kāhui Ako creating a positive and energetic Pasifika vibe. A special mention to our vibrant, entertaining and successful Pasifika leader and guest speaker, Mr Karl Vasau who amazed and inspired us by his 'Carry the tapa' talk. This included a road map of his education history and roles he held.

Four key points highlighted were -

1. What is your 'WHY'?
2. What does 'Carrying the tapa' really mean?
3. Does your talanoa with your students include - ofa (love), mafana (warmth), malie (humour), faka'apa'apa (respect)?
4. Is your student voice 'neutral' for authenticity.

We appreciated the feedback gained from the survey which helped to set the agenda for the fono. There was a very strong indication that many were keen to hear the voices of our Pasifika students around 'what helps them to learn best'. A special fa'afetai, malo 'aupito, meitaki ma'ata to those schools whose students participated in this very important student engagement. There was so much learning in it, that we will continue to gather voices from all sectors - primary, intermediate and secondary cohorts and present our findings at our next fono (watch this space). The BIG question is 'WHAT DO WE DO WITH THEIR VOICES?'

Click and connect when our next fono date is announced and let's collaborate!

'A FIA VAVE O'O LOU VA'A, ALO NA O OE, AE A FIA TULI MAMA O LE TAUNU'UGA, TATOU 'ALO'ALO FAATASI'

(SAMOAN PROVERB)

'IF YOU WANT YOUR CANOE TO GO FAST, GO ALONE; IF YOU WANT TO GO FURTHER, LET US GO TOGETHER.'

How ... Talanoa

Talanoa identifies an ancient way Pasifika peoples engage in communicating with others. The word is shared in some Pacific nations but the concept is the same across them all. Talanoa can be used to build/strengthen relationships and connections with learners, staff and communities.

Ofa - Love

Mafana - Warmth

Malie - Humour

Faka'apa'apa - Respect



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THE RESPONSIBILITY IS NOT JUST PASIFIKA BUT EVERYONES RESPONSIBILITY TO BUILD THE CAPABILITY OF OUR PASIFIKA CHILDREN IN ALL ASPECTS OF THEIR LEARNING.

KARL VASAU

LINKS:

SLIDES

RECORDING



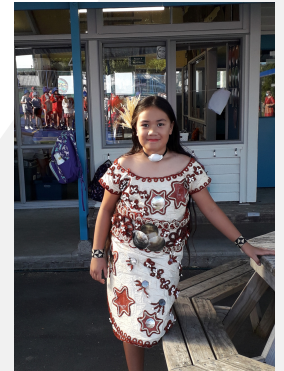
Karl Anthony James Vasau



TONGAN TSUNAMI RELIEF FUNDRAISING

ST FRANCIS CATHOLIC PRIMARY SCHOOL - PT. CHEVALIER

At the beginning of the year St Francis focussed on supporting our Tongan families, and raised money for Bishop Michael's Tongan Relief Fund. The photos are of one of our Tongan families teaching our children a Tongan dance. Our classes went on to read Tongan stories, learn Tongan songs and learnt to say the Sign of the Cross in Tongan. At St Francis we have a small, but strong Tongan community.

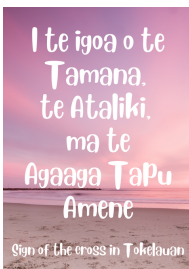
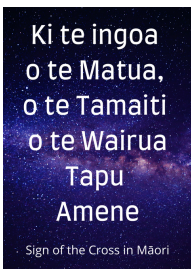


SIGN OF THE CROSS

EMBRACING THE DIVERSITY OF OUR LEARNERS

As teachers, we are always looking for ways to bring our student's cultures into the classroom. One easy, yet culturally responsive way to do this is to embrace the use of the Sign of the Cross in different languages.

We have made a few posters in different languages, which you can find on the ACCKA website (Collective Resources page) to get you started. Or better yet, ask the students in your classes to bring them in and create posters for use at prayer time.



TŪRANGAWAEWAE LEARNING

OUR LADY OF THE SACRED HEART, EPSOM



Tūrangawaewae are places where we feel especially empowered and connected to the values, beliefs and whakapapa that shape our sense of belonging and place in the world.

Check out some of the awesome learning happening at OLSH this term.