

*Ākonga Whakatū - He waka eke noa*

# Stoke Cluster Learning Community

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Stoke Cluster Schools:

Birchwood, Broadgreen Intermediate, Enner Glynn, Nayland, NCA, Stoke,  
Tahunanui

# Acknowledgement

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- Thank you to Trevor, Carol and the team from the Whakatū Marae for welcoming us and supporting us to launch this initiative.

# Our Vision

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- To sustain a Professional Learning Community to meet the needs of the Stoke Cluster community now and for the future.

# Why are we doing this?

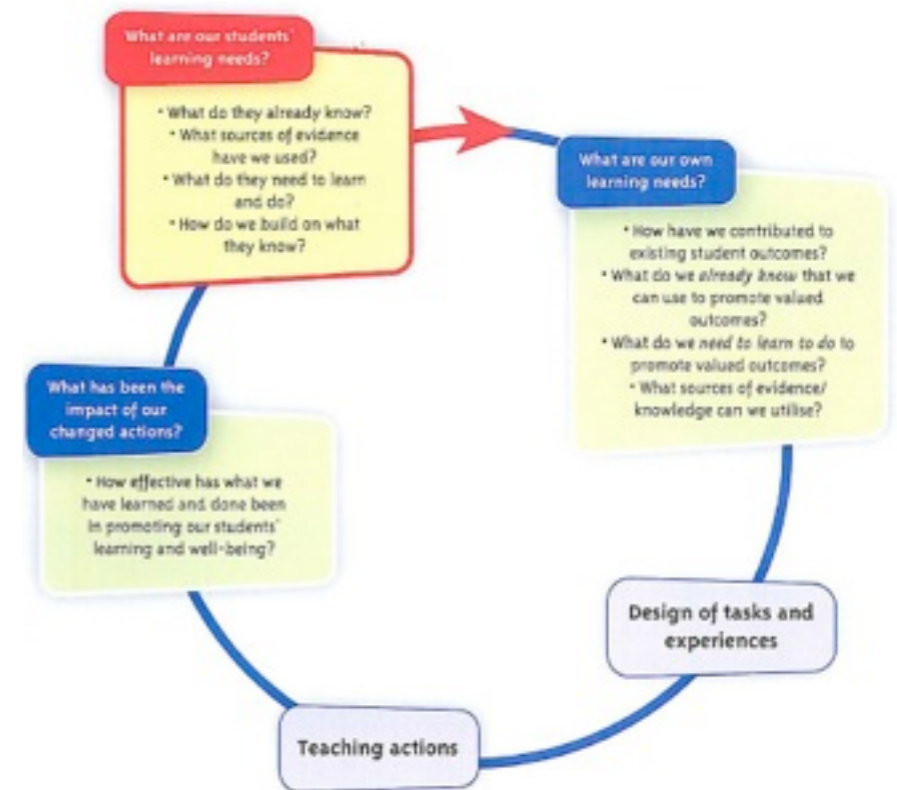
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- For our kids.
- To build capability in leadership and practice across our schools.
- Allows us to develop greater shared data collection and pedagogies.
- Allows for a greater focus on priority areas identified by us and (in time) our community.
- Allows for a more effective approach to professional learning.
- To build closer ties with our community and involve them more in partnership with education to support the growth of future generations.

# Key Principles

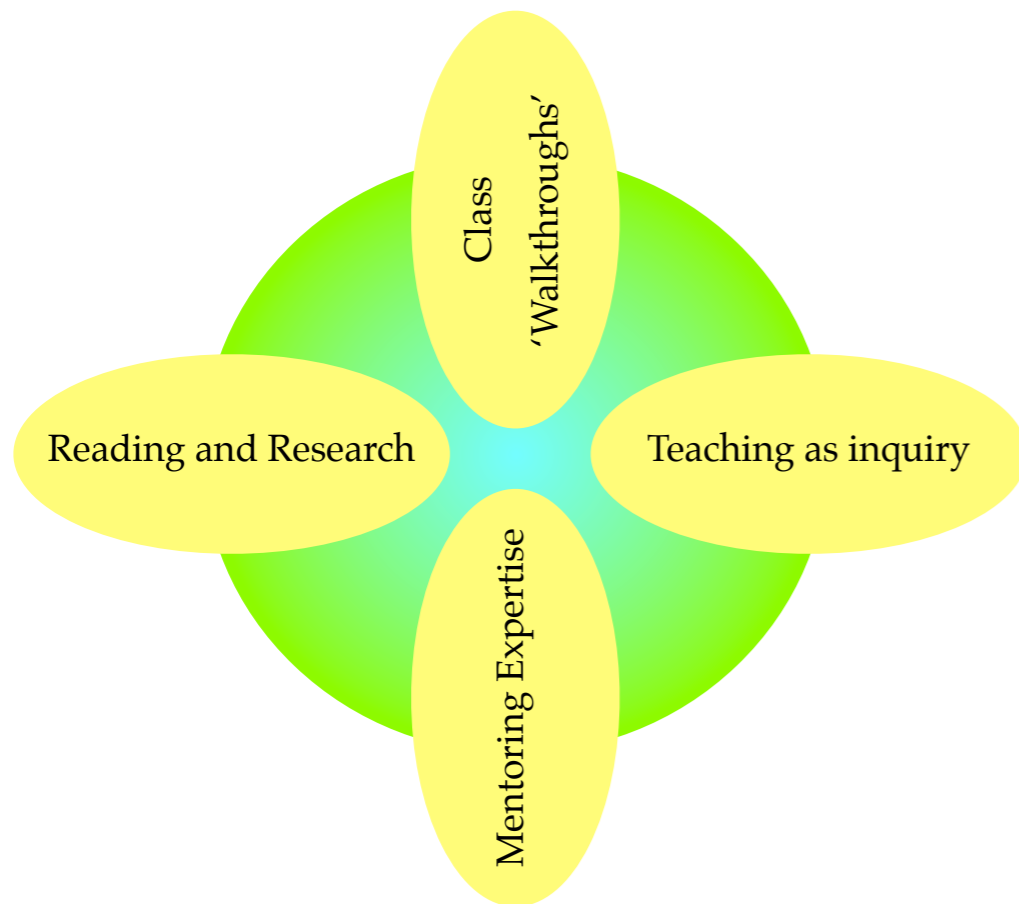
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- Teaching as inquiry - Personal and Professional Reflection
- Kōtahitanga - Unity through collaboration and collegiality
- Āko - being responsible for your own learning and that of your students
- Manaakitanga - integrity and professionalism
- Whanaungatanga - effective welcoming relationships with learners, parents and our community



# Focus Groups

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- We will have focus groups working to address the priorities identified by teachers and the community.
- Focus groups will be made up of school leaders, teachers and (where appropriate) parents or other community members, for example, BoTs.
- Focus groups will meet regularly during the year.

# Community Partnerships

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- Significant investment of time and effort in building community partnerships across our cluster (to involve parents in the learning of students).
- Will enable cluster schools to help our community to support the learning of our students.
- These partnerships will be introduced in the first year and develop in depth in following years.

# Priorities

MOE PRIORITIES	POSSIBLE CLUSTER PRIORITIES (Requires some data collection and analysis)
Improving the performance of the education system for Māori learners, Pasifika learners and learners with special education needs	
Raise and sustain participation levels in, and the quality of, early childhood education overall <ul style="list-style-type: none"> <li>• Improve information about participation and quality</li> <li>• Target support to priority groups to increase participation</li> <li>• Increase the quality of the entire network of early childhood education</li> </ul>	-
Extend and improve early intervention services for children aged 0 to 5 years	-



# Priorities - 2

MOE PRIORITIES	POSSIBLE CLUSTER PRIORITIES (Requires some data collection and analysis)
<p>Transform the performance of primary and secondary education to increase attainment of core skills and qualifications</p> <ul style="list-style-type: none"> <li>• Increase accountability for achievement, particularly for priority groups</li> <li>• Support improvement in teaching practice</li> <li>• Improve the range and use of achievement information</li> <li>• Implement the Network for Learning</li> </ul>	<ul style="list-style-type: none"> <li>• Maori and Pasifika Learners</li> <li>• Literacy (Reading and Writing)</li> <li>• Numeracy</li> <li>• Assessment</li> <li>• Student engagement and wellbeing</li> </ul>
<p>Deliver services and support for learners with special education needs</p>	<ul style="list-style-type: none"> <li>• Special Needs/Inclusion</li> </ul>
<p>Implement tailored and coordinated approaches in specific geographical areas to improve educational achievement</p>	

# Priorities - 3

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MOE PRIORITIES	POSSIBLE CLUSTER PRIORITIES (Requires some data collection and analysis)
<p>Develop a 21st-century learning system, with high-quality, relevant learning environments</p> <ul style="list-style-type: none"><li>• Invest in school property to ensure high-quality learning environments</li><li>• Invest in ultra-fast broadband and school network upgrades</li></ul>	<ul style="list-style-type: none"><li>• MLE</li><li>• Creativity</li><li>• NZ Curriculum</li><li>• eLearning/inquiry pedagogy</li></ul>

# Priorities for 2014

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Four Focus Areas decided (in future the focus areas will be determined by formal needs analysis from data collection/sharing). For 2014 these priorities are:

- Literacy
- Numeracy
- Maori student engagement and achievement
- Curriculum/eLearning/Inquiry

# Overview

2013/14	2015	2016
Determine stakeholders to be involved. e.g. <ul style="list-style-type: none"> <li>• Principals</li> <li>• BoTs</li> <li>• Leadership Teams</li> <li>• Teachers</li> <li>• Support Staff</li> <li>• Parents/Whanau</li> <li>• RTLB/RTLit</li> <li>• MOE</li> <li>• Iwi.</li> <li>• Kindy/Preschools</li> <li>• High School</li> </ul>	Stakeholders have full 'buy in' to the project.  There is a clear memorandum of understanding for all schools and BoTs involved.	Additional stakeholders/schools invited to participate  Cluster Board Meetings sharing data/targets and progress (Incl. trends, patterns and proof of interventions that are working)  Focussed Leadership groups planning and working through targets in each curriculum area
Collect data and determine priorities.	Collect data and, where appropriate re-determine priorities.	Collect data and, where appropriate re-determine priorities.
Develop action plan with goals and expected measurable outcomes of focus group work	There is measurable progress in all focus areas  Reports made to stakeholders	There is measurable progress in all focus areas  Reports made to stakeholders
Begin to engage effective community partnerships	Programmes for community partnerships have been developed and supported	Programmes for community partnerships have been reviewed and improvements made
Process and outcomes are reviewed and, where appropriate, re-planned	Process and outcomes are reviewed and success is celebrated	Process and outcomes are reviewed and success is celebrated

Increased Community Involvement

# Where to next?

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## Full buy in by cluster principals, schools and BoTs

- A commitment is made to the programme and oversee the first 3 years
- A Memorandum of Understanding is to be developed by the schools and signed by all Boards of Trustees

## Planning

- In depth planning and design of the actions required - Detailed action plan and reporting cycle established  
  
(Building the plane as it flies)
- Data collection/analysis plans are established and undertaken

# Join the network to put forward your ideas

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- Virtual Learning Network ([vln.school.nz](http://vln.school.nz)) - Ākonga Whakatū - Our Group... the space we would like to use the most. Social network created for the education community in NZ.
- Facebook page ([facebook.com/akongawhakatu](https://facebook.com/akongawhakatu)) - news and links to resources, discussion, etc
- Wiki - <http://akongawhakatu.wikispaces.com/> - as above.
- Join in and be involved in this process.