

## Cambridge Community of Learning Proposal 2016



**Increasing Achievement and Reducing disparity**

**Closing the Gaps in Cambridge**

# 1. Introduction

Understanding this proposal

- 1.1. This proposal needs to be read and considered as a whole. Each of the individual sections of the proposal may not include aspects mentioned in other areas as we assume an understanding that all of the principles, values, pedagogies, themes, etc. are implicit in all of the sections even though they may not be explicitly mentioned. Each section, therefore, develops a particular key idea with the implicit understanding that all areas will be developed and woven into all interventions simultaneously.
- 1.2. Path to Developing our Community of Learning (Consultation with our Community.)

The Cambridge Principals Association has been working as a functional group for a significant number of years. This has involved regular meetings and annual trips away to explore common educational themes of interest to the community. From this, a number of spin-off groups have been established including EHSAS, an active Deputy Principal group, beginning teacher support group and a Early Childhood / New Entrant group.

In the last two years, the leadership teams of schools across Cambridge have been meeting more regularly to determine common areas of need and opportunities to work together more closely. This involved each school sharing their top strategic priorities within their charters which are all developed with and through community consultation. The common priority areas, already identified within our charters are reflected in this proposal.

Board of Trustees from across each school have met and been fully involved in the composition of the proposal through its development. This has involved several combined opportunities for BOTs to discuss possible challenges across the Cambridge area and opportunities to work together. From this has emerged a BOT Chair group.

Another critical step towards the establishment of elements contained in this proposal was consultation with the local Community Marae and local business leaders. Each group has shared their values, priorities and aspirations for education within Cambridge. These links will continue to be strengthened over the course of the coming years to complement the focus areas of the Community of Learning and improve our effectiveness to meet our achievement challenges.

All of these things provide opportunities for the already established networks within and across Cambridge to substantially improve, expand and deepen over the coming years. It is our belief that as a community working together we will be able to outperform previous successes to better meet the needs of our learners across the community identified as being most at risk of underachievement.

# Part 1 – Cambridge Community of Learning (CCoL) Vision

## 2. Cambridge Community of Learning (CCoL) Vision

2.1. To fully understand the potential of the diagram below each area cannot be considered as being separate from the other. While each area is unpacked separately within this proposal, it is the inter-connected symbiotic relationship of one area with the next that holds the potential to make the most impact across the Community of Learning.

2.1.1. The 2015 Education Review Office community report includes a recommendation to explore a Progressive and Sequential Te Reo Māori language development program for all learners within the Cambridge Community of Learning. Research shows that the acquisition of a second language has global education benefits (D'Angiulli, A., Siegel, L. S., & Serra, E., 2001). This recommendation will act as a foundation into the inquiry relating to cultural responsiveness and competency to raise and accelerate achievement for Māori and also enhance the mana of Māori cultural capital.

2.2. **Who** - At the core of our diagram is our achievement challenge that identifies the disparity in achievement between male and female, and also Māori and Non-Māori.

2.3. **Why** - The next layer unpacks the assumptions, values and rationale that provides the impetus for working together as a Community of Learners.

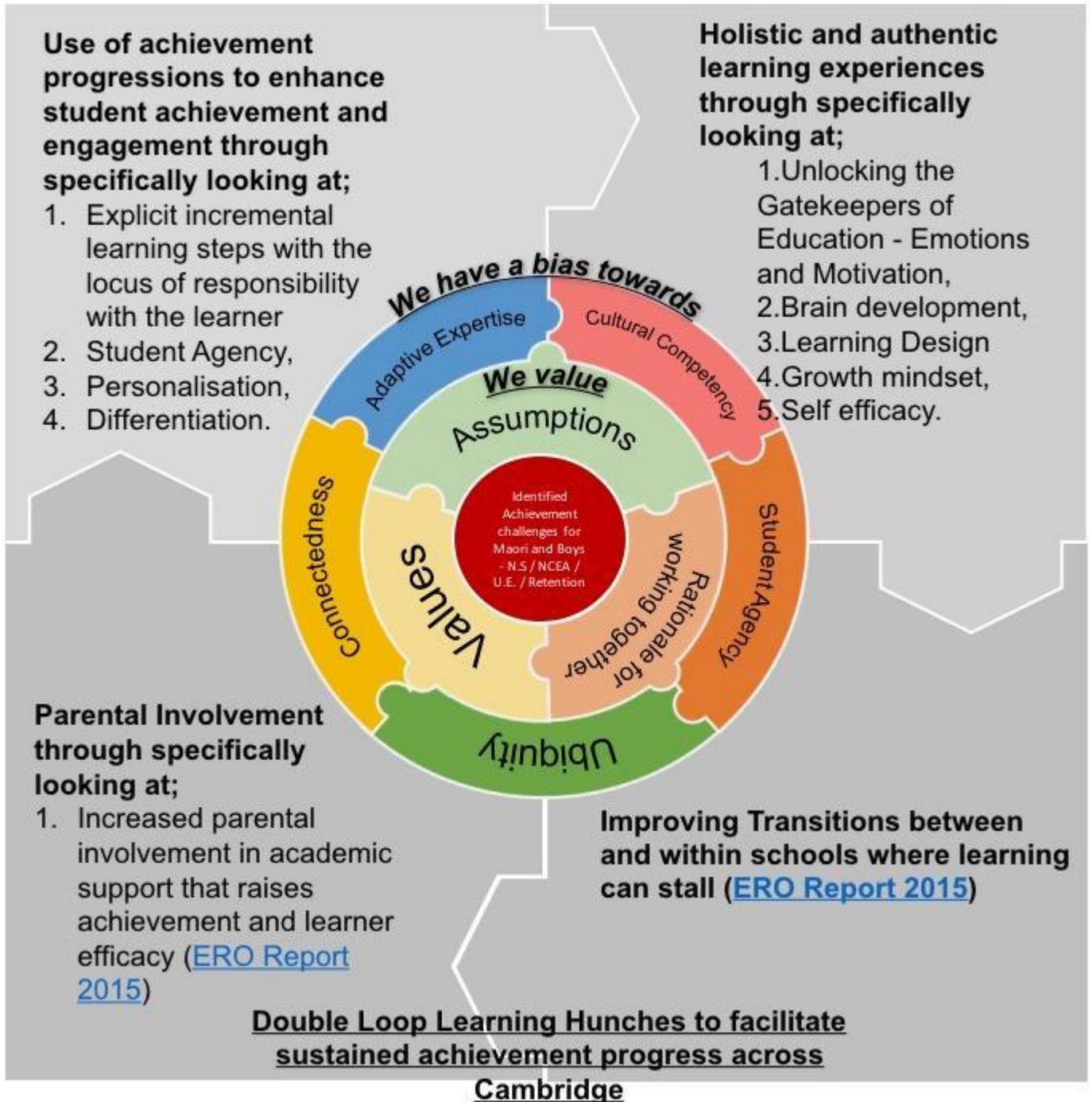
2.4. **What** - The third layer develops the inter-connected educational themes that will be developed simultaneously across the community that underpins and provides direction to the specific interventions that will be put in place. Of particular importance, to understand the potential of our vision, one must understand that for each area to be effective, it relies heavily on each of the other areas also being effectively developed.

i.e. An emphasis will be placed on developing Cultural Competencies within learning contexts within and between our schools and developing, celebrating and incorporating the cultural capital of each learner. This can only be effective if, at the same time, student agency within and between schools allows students to make choices in regards to their learning that are of educational and cultural relevance. At the same time, the concept of ubiquity will only be useful if educational contexts are developed that recognise learning can take place across and within formal and informal settings, outside the bounds of time, space and place and within the bounds of individual and societal cultural capital. Adaptive expertise can only take on new educational purpose within the context of agency, ubiquity, cultural competencies and connectedness. It is when students see and experience the inter-connected nature of learning, culture and their place within a community both as learners and citizens that the power to effectively address the Cambridge achievement challenge across generations will be realised. Thus the inclusion of cultural competency for instance within this context, automatically assumes its inclusion and importance in each of the other areas within a symbiotic relationship.

2.5. **How** - Each of the areas on the outer edge of the diagram are areas that have been identified through discussion by the collective of schools and the ERO Community report as having the potential to have the most immediate impact on reducing the achievement disparity for male and Māori learners. As each area is developed, it is underpinned and forms its educative purpose only when looked at through the inclusive lens of the layers that come before it. It is in these contexts that each area takes

on a unique series of actions dependent on the age and stage of each learner, school context and community of learners.

## 2.6. Cambridge Community of Learning Visual



## 2.7. Whakataukī that has inspired and directs our Community of Learning which is represented in our diagrammatic vision.

He rangi tā Matawhāiti, he rangi tā Matawhānui

The person with a narrow vision sees a narrow horizon, the person with a wide vision sees a wide horizon.

Ehara taku toa i te toa takitahi, engari he toa takitini.

Any success should not be contributed to any one person, it is the work of all of us.

I orea te tuatara, ka puta ki waho

When poked with a stick, the tuatara will emerge.

(A problem is solved by continuing to find solutions.)

He iti wai kōwhao waka e tahuri te waka

A little water seeping through a small hole may swamp a canoe.

2.8. By focusing on the most important factors that lead to both achievement and lifelong learning in a way that complements and extends the values we collectively share as a community through embedding future focused educational themes that will resonate across all our schools, we will give the children of Cambridge an Educational Advantage.

### **3. Values and Assumptions**

#### **3.1. Principles / Assumptions that drive the Cambridge Community of Learning**

- 3.1.1. An educational mindset that develops an internal drive for relentless gradual improvement will result in higher academic excellence and attainment. (Growth Mindset)
- 3.1.2. Students do not disengage from school, rather schools disengage from what is of interest to students. (Student Agency)
- 3.1.3. Our focus needs to be towards the type of learning experiences that will be of maximum educational interest to students without compromising what will be of maximum educational benefit. A focus on these two things will subsequently inform what effective teacher practice looks like.

### **4. Community Values**

- 4.1. Excellence - setting ambitious goals and by persevering in the face of difficulties (Resilience).
- 4.2. Creativity -inquiry, curiosity, thinking critically, innovative and reflective thinking.
- 4.3. Integrity - being honest, responsible, accountable and acting ethically.
- 4.4. Respect -themselves, others and human rights (Compassion).

### **5. Rationale for working together - Why work Collaboratively?**

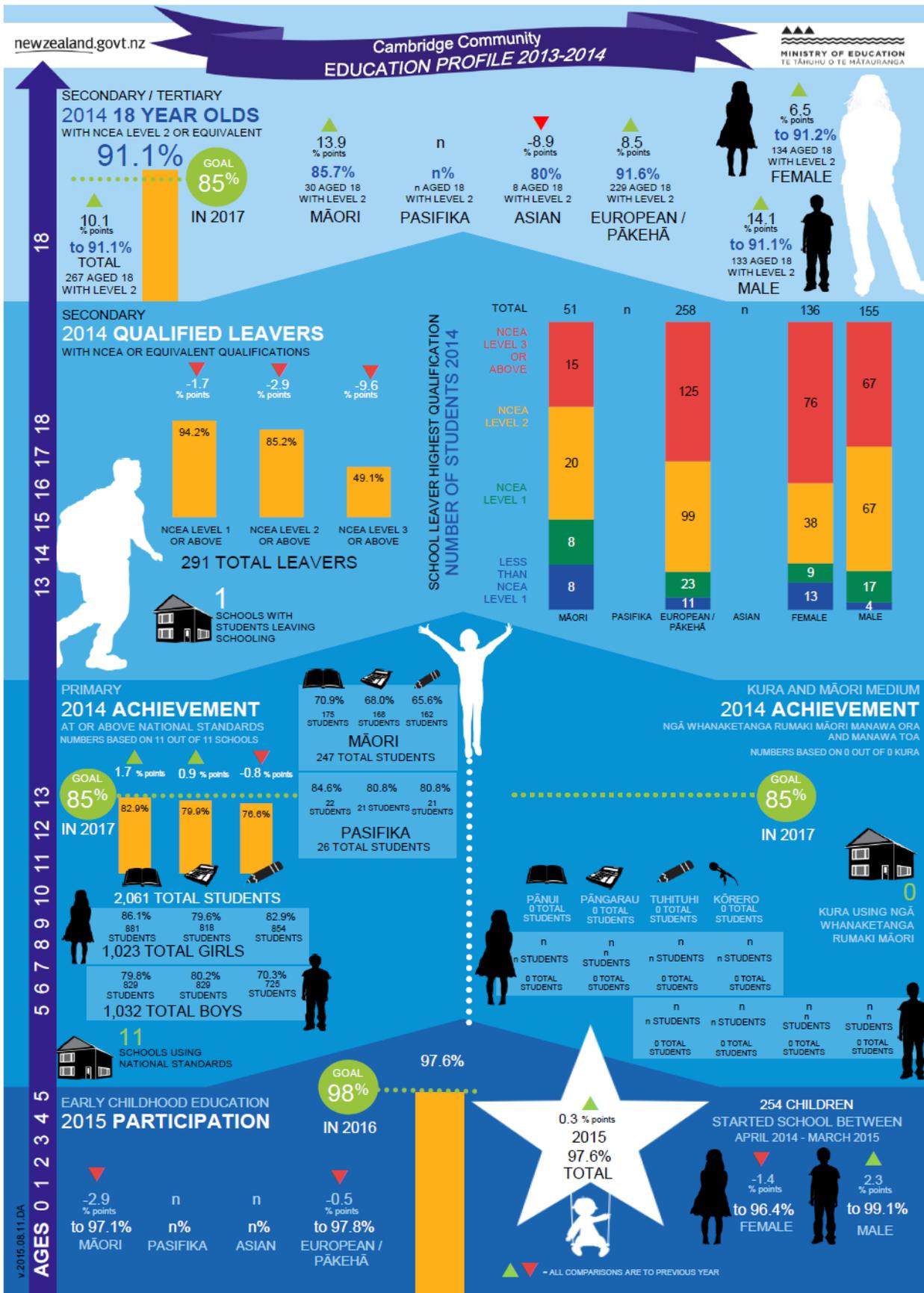
We all believe that...

- 5.1. The purpose of collaboration is that only collectively we can achieve better student outcomes, student engagement, teacher practice and Professional Development for our learners than any one person or school could achieve by themselves.

- 5.2. Collectively, we can have a greater impact on raising student achievement across our community and give our students a seamless educational experience that will give the students of Cambridge an Educational Advantage.
- 5.3. Collaboratively we can enhance student efficacy, rigour of task design, teacher efficacy, community efficacy.
- 5.4. Through providing clear and consistent educational pathways within schools and between schools we can empower students to make more consistent progress through key transition points.
- 5.5. Effective practice is occurring in every school and we have a collective professional responsibility to support and extend effective practice across all schools for all learners in order to achieve our community achievement challenges which can only be achieved by breaking down the competitive nature between schools.
- 5.6. In order to reshape parents engagement with supporting learning, schools will collectively connect with parents, families and whānau in educationally powerful ways.

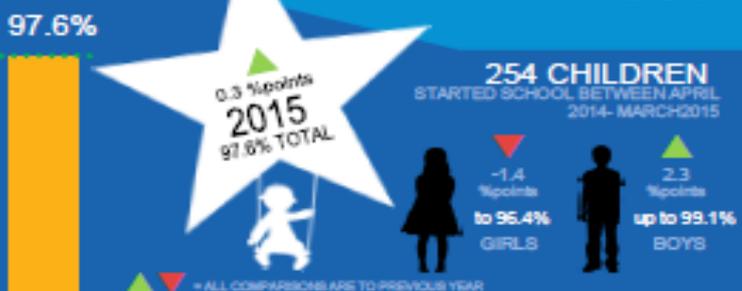
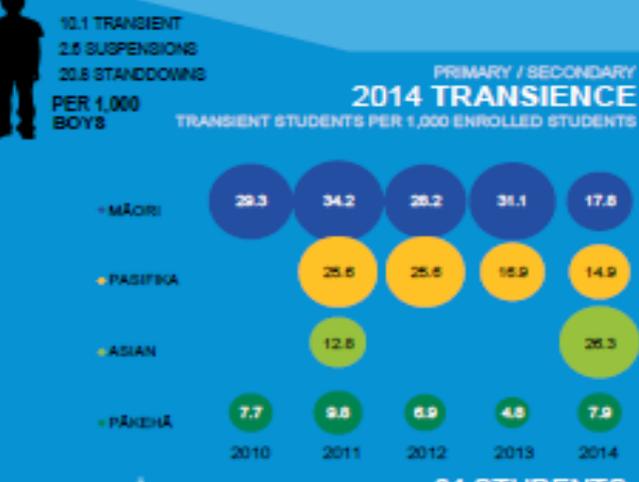
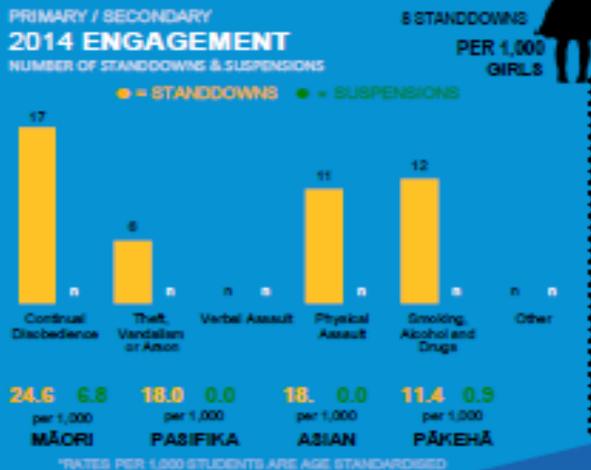
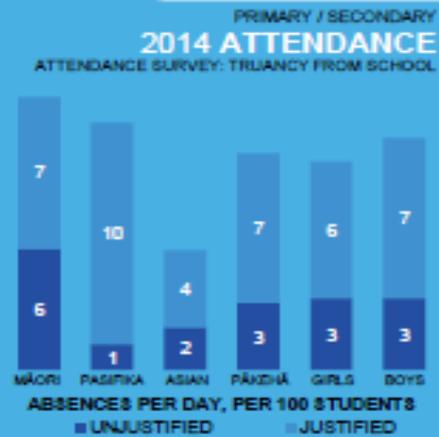
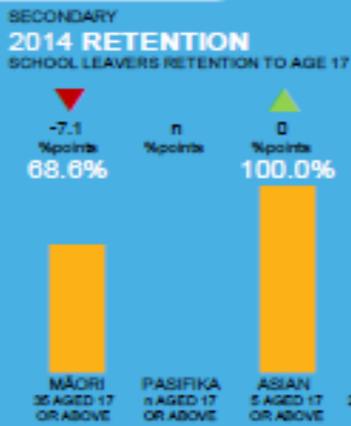
# 6. Data informing our Community Achievement Challenge

## 6.1.



# CAMBRIDGE COMMUNITY ENGAGEMENT PROFILE 2014

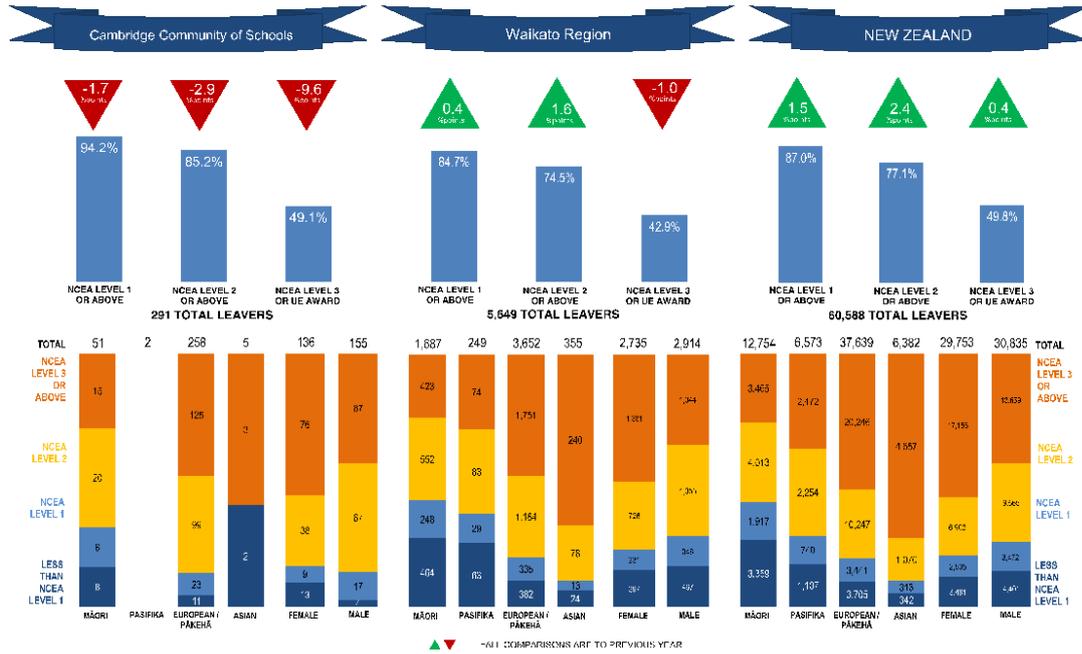
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© 2015 MĀORI

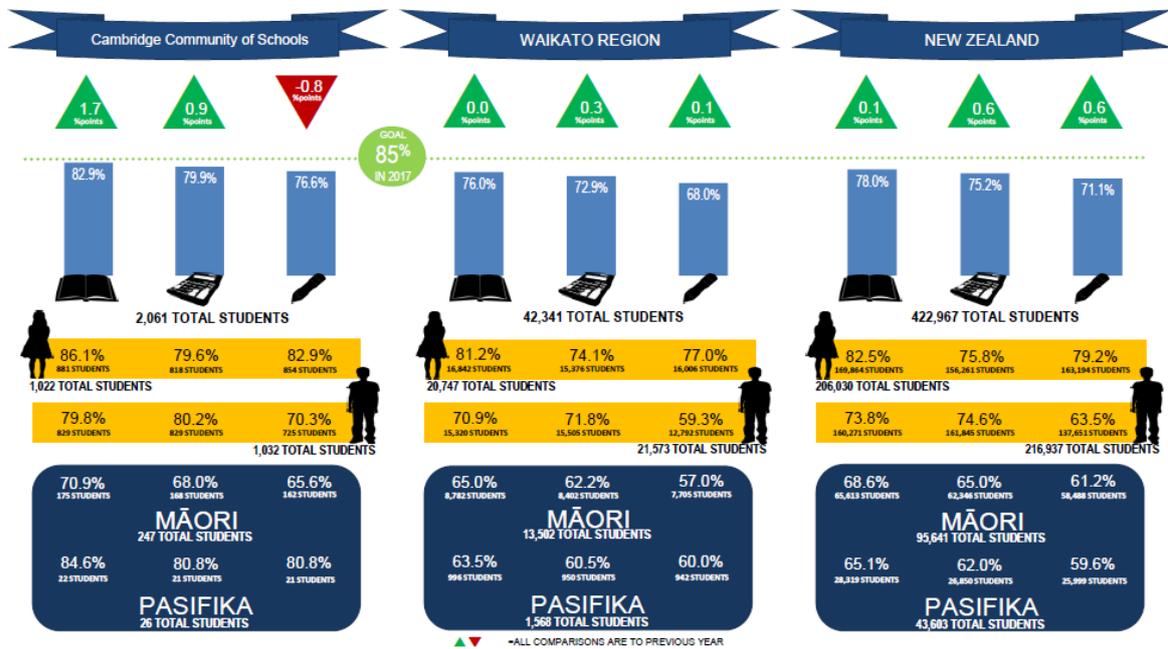
## QUALIFIED LEAVERS SCHOOL PROFILE 2013-2014

### SCHOOL LEAVER ATTAINMENT

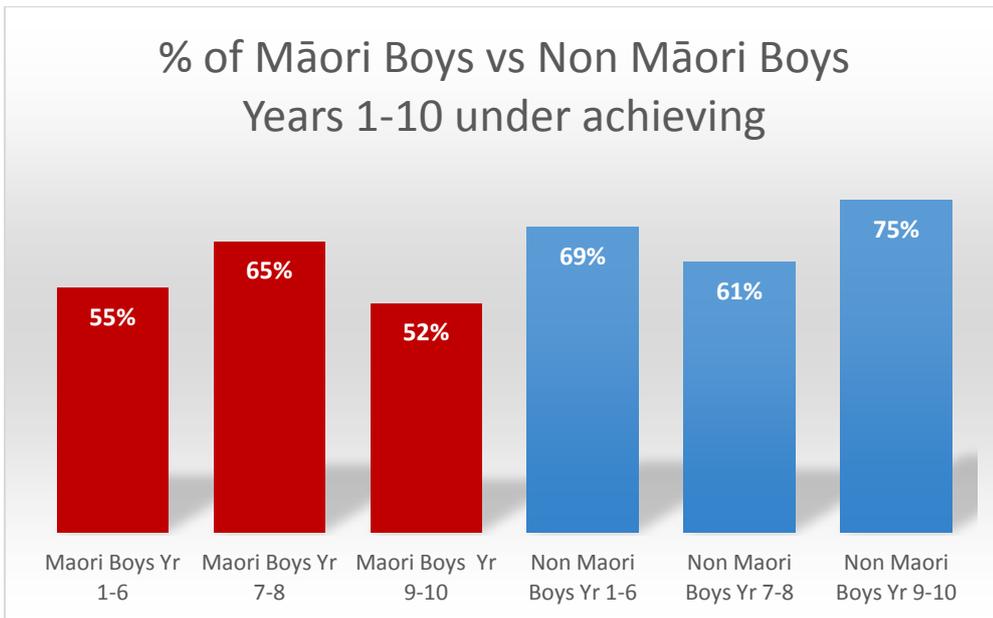


## NATIONAL STANDARDS SCHOOL PROFILE 2013-2014

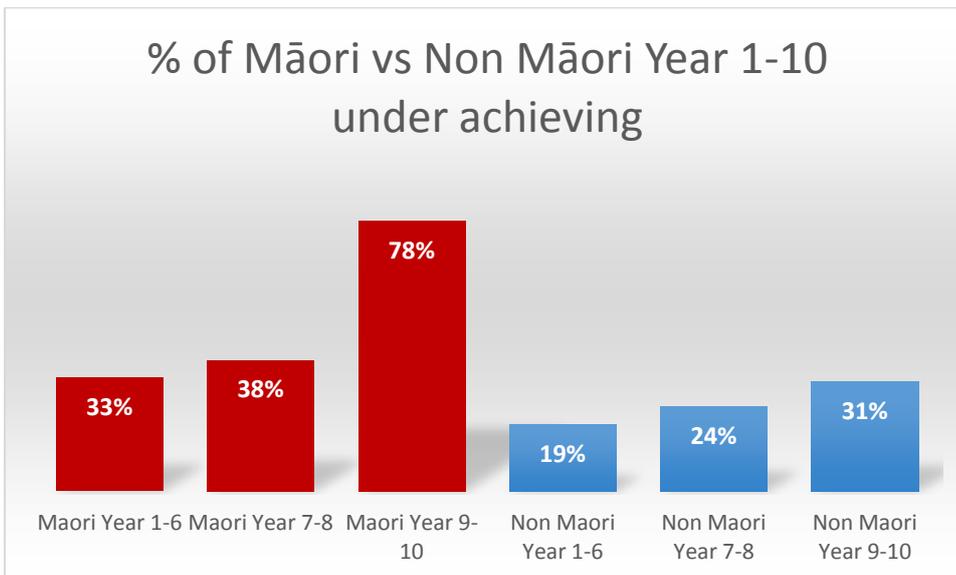
### STUDENTS AT OR ABOVE STANDARD



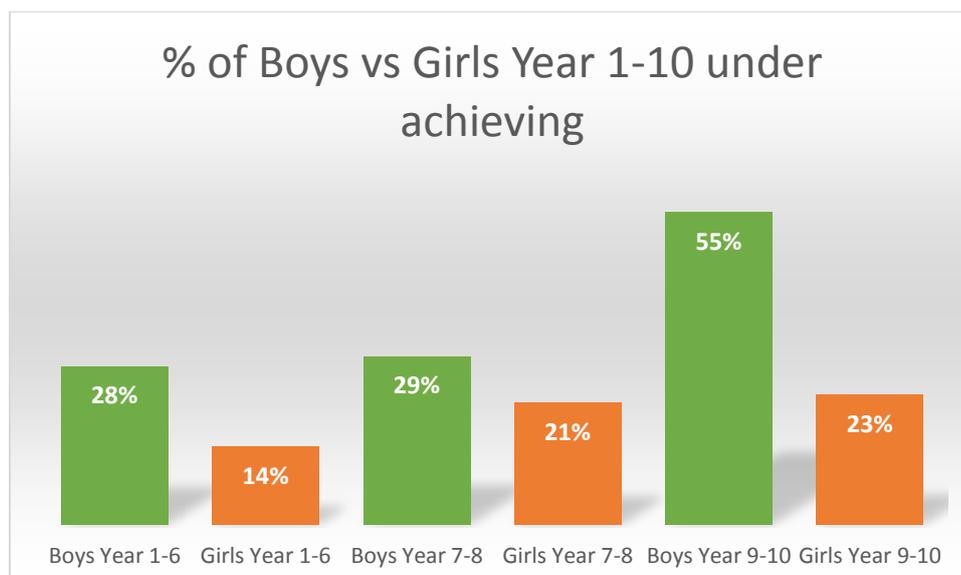
6.2. Figure 1 - Disaggregated Māori Boys Achievement in Writing vs Non Māori Boys



6.3. Figure 2 - Disaggregated Māori Achievement in Writing vs Non Māori



#### 6.4. Figure 3 - Disaggregated Boys Achievement in Writing vs Girls



#### 6.5. Analysis of Data

- 6.5.1. The Disaggregated across schools National Standards and Year 9 and 10 data of achievement highlights the achievement challenge for the Cambridge Community.
- 6.5.2. Figure 1 highlights that the achievement disparity of Māori boys compared to non-Māori boys in writing is not as large as we expected.
- 6.5.3. Figure 2 highlights that disparity in achievement for Māori in writing compared to non Māori across Cambridge significantly increases over time.
- 6.5.4. Figure 3 identifies that the disparity between boys' achievement and girls' achievement also markedly increases over time.
- 6.5.5. The inquiry will need to identify the root causes of under-achievement for Māori and boys' writing.

#### 6.6. Summary – Cambridge has two broad achievement challenges.

- 6.6.1. The first is that boys underachievement increases significantly over time in relation to girls.
  - 6.6.2. The second is that Māori under achievement also increases significantly over time in comparison to non Māori achievement in writing.
- 6.7. It is this disparity in achievement early in the education paths for both Māori and boys that leads to disparity in NCEA achievement in more rigorous academic fields, and also concerns around the retention of students to secure higher qualifications.

## 7. Recommendations from the ERO Cambridge Community of Learning Report

- 7.1. Implementing a deliberate focus on raising the achievement of those Māori, and boys who are underachieving, particularly in writing,

- 7.2. Raising the achievement of underachieving students in Years 7 to 10,
- 7.3. Providing all students with strategies for using assessment information to manage their personal progress and achievement, especially in literacy and mathematics,
- 7.4. Developing cohesive curriculum learning pathways and progressions for students from Years 1 to 13 across the CoL. This could include common understandings about modern learning practices and the continuing use of digital technologies as tools for learning. It could also incorporate expectations for sequential effective science teaching,
- 7.5. Improving leadership for equity and excellence by more fully implementing the principles of Ka Hikitia – Accelerating Success 2013-17 and Tātaiako: Cultural Competencies for Teachers of Māori Learners, and implementing a sequential te reo Māori programme from year 1 to 13 across the CoL,
- 7.6. Strengthening appraisal to include teaching as inquiry and affirm teachers' successes in accelerating the progress of at-risk students.

## 8. Rationale of Achievement challenges based on Analysis of Achievement Data across Cambridge Schools

- 8.1. A lift in adaptive expertise across all year levels for both *Māori* and *Male* in literacy skills is needed to allow students to achieve in learning areas that reflects a cohesive programme that leads to vocational pathways.
- 8.2. In both NCEA and National Standards there is a disparity in achievement between males and females and Māori and Non-Māori. This disparity is evident early in the primary schooling years, and continues to increase through Middle and High School achievement.
- 8.3. While the number of students achieving NCEA Level 2 is increasing, many of the credits being achieved do not reflect a cohesive programme that leads to vocational pathways.
- 8.4. An implicit understanding for each of our achievement challenges is that as we focus on developing adaptive expertise through effective teacher practice for our male and Māori students, girls and non-Māori achievement will also increase.

## 9. Māori Achievement Challenge

Māori learners will make accelerated progress in writing by the end of 2017 in ways that build on and support their language, culture, identity and community connections:

- 9.1. In relation to **Years 1-8**, a sustained 15 percentage point increase in Māori writing achievement from 67% to 82% across the entire community and individual schools. Across the community this will require moving 39 of 86 Māori currently underachieving (19.5 students per year) based on 2015 data to 'at' or 'above' the National Standard by the end of 2017.
- 9.2. In relation to **Years 9 and 10** raise and sustain achievement in writing to at least **50%** (43 of 85 students based on 2015 data), achieving 'at' or 'above' curriculum expectations (stanine 5 and above). This will require moving **28** percentage points (24 more students or 12 more students per year) to 'at' or 'above' the curriculum expectation by the end of **2017**.

- 9.3. Increase and maintain the retention of **Māori students** to Age 17 to **90%** (46 of 51 students based on 2014 leaver data) by the end of 2017. This will require retaining a further **21** percentage points (11 more students or 5.5 more students per year over 2 years).
- 9.4. Increase and maintain the number of **Māori students** gaining at least **NCEA level 2** to **93%** (38 of 41 students based on 2015 leaver data). This will require moving **17** percentage points (7 more students or 3.5 more students per year over 2 years) achieving NCEA Level 2 by the end of **2017**. (Note: The intention is to improve the numbers of students whose credits reflect a cohesive programme that leads to vocational pathways.)

## 10. Boys Achievement Challenge

Boys will increase their academic achievement in writing (to bridge the gender gap) by the end of 2017 in ways that engage the learners in contextualised and engaging learning opportunities:

- 10.1. In relation to **Years 1-8**, a sustained 10 percentage point increase in boys writing achievement from 72% to 82% across the entire community and individual schools. Across the community this will require moving 108 of 304 boys currently underachieving (54 students per year) based on 2015 data to *'at'* or *'above'* the National Standard by the end of 2017.
- 10.2. In relation to **Years 9 and 10**, sustained achievement of at least **85%** or 246 of 289 students (based on 2015 data), achieving *'at'* or *'above'* curriculum expectations in writing. This will require moving **40%** (115 more students or 57.5 students per year) to *'at'* or *'above'* the Curriculum Expectations by the end of **2017**.
- 10.3. Increase and maintain the number of boys achieving a minimum of University Entrance to at least **43%** (72 of 171 students based on 2015 data). This will require moving **17%** (30 more students or 15 students per year over 2 years) to achieving University Entrance by the end of **2017**.

## 11. Identified target students to be moved by end of 2017 in individual schools.

\*Note: Totals across each school will not always add for aggregated cohorts due to the variance in the targeted percentage point shift for Māori versus Boys. **x= data redacted**

Number of Students required to meet Writing Achievement Targets								
Year 1 – 8 School Name	Total Boys Below / Well Below	Total Target Students	Total Target Boys	Non-Māori Target Boys	Māori Target Boys	Māori Target Girls	Total Target Māori	All Māori Below / Well Below
			10 % pt gain	10 % pt gain	15 % pt gain	15 % pt gain	15 % pt gain	
Cambridge East School	44 (25%)	21	18	x	x	x	x	19 (43%)
Cambridge Middle School Yr 7-8	73 (34%)	27	22	x	x	x	x	23 (37%)
Goodwood School	39 (26%)	16	x	x	x	x	x	4 (18%)
Hautapu School Yr 1-8	24 (24%)	11	x	x	x	x	x	4 (40%)
Horahora School (Cambridge)	4 (50%)	1	x	x	x	x	x	4 (57%)
Kaipaki School Yr 1-8	19 (37%)	6	x	x	x	x	x	4 (31%)
Karapiro School	9 (24%)	4	x	x	x	x	x	5 (33%)
Leamington School	47 (23%)	25	20	15	5	5	10	18 (28%)
Roto-O-Rangi School	2 (6%)	2	x	x	x	x	x	1 (8%)
St Peter's Catholic School (Cambridge) Yr 1-8	33 (41%)	8	x	x	x	x	x	1 (25%)
Te Miro School	10 (45%)	2	x	x	x	x	x	3 (43%)
<b>Total Yr 1 - 8</b>	<b>304 (28%)</b>	<b>123</b>	<b>107</b>	<b>84</b>	<b>23</b>	<b>16</b>	<b>39</b>	<b>86 (33%)</b>
Years 9 – 10 (raise to curriculum Level 4 expectations)	Total Boys Below	Total Target Students	Total Target Boys	Non-Māori Target Boys	Māori Target Boys	Māori Target Girls	Total Target Māori	All Māori Below
			To reach target of 85%	To reach target of 85%	To reach target of 50%	To reach target of 50%	To reach target of 50%	
Cambridge Middle School (Yr 9-10)	x	x	x	x	x	x	x	x
Cambridge High School (Yr 9-10)	x	x	x	x	x	x	x	x
<b>Total Years 9 - 10</b>	<b>158 (55%)</b>	<b>126</b>	<b>115</b>	<b>102</b>	<b>13</b>	<b>11</b>	<b>24</b>	<b>66 (78%)</b>

### Notes:

- In the table below n/a indicates that this achievement target has not specifically identified these cohorts of students
- Retention data is based on 2014 actual data as 2015 results are not available at time of data collation.

Number of students required to meet other identified secondary targets by 2017								
Years 11 – 13 Cambridge High School	Total Boys below attainment level	Total Target Students	Total Target Boys	Non- Māori Target Boys	Māori Target Boys	Māori Target Girls	Total Target Māori	All Māori below attainment level
Māori Students Retention - 21 % point gain	n/a	11	n/a	n/a	n/a	n/a	11	16 (31%)
Māori School Leavers with NCEA L2 - 17 % point gain	n/a	7	n/a	n/a	n/a	n/a	7	10 (24%)
All Boys with UE - 17 % point gain	127 (74%)	30	30	n/a	n/a	n/a	n/a	n/a

## 12. Target student shifts per year for all Achievement Challenges across all Cambridge CoL schools

Writing (Years 1-8)	All Māori Goal - increase 15 % points over 2 yrs				All Boys Goal - increase 10 % points over 2 yrs			
	# At or above		Total students	%	# At or above		Total students	%
2015- Actual	175	out of	261	67.0%	778	out of	1082	72%
2016- Projected Progress	194.5	out of	261	74.5%	832	out of	1082	77%
2017- Target	214.0	out of	261	82.0%	886	out of	1082	82%
Shift per yr (over 2 yrs)	19.5			7.5 % pts	54			5.0 % pts

Writing (Years 9-10)	All Māori Goal - increase to 50% over 2 yrs				All Boys Goal - increase to 85% over 2 yrs			
	# At or above		Total students	%	# At or above		Total students	%
2015- Actual	19	out of	85	22%	131	out of	289	45%
2016- Projected Progress	31	out of	85	36%	188.5	out of	289	65%
2017- Target	43	out of	85	50%	246.0	out of	289	85%
Shift per yr (over 2 yrs)	12.0			14 % pts	57.5			20 % pts

School Leavers with NCEA L2 or above (Based on 2015 Provisional data)	All Māori			
	NCEA L2 or above		Total students	%
2015 - Actual	31	out of	41	76%
2016 - Projected Progress	34.5	out of	41	84%
2017 - Target	38.0	out of	41	93%
Shift per yr (over 2 yrs)	3.5			8.5 % pts

UE Award (Based on 2015 provisional data)	All Boys			
	Achieved		Total students	%
2015- Actual	44	out of	171	26%
2016- Projected Progress	59	out of	171	34.5%
2017- Target	74	out of	171	43.0%
Shift per yr (over 2 yrs)	15			8.5 % pts

Retention to 17 yrs (2015 data not yet available)	All Māori			
	Leavers 17 or above		Total students	%
2014- Actual	35	out of	51	69.0%
2016- Projected Progress	40.5	out of	51	79.5%
2017- Target	46.0	out of	51	90.0%
Shift per yr (over 2 yrs)	5.5			10.5 % pts

## 13. High level plan that our Community will develop

13.1. While the specific detail of how the high level plan will be further unpacked within and between schools through community and student consultation once the Community of Learners is formally established, to be successful all interventions will need to develop the below themes simultaneously in order to be successful. (Fullan and Langworthy 2014 - A Rich Seam - How New Pedagogies Find Deep Learning.)

### 13.2. Cultural Responsiveness and Competency ([Tataiako - Pg 2,](#))

- 13.2.1. Cultural competence, in terms of teaching, is to affirm and validate the culture/s of each learner. It acknowledges that all learners and teachers come to the classroom as culturally located individuals and that all interactions and learning are culturally defined. Culturally competent teachers are able to use the learner's culture/s as a building block to learn and teach. They understand how to utilise the learner's culture/s to aid the teaching and learning process, as well as to facilitate relationships and professional growth. Culturally competent teachers get to know the learner and work to ensure that the learning environment, learning partnerships and learning discussions acknowledge and respect the learner's culture/s. Teacher cultural competence involves understanding, respecting and valuing culture, and knowing how to use culture as an asset in the teaching and learning process, both inside and beyond the classroom.
- 13.2.2. The purpose of education for Māori is to acknowledge, validate reinforce and enhance the mana of the Māori child so that they are able to bring all that they are as Māori to the task of learning in a context that enables them to maximise their cultural capital through exploration of their lived experiences, language, culture and identity and in so doing their mana is enhanced (mana aki tanga). To enable them to stand strongly and contribute to both their worlds, and the global world as Māori. (Hoana Pearson, QSM)
- 13.2.3. This will be accomplished when educators create learning contexts within their classroom; where power is shared between self-determining individuals within non-dominating relations of interdependence; where culture counts; where learning is interactive, dialogic and spirals; where participants are connected to one another through the establishment of a common vision for what constitutes excellence in educational outcomes. We termed this pedagogy a Culturally Responsive Pedagogy of Relations. (Te Kōtahitanga Phase 3 Whānaungatanga: Establishing a culturally responsive pedagogy of relations in mainstream secondary school classrooms - Russell Bishop, Mere Berryman, Tom Cavanagh and Lani Teddy, Māori Education Research Institute (MERI), University of Waikato and Poutama Pounamu Research and Development Centre, 2007)
- 13.2.4. Teaching needs to be responsive to diversity within ethnic groups, for example, diversity within Pakeha, Māori, Pasifika and Asian students. We also need to recognise the diversity within individual students influenced by intersections of gender, cultural heritage(s), socio-economic background, and talent. Evidence shows teaching that is responsive to student diversity can have very positive impacts on low and high achievers at the same time. (Quality Teaching for Diverse Students in Schooling: Best Evidence Synthesis Iteration (BES), Adrienne Alton-Lee, 2003)

### **13.3. Adaptive Expertise ([The nature of learning 2015, OECD report, page 3](#))**

13.3.1. Adaptive expertise is the ability to apply meaningfully-learned knowledge and skills flexibly and creatively in different situations. This goes beyond acquiring mastery or routine expertise in a discipline. Rather, it involves the willingness and ability to change core competencies and continually expand the breadth and depth of one's expertise. It is therefore central to lifelong learning. There are different broad pedagogical approaches that can help to develop adaptive expertise; Guided Learning, Action Learning and Experiential Learning.

### **13.4. Learner Agency ([Future focused learning in connected communities](#))**

13.4.1. In simple terms, the notion of 'agency' may be understood as having the 'power or capacity to act and make choices'. This embraces the notion that learners have the power to make choices over their learning, and the system exists to serve the needs and interests of the learner. Having agency as a learner is now becoming a default expectation, as young people become increasingly adept at using a variety of technology-enabled means to access, participate in, and even contribute to the learning that meets their needs.

### **13.5. Ubiquity ([Future focused learning in connected communities](#))**

13.5.1. While learning has never been confined to a single place, the ubiquity of today's learning environments and technologies, especially the internet, challenges the concept of the traditional school classroom as the sole place of learning. Learning opportunities that may incorporate digital technologies offer exciting possibilities for students to learn at the times, places and contexts of their choosing.

### **13.6. Connectedness ([Future focused learning in connected communities](#))**

13.6.1. Connectedness is about 'having a sense of being a part of something that is bigger than one's self'. It is not about the technology, but it is all about being connected. Connectedness is having an impact on all areas of human activity. The notion of connectedness requires us to rethink our traditional ideas about knowledge and education in that knowledge is now a verb, not a noun — something we do rather than something we have. Schools need to change to prepare people to participate in the knowledge-based societies of the future.

## **14. Hunches we will explore through a [double loop](#) Teaching as Inquiry approach to realise our achievement challenges in collaboration both in and between schools**

Definition of Terms (see Part 4)

### **14.1. Use of achievement progressions to enhance student achievement and engagement through specifically looking at;**

14.1.1. Explicit incremental learning steps with the locus of responsibility with the learner

14.1.2. Student Agency,

14.1.3. [Differentiation vs Personalisation](#)

### **14.2. Parental / Family / Whanau Involvement - increased involvement in academic support ([ERO Report 2015](#))**

### **14.3. Transitions between and within schools where learning can stall ([ERO Report 2015](#))**

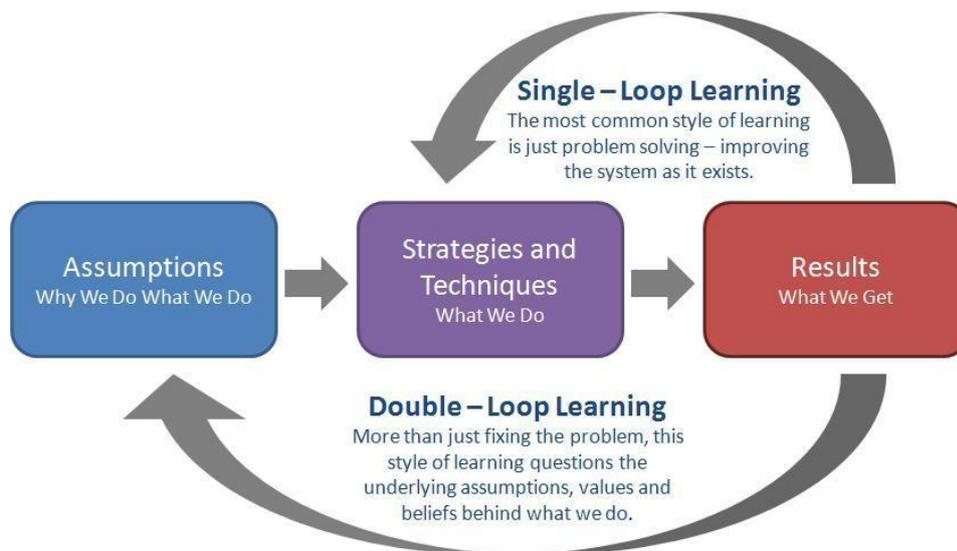
#### 14.4. Holistic and authentic learning experiences through specifically looking at;

14.4.1. Unlocking the Gatekeepers of Education - Emotions and Motivation,

14.4.2. Brain development,

14.4.3. Growth mindset,

14.4.4. Self efficacy.



#### 14.5. Definition of Double Loop Learning

14.5.1. For Argyris and Schön (1978: 2) learning involves the detection and correction of error. Where something goes wrong, it is suggested, an initial port of call for many people is to look for another strategy that will address and work within the governing variables. In other words, given or chosen goals, values, plans and rules are operationalized rather than questioned. According to Argyris and Schön (1974), this is single-loop learning. An alternative response is to question to governing variables themselves, to subject them to critical scrutiny. This they describe as double-loop learning. Such learning may then lead to an alteration in the governing variables and, thus, a shift in the way in which strategies and consequences are framed. Thus, when they came to explore the nature of organizational learning. This is how Argyris and Schön (1978: 2-3) described the process in the context of organizational learning:

14.5.2. When the error detected and corrected permits the organization to carry on its present policies or achieve its presents objectives, then that error-and-correction process is single-loop learning. Single-loop learning is like a thermostat that learns when it is too hot or too cold and turns the heat on or off. The thermostat can perform this task because it can receive information (the temperature of the room) and take corrective action. Double-loop learning occurs when error is detected and corrected in ways that involve the modification of an organization’s underlying norms, policies and objectives.

14.5.3. Single-loop learning seems to be present when goals, values, frameworks and, to a significant extent, strategies are taken for granted. The emphasis is on ‘techniques and making techniques more efficient’ (Usher and Bryant: 1989: 87) Any reflection is directed toward making the strategy more effective. Double-loop learning, in contrast, ‘involves questioning the role of the

framing and learning systems which underlie actual goals and strategies (op. cit.). In many respects the distinction at work here is the one used by [Aristotle](#), when exploring technical and practical thought. The former involves following routines and some sort of preset plan – and is both less risky for the individual and the organization, and affords greater control. The latter is more creative and reflexive, and involves consideration notions of the good. Reflection here is more fundamental: the basic assumptions behind ideas or policies are confronted... hypotheses are publicly tested... processes are disconfirmable not self-seeking (Argyris 1982: 103-4).

14.5.4. The focus of much of Chris Argyris' intervention research has been to explore how organizations may increase their capacity for double-loop learning. He argues that double-loop learning is necessary if practitioners and organizations are to make informed decisions in rapidly changing and often uncertain contexts (Argyris 1974; 1982; 1990). As Edmondson and Moingeon (1999:160) put it:

14.5.5. The underlying theory, supported by years of empirical research, is that the reasoning processes employed by individuals in organizations inhibit the exchange of relevant information in ways that make double-loop learning difficult – and all but impossible in situations in which much is at stake. This creates a dilemma as these are the very organizational situations in which double-loop learning is most needed.

## Part 2

### 15. Operating Structure

#### 15.1. Parties to the Agreement - Schools involved and Year Levels within schools

School Name	Year 1 - 6	Year 7-8	Year 9-10	Year 11-13
Cambridge East School				
Cambridge High School				
Cambridge Middle School				
Goodwood School				
Hautapu School				
Horahora School				
Kaipaki School				
Karapiro School				
Leamington School				
Roto-O-Rangi School				
St Peter's Catholic School				
Te Miro School				

#### 15.2. Agreement Purpose

15.2.1. The Boards of Trustees and tumuaki/principals of the kura/schools identified in this agreement undertake to work collaboratively as a Community of Learners to raise akonga/student achievement across Cambridge for all students with a particular focus on Boys and Māori students in the area of writing through the lens of;

15.2.1.1. Learner Agency,

15.2.1.2. Ubiquity,

15.2.1.3. Connectedness,

15.2.1.4. Cultural Responsiveness and Competence,

15.2.1.5. Adaptive Expertise.

15.3. Agreement

15.3.1. TERM OF AGREEMENT:

15.3.1.1. This Agreement is for a period of two years commencing from 28 January 2016

15.3.2. AGREEMENT REVIEW:

15.3.2.1. One year prior to the end of this term, the kura/schools in this Community of Learning will formally review whether to continue with its current composition.

15.4. How the Parties will work together;

15.4.1. We have both a professional and moral responsibility both as individuals and as a collective to create a seamless learner pathway for education across the Cambridge Community to strengthen and improve educative success for all students.

15.4.2. The above will be undertaken through an inquiry approach within and between schools, teachers and leaders with particular focus being given to learner agency, ubiquity, cultural responsiveness and competence, and adaptive expertise.

15.4.3. All initiatives will focus on enhancing learning experiences for students which will in turn drive teacher practises that are relevant to the needs of the akonga/students within our kura/schools.

15.4.4. Our collaboratively developed shared achievement challenges plan (the plan) is outlined above.

15.4.5. We will utilise and manage the dedicated resources provided to best implement the plan.

15.4.6. We will involve parents, akonga/students, families and whanau and communities in implementing and strengthening the plan.

15.4.7. Individual Boards will reference the Community of Learning plan within their own individual kura/ schools' Charters along with the goals/objectives related to the needs of their own students.

15.4.8. We will implement systems for monitoring, reviewing and adapting the plan as necessary.

15.4.9. We will establish and operate an operational structure to manage the processes to implement the plan.

15.5. Variation to the Achievement Plan

15.5.1. Where substantial changes are made to the to the shared achievement challenges plan, i.e. the challenges being addressed and/or the approaches used to address them, and/or milestone/review dates; this will necessitate our Community of Learners to agree to the amended plan. Any such amendment to the plan will be attached to this original Agreement.

15.6. Privacy

15.6.1. The Community of Learning Privacy Protocol (as set out in Appendix 1 of the Community of Learning Guide for Schools and Kura), which is compliant with the Privacy Act 1993, and the Official Information Act 1982 (sharing of aggregated data), has been adopted by our Community of Learning. All participating Boards agree to comply with and to ensure compliance with the

privacy protocol when dealing with personal information about leaders, teachers, students', parents, families, and whanau. The privacy protocol is attached as an appendix.

15.7. Variations

15.7.1. We acknowledge that the following must be recorded as an amendment to this Agreement and the Ministry of Education informed as per the following:

15.7.2. Change to the composition of this Community of Learning:

15.7.2.1. **Joining:** Where a kura/school is to join our Community of Learning, the Ministry of Education is to be informed of this prior to the change taking effect.

15.7.2.2. **Withdrawing:** Where any Board elects to leave our Community of Learning, they will provide notice no later than the end of term two to our Community of Learning and the Ministry of Education. The withdrawal will take effect from the start of the following school year.

15.7.2.3. This does not preclude a withdrawing kura/school from participating in another Community of Learning without resourcing during this period of notice.

15.7.2.4. We acknowledge that our agreement to clauses 22.a.i.(2) and 22.a.i.(2)(a) have resourcing and employment relations implications for the kura/schools in our Community of Learning.

15.8. Particularly:

15.8.1. where one of the roles is employed by a departing kura/school.

15.8.2. where the departing kura/school is critical to the maintenance of the akonga/ student pathway within the Community of Learning.

15.9. Changes to the composition of our Community of Learning will require:

15.9.1. approval by the Ministry of Education.

15.9.2. amendment to the list of signatories to this Agreement.

15.10. Disestablishment of the Community of Learning:

15.10.1. If prior to the termination date specified in this Agreement, our Community of Learning determines to disestablish, we will notify the Ministry of Education of this intent immediately. We acknowledge the same conditions as in clause 22.a.i.(2) Withdrawing, apply to disestablishment.

15.11. How our CCoL Structure will work to increase achievement and empower students, teachers and leaders within and between our schools.

Operational Structures we will develop once approved to inform and make our CCoL effective;

15.11.1. Selection Panel for Leader Across Schools role

15.11.1.1. Membership of Leader across School Selection Panel

15.11.1.2. BOT members (3) and Principals (3) to represent the different types of schools i.e. rural, urban, primary, full primary, middle and secondary.

- 15.11.1.3. The members of the Selection Panel will exclude any Principal applying for the Leader Across Schools Role.
- 15.11.1.4. The members of the Selection Panel will exclude any leader who plans to apply for the “allowance” to support leadership roles (NZEI)
- 15.11.2.     Role of Selection Panel
  - 15.11.2.1. To appoint the Leader across schools
  - 15.11.2.2. To appoint the Teachers across schools
- 15.11.3.     Leadership Group
  - 15.11.3.1. Membership of Leadership Group
    - 15.11.3.1.1. Leader across schools,
    - 15.11.3.1.2. Leadership Allowance leaders (if applicable),
    - 15.11.3.1.3. Teachers across Schools,
    - 15.11.3.1.4. Lead Learners Group
- 15.11.4.     Role of Leadership Group
  - 15.11.4.1. Develop and implement achievement challenge action plan in consultation with all stakeholders,
  - 15.11.4.2. Report to individual BOTs’
  - 15.11.4.3. Refer to role description.
- 15.11.5.     Lead Learners Group (Principals, DPs, Leaders of Curriculum etc)
  - 15.11.5.1. Review and critique and confirm action plan
  - 15.11.5.2. Monitor progress of action plan within and between schools
  - 15.11.5.3. Continually refine the effectiveness and be responsive to the CCoL to meet the needs of the community.
- 15.11.6.     Individual Schools
  - 15.11.6.1. Establishment and Maintenance allowance to be pooled for the enhancement of the strategic goals of the CCoL,
  - 15.11.6.2. Work with existing staff to support the action plan,
  - 15.11.6.3. Include CCoL goals in charter.
- 15.11.7.     Community Consultation
  - 15.11.7.1. Ongoing consultation with parents/family/whanau, Cambridge Business Association, Chamber of Commerce, students, teachers.

## **16. Proposed Timeline**

- 16.1. BOT consultation – 22 February 2016 - 7pm@ Cambridge High School
- 16.2. Achievement challenge forwarded to Ministry of Education by end of March 2016

- 16.3. Anticipated approval by Minister – April / May 2016
- 16.4. Appointment of Leadership Roles – June / July 2016
- 16.5. Start of plan - August 2016

## **17. Support Desired from the Ministry of Education**

- 17.1. Professional Development to support achievement challenge - possibilities:
  - 17.1.1. Kia Eke Panuku
  - 17.1.2. Boys' learning
  - 17.1.3. Ongoing community data collection and summaries
  - 17.1.4. Embedding and upskilling data informed teaching as inquiry across community
  - 17.1.5. Writing Professional Development
  - 17.1.6. Student Agency to enhance student achievement across all year levels

## Part 3 – Definition of Terms

### 18. Definitions of terms

#### 18.1. Transitions between (and within) Schools

The effect of mobility between schools is quite marked. Transience, or mobility across schools, has become a major trend in recent decades. In New Zealand, 40% of students change schools each year (partly caused by 3 tier system) and in USA 20% change residence each year. The effects of such mobility on reading and maths are negative (Mehana, 1997,  $d = -0.27$  vs  $d = -0.22$ ).

The reasons for this decline may be many, but a most important cause relates to peer effects. Galton & Willcocks (1983) found every change of school caused negative effects. They noted typically that there were problems with friendship patterns, particularly friendships to support learning. Following transition the key factor is whether a child makes a friend in the first month (Galton, 1995; Pratt & George 2005).

ERO's view

<http://www.ero.govt.nz/National-Reports/Continuity-of-learning-transitions-from-early-childhood-services-to-schools-May-2015>

#### 18.2. Use of Progressions to Enhance student Agency and Achievement

Definition: Progressions are a progressively incremental (but not linear) matrix of skills that scaffold one on top of the other to develop learning expertise in different curriculum areas that have the learner as the target user.

Rationale - Student agency is the power to act, and the use of progressions is an important subset of this. The autonomy developed within learners through the use of progressions allows every learner to be self directed or self governing, to be the authors of their own learning within structured learning contexts and to initiate and/or steer their own learning pathway. The quintessential aspect of learner progressions is that they are in a language and format that has the learner as the primary audience which means they need to be written in a way that makes sense to the learner as they are the target user. The use of progressions requires a fundamental shift in pedagogy in the following ways

The power of who is responsible for setting next learning steps moves exclusively from the teacher to the learner on a scaffolded continuum of gradual release based on the learners agentic ability.

Every interaction with learners focus' on their learning goals; being aware of their current goal and how they can get there and building content delivery around this. This is enhanced when learning goals for students are highly visible and/or explicit and interactive.

Achievement is focused on continually setting and achieving goals which results in accelerated academic progress.

Learning can only be deemed to be effective if every learner can readily talk about their current learning goals, what they will be doing and their next steps. Learners should also be able to articulate why they have been successful at previous goals.

A Cambridge wide set of progressions that allow children to move from one teacher to another, one school to another, would enhance/maintain our learners achievement as they transition between teachers/schools. This would maintain their academic achievement during key transition points. It

would mean that learners would move seamlessly into different settings while maintaining their own learning pathway and strengthen each teachers/schools ability to build on previous learning.

### 18.3. Increased Parental Involvement that enhances learning

Definition:

Parental (including caregiver, and/or other significant adult) involvement and engagement in the student learning process.

Involvement that is deliberate, collaborative and focused on student progress and achievement.

Rationale:

In their article Parental Involvement in Children’s Education: Why does it make a difference? Hoover-Dempsey and Sandler (1995) make the observation that “In most circumstances, parental involvement is most characterised as a powerful enabling and enhancing variable in children’s education success, rather than as either a necessary or a sufficient condition in itself for that success. Its absence eliminates opportunities for the enhancement of children’s education; its presence creates those opportunities.”

In 2015, ERO (“Educationally Powerful Connections with Family & Whānau”) found that the most important factors for success were:

- a whole-school focus on involving parents and whānau
- the focus and complexity of the collaboration changed as students got older
- teachers and leaders involving parents and whānau in designing and implementing a solution to underachievement.

These factors meant that students extended their learning across school and home through being “systematic in strengthening relationships with parents and whānau.”

<http://www.ero.govt.nz/National-Reports/Educationally-powerful-connections-with-parents-and-whānau-November-2015>

### 18.4. Self and Collective Efficacy

Definition / Rationale:

Student learning is strongly influenced by what and how teachers teach” (Timperley, 2008, p. 6).

There is substantial evidence that:

1. individual teachers can make a difference
2. teachers and leaders working together can make even more of a difference.

The belief that teachers can make a difference is called teacher efficacy. When teachers believe - and have real evidence to support the belief - that their teaching makes a difference to student progress, they become even more effective.

The belief that teachers and leaders working together can make more of a difference is known as collective efficacy. Leaders work to support teachers in deliberately collecting evidence of the impact of their teaching, and analysing it fairly to inform next steps.

Building efficacy

Identify, promote, and celebrate together the specific actions teachers took to make a difference.

Are you effective (in supporting priority learners to make accelerated progress)? How do you know? ... answers should be evidence driven, and specific.

Challenge explanations for low student achievement that ignore the role of teachers and schools. For example, if a teacher says, "I can't make much of a difference when their own parents have such low expectations", you might say:

- "Who exactly are you referring to?"
- "What evidence do you have that parents have low expectations?"
- "This does not mean that we also have to have low expectations for them."
- "What have you done to promote high expectations in your classroom?"
- "What have you done to support the family to address this issue?"

#### 18.5. Differentiation vs Personalised Learning

##### Definition

"Differentiated instruction is a teaching philosophy based on the premise that teachers should adapt instruction to student differences....

(Tomlinson, 2003)

It comprises modifications to the curriculum, teaching structures, and teaching practices in combination to ensure that instruction is relevant, flexible and responsive, leading to successful achievement and the development of students as self-regulated learners.

(van Kraayenoord, 1997)

#### 18.6. Student Engagement

Definition - Student engagement refers to the degree of attention, curiosity, interest, optimism, and passion that students show when they are learning or being taught, which extends to the level of motivation they have to learn and progress in their education.

Rationale: Learners to engage by having clarity of the learning task(s) taking place looking through their own personal lens. The relevance of why they are engaging in the task at hand. Differentiated learning is paramount to promote engagement. Linking to the 7 Principles of Learning with particular reference to the Gatekeepers of learning - emotions and motivation. When these are fully met, engagement of our learners can take place. We need to be careful that we don't fall into the trap thinking that student engagement is masked as student agency, we can have engagement without agency.

Engagement can be accessed and supported through the following areas;

Intellectual engagement: To increase student engagement in a course or subject, teachers may create lessons, assignments, or projects that appeal to student interests or that stimulate their curiosity.

Emotional engagement: Educators may use a wide variety of strategies to promote positive emotions in students that will facilitate the learning process, minimize negative behaviors, or keep students from dropping out.

Behavioral engagement: Teachers may establish classroom routines, use consistent cues, or assign students roles that foster behaviors more conducive to learning.

Physical engagement: Teachers may use physical activities or routines to stimulate learning or interest. For example, “kinesthetic learning” refers to the use of physical motions and activities during the learning process.

Social engagement: Teachers may use a variety of strategies to stimulate engagement through social interactions.

Cultural engagement: Schools may take active steps to make students from diverse cultural backgrounds—particularly recently arrived immigrant or refugee students and their families—feel welcomed, accepted, safe, and valued.

Engagement can be influenced by many factors, as stated by TKI. Our endeavour is to create learning environments that address and promote these factors, leading to students having greater engagement and therefore success in learning.

What the research says: (TKI)

A range of factors impact on how well students relate to and are engaged by what they are learning at school. These include:

- the nature of relationship with the teacher and other students in the class
- the perceived relevance of the learning material
- the level of knowledge and skills that students bring into each learning situation
- the intrinsic interest of the subject or activity to a particular student
- the extent to which there is variety in the teaching approaches
- the nature and extent of teacher feedback on students’ progress
- the extent to which students are able to take responsibility for their own learning.

As a Community of Learners we need consider the above information when we set the scene for learning within our own environments. We need to consider looking at these factors through the learners eyes.

## 18.7. Growth Mindset

Definition / Rationale:

A “growth mindset,”... thrives on challenge and sees failure not as evidence of unintelligence but as a heartening springboard for growth and for stretching our existing abilities. From the work of Carol S. Dweck in ‘Mindset: The New Psychology of Success’ at <https://www.brainpickings.org/2014/01/29/carol-dweck-mindset/>

‘Mental models can be simple generalisations... or they can be complex theories. But what is most important to grasp is that mental models are active - they shape the way we act.’ (p.164) in Senge, P. M. (2010). The fifth discipline: The art & practice of the learning organization. New York, NY: Bantam Doubleday Dell Publishing Group Inc .

Developing new mental models requires individuals to evaluate their own learning and participate in un-learning and re-learning new values and beliefs in line with single, double or even triple loop learning.

From Wang, C. L, Pervaiz, A. K. (2003). Organisational learning: a critical review. *The Learning Organization*, 10 (1), 8 - 17

## 18.8. Holistic Development

Definition / Rationale:

Mahatma Gandhi offered a wonderful definition of holistic education:

I hold that true education of the intellect can only come through a proper exercise and training of the bodily organs, e.g., hands, feet, eyes, ears, nose, etc. In other words an intelligent use of the bodily organs in a child provides the best and quickest way of developing his intellect. But unless the development of the mind and body goes hand in hand with a corresponding awakening of the soul, the former alone would prove to be a poor lopsided affair. By spiritual training I mean education of the heart. A proper and all round development of the mind, therefore, can take place only when it proceeds *pari passu* with the education of the physical and spiritual faculties of the child. They constitute an indivisible whole. (Kripalani, 1980, p. 138)

Holistic education is “a philosophy of education based on the premise that each person find identity, meaning, and purpose in life through connections to the community, to the natural world, and to humanitarian values such as compassion and peace. Holistic education aims to call forth from people an intrinsic reverence for life and a passionate love of learning.” (Ron Miller)

Holistic education focuses on the whole child – body, mind and spirit – and their relationships with others and the world around them (J. P. Miller, 2007).

A holistic approach builds on strong relationships, which acknowledges the value of the individual learner and all they bring to learning. Through purposeful, authentic learning opportunities the learners are able to make meaningful connections to their identity, their environment and others. Education that is concerned with the development of a person’s intellectual, emotional, social, physical, artistic, creative and spiritual potentials will prepare young people to live in a complex world.

Reference: <http://edglossary.org/student-engagement/>