

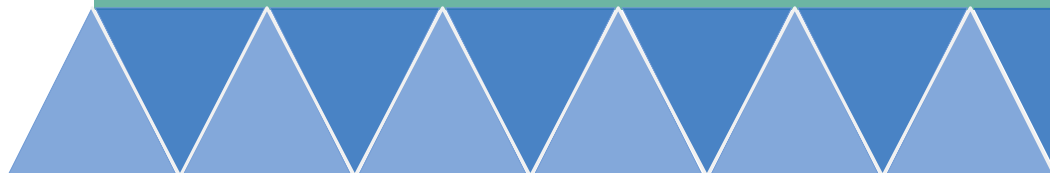


Joint Initiative

Governance Group Report



29 May 2015



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Introduction

In December 2014, the Ministry of Education (the Ministry) and New Zealand Educational Institute Te Riu Roa (NZEI) agreed to seek a way forward to work together through a Joint Initiative. This venture, formalised through signed Terms of Reference, agreed to progress and consolidate features of a framework that enable collaboration and transitions across schools and early childhood education services that both parties support, while recognising their differences, in the interests of New Zealand students and the education system.

The Terms of Reference provided both organisations with the parameters to guide the Working Party's inquiry-based approach and included agreement that the outcomes from this initiative would be used to inform collective agreement bargaining.

The key elements of the Terms of Reference are:

- a focus on collaboration and transitions across learning pathways from early childhood education to tertiary
- a goal to lift educational achievement for the success of all students, in particular Māori and Pasifika students
- the work is evidenced by practice and research
- to identify roles and resourcing to be linked to existing career pathways work across primary teachers, primary principals, area school teachers, area school principals, support staff and Kaiarahi i te Reo et al collective agreements.

The approach of the Joint Initiative:

- Our agreed inquiry-based approach engaged intensively, and as widely as possible within the timeframe available, with practitioners and researchers. The findings of this inquiry-based approach are underpinned by published research evidence and shaped by the on-the-ground evidence through practice-based observations gathered by the Working Party.
- Outcomes sought from the Joint Initiative included identifying roles and resourcing. These roles and resources are focused on collaboration and transition to lift educational achievement and support successful learning pathways. Accordingly, we needed to be mindful of key features of primary and early childhood education to ensure that roles and resources are fit for purpose.

These features include:

- a pedagogical focus on whole-child education and development, covering a wide range of curriculum areas, rather than a specialist subject focus
- the age and developmental stage of students in primary and early childhood education mean they have a greater dependence on the adults in their lives, including family. Roles and resourcing should therefore help teachers and school leaders to be effective in developing partnerships with parents, whānau and communities. This is particularly important for Māori and Pasifika students and learners with special education needs
- the need for adult support also necessitates support staff roles to support transition and collaborative inquiry
- there are many more schools in the primary sector than in the secondary sector and there is a far greater number of small and/or isolated schools. This means there are more likely to be mixed age, ability, and learning focus classes

- the early childhood education sector is very diverse (including in-home, teacher-led, parent-led, language nests, and a range of pedagogies – including Rudolf Steiner, Montessori and Reggio Emilia). The structure of the early childhood education day varies and the sector has a large number of providers. There are schools that will be enrolling new entrants from 30 or more early childhood education providers
- opportunity for teachers in primary schooling and early childhood education services to collaborate, inquire into their own and others' practice, and support transition practices is limited within the current environment.

Key concepts highlighted by NZEI members as part of the Joint Initiative include:

- collaboration is experienced as a process, not a fixed model
- the need for a moral purpose underpinning collaboration
- recognition of the role all parts of the sector (principals, teachers, early childhood education teachers, support staff, special education staff) play in contributing to a successful learning community
- the importance of partnership with parents, whānau and communities in building more effective learning pathways
- collective professional leadership as a critical success factor
- external support (including academic input) as an important catalyst to learning and self-review – the 'critical friend' notion
- to remove barriers for transition between early childhood education and schooling by building professional knowledge of curricula and mutual professional respect
- recognition of well-being as a critical foundation for educational success.

Through the Joint Initiative, the Ministry has sought to reach agreement with NZEI that will enable primary teachers, leaders and schools to take advantage of the resourcing made available through the Government's \$359 million investment in the Investing in Educational Success (IES) policy (with \$155 million per annum ongoing), using an approach that both respects the fundamental principles of the IES policy and the agreed elements specified in the Joint Initiative Terms of Reference.

The key driver for the Ministry is to lift educational achievement for the success of all students.

While our system performs very well for many students, too many do not experience success through the education system. Disproportionately, these are Māori and Pasifika students, students with special education needs and students from low socio-economic backgrounds.

To achieve success, the Ministry is committed to supporting effective and sustainable collaborative inquiry into the professional practice of teachers and school leaders, and making the best use of the expertise that resides within the profession across the sector.

The Ministry considers the fundamental principles of the IES policy provide an effective approach to lifting the performance of our education system for every student. The IES policy does this by ensuring teachers and school leaders have the capacity to engage in purposeful collaboration, across sectors, focused on improving the quality of their professional practice in order to raise student achievement.

This report is the result of that mutual endeavour. It sets an agreed 'direction of travel' and identifies design principles that have been agreed by both parties to underpin future

collaborative communities of learning. The parties recognise that this report is provisional in nature and that further work entailed by the set direction is yet to occur. In particular, we recognise the key role of industrial bargaining to settle some of the outstanding detail not finalised in this report.

Programme Framework

As part of the Joint Initiative, the Ministry of Education and NZEI Te Riu Roa have established a comprehensive framework for this programme with a Governance Group (the Governance Group) providing the oversight for the programme.

The Working Party structure and operating process were developed from the parameters within the Terms of Reference. Both organisations agreed to and established four workstreams that would be guided by current research and best practice. These would be used to identify the principles and conditions for successful collaboration and transitions, roles and resourcing, and educational success for both Māori and Pasifika students.

Governance Group

The Governance Group includes:

- Judith Nowotarski, NZEI Te Riu Roa immediate past president and National Executive member, who is a kindergarten head teacher
- Lynda Stuart, principals' representative to the NZEI Te Riu Roa National Executive
- Stephanie Mills, Director of Campaigns, NZEI Te Riu Roa
- Dr Graham Stoop, Deputy Secretary, Student Achievement, Ministry of Education
- Sarah Borrell, Group Manager, Student Achievement Projects, Ministry of Education
- Tony Turnock, Chief Adviser IES Implementation, Ministry of Education.

Working Party

Using an inquiry-based approach as its foundation, the Working Party (made up of 15 NZEI members and 15 Ministry representatives) undertook a nationwide schedule of listening to and reflecting on the experiences of practitioners from across the sector, and a range of published researchers and academics. The programme included nationwide engagements within different centres, schools and clusters alongside a Hui Mātauranga, and a Talanoa Pasifika to ensure on-the-ground practitioner voice.

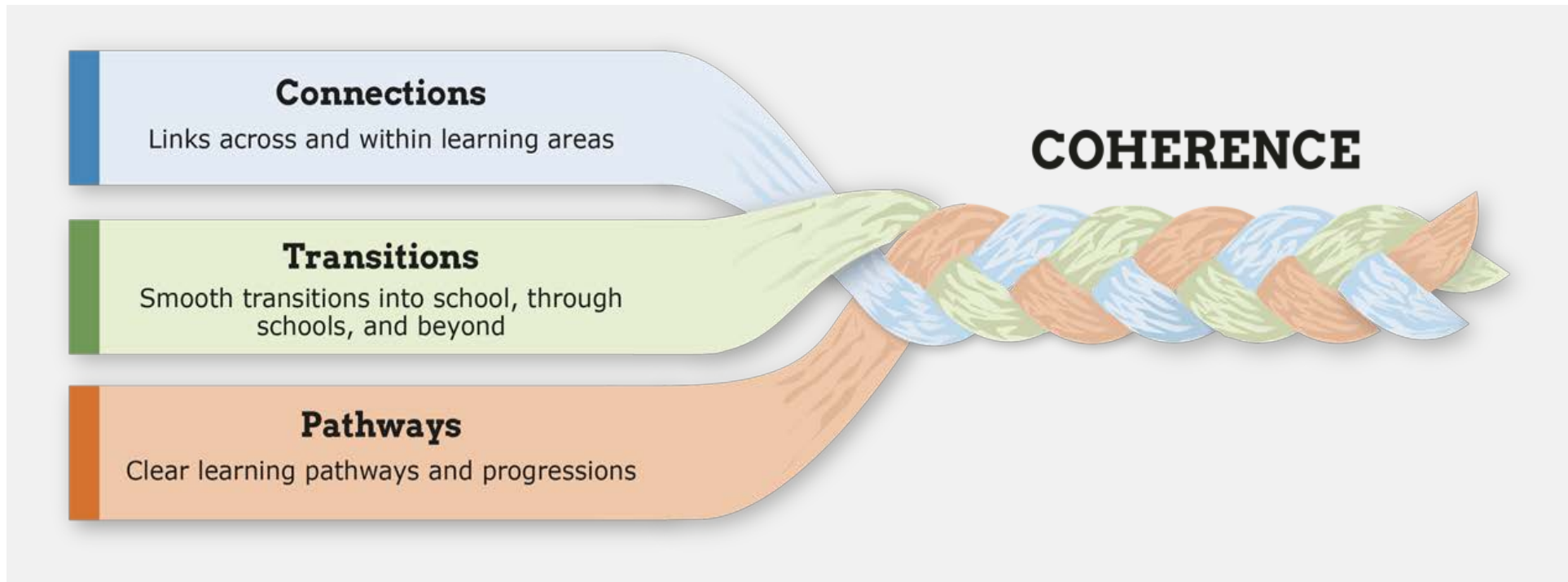
The Working Party sponsored the Hui Mātauranga on 2 May 2015 and a Talanoa Pasifika on 9 May 2015.

Prior to visiting practitioners, the Working Party agreed an overall vision of student and system success based on the vision of the New Zealand curricula and the concept of a learning pathway.

The initial joint Working Party focused on Collaboration and Transition. This party subsequently supported the additional workstreams focusing on Roles and Resources, and educational success for both Māori and Pasifika students.

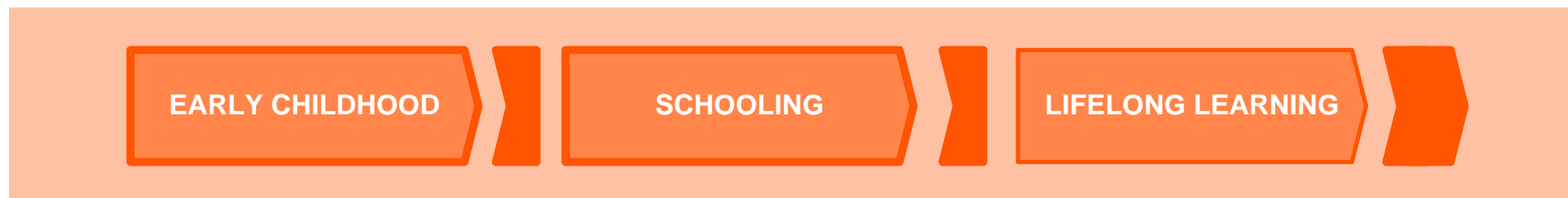
New Zealand Curriculum vision

Confident, Connected, Actively Involved, Lifelong Learners



<http://nzcurriculum.tki.org.nz/Principles/Coherence>

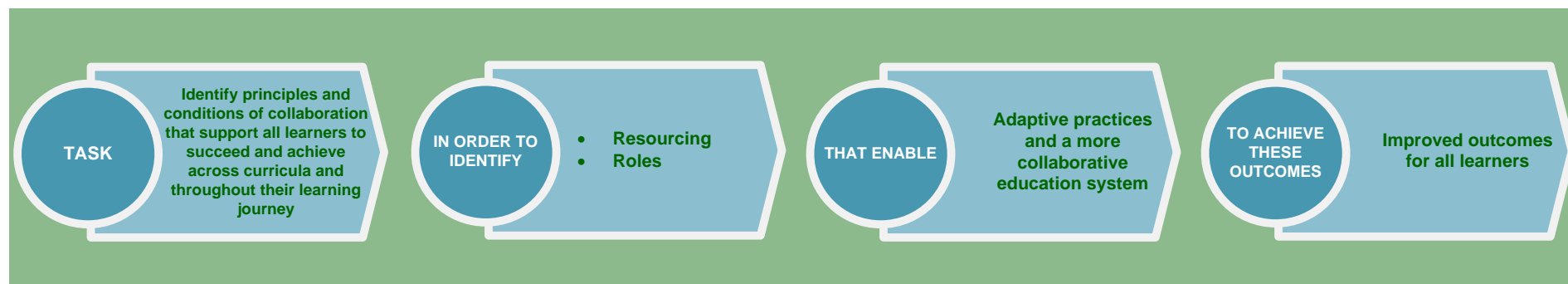
Clear learning pathways and progressions



The Working Party Scope

The Working Party's initial task was to agree its scope, underpinned by the New Zealand Curriculum vision statement and reflecting the learning pathway. This resulted in the identification of four workstreams: Collaboration and Transitions, Roles and Resources, Māori learner success and success for Pasifika.

The scope was represented diagrammatically:



Outcomes from the Working Parties

Collaboration and Transitions Workstream

The members of the Collaborations and Transitions Working Party identified principles and conditions of collaboration that support all learners to succeed and achieve across curricula and throughout their learning journey in order to identify resourcing and roles that will bring about improved outcomes for all learners.

Both the NZEI Te Riu Roa and the Ministry of Education recognise that collaborative practices to improve student learning outcomes already occur within the education system. A framework for gathering a range of on-the-ground and research evidence from face-to-face engagements with practitioners and academics was established. NZEI also sought input from members about examples of successful practice, with more than 600 respondents giving feedback.

Findings from research, academic visitors and observations are captured in the Working Party: Reference material – Summary of Investigations. It should be noted that, given the time and resource constraints, the evidence gathered from the visits to schools and early childhood education centres could not include any systematic analysis of the impact of any specific practices on student achievement.

All information and evidence gathered was synthesised by the Working Party to identify the principles, conditions and resources required for effective collaboration and transitions.

Key principles for collaboration derived from evidence

The Working Party identified that successful collaboration occurs when the group collaborating:

- has an agreed, clear purpose (may be framed as a moral purpose)
- shares values and ways of working, including the concepts and core values expressed in Ka Hikitia¹, Tātaiako² and the Pasifika Education Plan³
- is community driven, mindful of context and responsive to their educational priorities
- has a commitment to shared responsibility for the success of all learners (not just those in a particular class, school or centre)
- ensures a focus on building knowledge and learning, through disciplined inquiry
- has relational trust.

¹

<http://www.minedu.govt.nz/~media/MinEdu/Files/TheMinistry/KaHikitia/KaHikitiaAcceleratingSuccessEnglish.pdf>

² P5

<http://www.minedu.govt.nz/~media/MinEdu/Files/TheMinistry/EducationInitiatives/Tataiako/TataiakoWEB.pdf>

³ Pasifika Values and Pasifika Identities, p3-4,

<http://www.education.govt.nz/assets/Documents/Ministry/Strategies-and-policies/PasifikaEdPlan2013To2017V2.pdf>

Key principles for transition derived from evidence

The working party identified that successful learning pathways or transitions occur when:

- there is a focus on the learner and it recognises their language, culture and identity
- there is a focus on opportunities
- there is a sense of urgency/importance to meet the learner's needs
- they are inclusive (getting the learning environment ready for the learner)
- parents, family, whānau and iwi are authentically involved in learning
- there is trust.

Summary of Investigation

The key principles, conditions and resources identified by the Collaboration and Transitions Working Party, underpinned by research, are included in the Working Party: Reference material section of this report.

Roles and Resourcing Workstream

A brief was developed by the Working Party for a career pathway and resourcing workstream that began initial investigations into options for implementation.

The workstream on resourcing and career pathways developed the following principles that fall out of the Joint Initiative Working Party collaboration and transitions work and reflect fundamental principles of the Investing in Educational Success policy.

- This is an ongoing initiative involving accountabilities and resourcing thresholds (rather than a programme that may be discontinued, or have to rely on contestable funding – with the exception of the Teacher-led Innovation Fund)
- It was acknowledged that collaboration is flexible and adaptive over time, and capable of responding to different contexts and different phases of development (collaboration is a pathway and process).

Any models developed under the Joint Initiative should have the following characteristics.

- students are at the centre
 - the objective and purpose of this initiative is improving student success and achievement
 - a community is built around the students' learning journey
- a learning community is formed by groups of schools that may partner with early childhood education and tertiary education providers
- the purpose of collaboration is enhancing teaching and leadership practice, to improve learning
- participation is voluntary and based on self-selection
- teaching as inquiry is the central approach that draws on evidence of both student learning progress and what works in theory and practice
- clear roles and responsibilities to ensure the objective and purpose of the collaboration as above.
- clearly identified resources to ensure the objective and purpose of the collaboration as above
- is responsive to Māori and Pasifika students' needs
- complements and helps focus a community's resources to achieve the objectives and purpose of the collaboration as above
- builds the capacity for effective collaboration between and within schools and services as above
- provides realistic and effective support for collaboration and transition
- uses a range of meaningful and effective accountabilities across the system that build capacity and learning rather than compliance
- factors in collaboration and transition across the sector (not just in schools and not just for teachers/principals), and, where possible, indicates where there is potential for application across the wider sector
- structures and resourcing need to support collaboration as it goes through stages.

Māori Workstream

Including Hui Mātauranga

The Hui highlighted the need for system change to develop from a te ao Māori perspective in order to be successful for tamariki.

To be effective for Māori learners, educators need to:

- place at the foreground the identity, language and culture of learners
- demonstrate effective cultural competencies while responding to learner cultures and backgrounds, and
- build strong relationships with tamariki and their whānau that support learning and achievement.

Hui participants identified that collaboration and taking an inclusive approach are a 'norm' for Māori. This occurs in a range of settings, including whānau, hapū and iwi wānanga where collective decision-making prevails along with allocation of responsibilities for various roles. Wānanga, whakawhanaungatanga, hui tahi and mahi tahi are expressions of collective decision-making, co-production, consultation, communication and collaboration. The interpretation of each principle will, however, depend on the circumstance and – in this instance – whakawhanaungatanga and hui tahi are the steps and process to reach collective agreement safely. Mahi tahi can occur in multiple places/contexts/situations. Wānanga means working collectively. In kura kaupapa, for example, whānau are included in the decision-making process to ensure ownership and responsibility by all.

It is important that all English medium education settings (early learning to secondary) understand the context of the child; specifically, who they are, where they come from and who they belong to – their identity, language and culture. Each setting (including kura) needs to be well prepared when mokopuna transition, including a common and shared language. Relationships should be planned and deliberate, and inclusive of the whole whānau and community. Welcoming children and whānau formally, or through pōwhiri or mihimihi, acknowledges the cultural identity of each child. Schools and services must persist with, commit to and be a part of the community ensuring regular hui with parents, tamariki and whānau. They also need to genuinely acknowledge the child, welcome parents into the school and demonstrate their cultural commitment to Māori in their classroom, programme, plans, resourcing and personnel. This is critical to building, shaping and maintaining support for the staff and children throughout their education journey. This also practically demonstrates responses to the question, "Do you value my culture?"

Proficiency in te reo Māori me ona tikanga was considered a prerequisite for all teachers as well as establishing strong networks of success within communities. The human and financial resourcing and capacity constraints to achieve this were acknowledged.

Pasifika Workstream

Including Talanoa Pasifika

The Talanoa Pasifika identified some common themes in terms of Pasifika learner success.

These include:

- recognition of identity, language and culture as an essential precondition to support Pasifika learner achievement
- having parents, family, community and boards of trustees integral to collaboration right from the start
- directing funding to areas of greatest need, and
- building the Pasifika capability of the system.

Talanoa participants said action plans/achievement challenges must be made by schools in conjunction with parents, families and the community. This will ensure the Collaborations/Communities of Schools reflect the communities they sit within. Each collaboration or community of learning needs to have a well-planned and evidenced Pasifika plan or strategy. This also allows for a level of accountability by the collaborations back to the parents, families and communities as well as strong reciprocal relationships and meaningful partnerships. Genuine collaboration is between equal partners; equity remains an issue for Pasifika presence, engagement, and participation. How does the Joint Initiative see this being addressed or supported? If not addressed, it risks being the same for the same by the same.

Talanoa participants saw the Pasifika Education Plan 2013–2017 as the overall policy framework for the Joint Initiative, with each Collaboration/Community of Schools needing to develop its own Pasifika plans/strategies. These will fit their context and support their learners, parents, families and communities to be successful. Any model must be based on roles and resourcing following the identified needs and gaps, and strong partnerships between parents, families, communities and schools, and the system.

Participants felt the Joint Initiative should support the building of Pasifika workforce capacity and capability, particularly in building Pasifika leadership roles. Pasifika culturally competent teachers needed to be recognised in any initiative. Time for teachers to inquire, and reflect and action research was seen as a necessary component of a model. This would support research and evidence (including Pasifika epistemologies – knowledge and ethics) informing teaching practice.

The Talanoa participants strongly agreed that Collaborations/Communities of Schools must include early learning to ensure a seamless Pasifika learning journey, and must therefore be included in the Joint Initiative. The Talanoa also identified the transition into early childhood education from home as important and that there were differences in transition for Pasifika learners from home to school, for example where there has been no formal early childhood education. Values from home and Pasifika competence needed to be recognised and supported. In particular, acknowledgement of the importance of identities, languages and cultures for our learners and their parents, families and communities as a basis for achievement needs to be strengthened. This requires support for bilingual settings, Pasifika responsive and capability building professional learning and development (PLD) and opportunities for celebration.

Joint Initiative Terms of Reference

Context

Investing for Educational Success (IES) was introduced by the government in January 2014. NZEI Te Riu Roa participated in the exploratory international delegation, cross sector forum discussions, IES workgroup and subsequent workstreams. Ultimately, however, NZEI primary teacher and principal members rejected the model and its introduction by way of variation to the collective agreements.

The Ministry has continued to advance the model. The Ministry considers that IES provides a framework for collaboration across schools; a model for the transfer of knowledge; a means of career development and enhancement. The Ministry will continue to support the implementation of Investing for Educational Success with willing schools.

Both parties recognise that it is in the best interests of New Zealand students and the education system, that they seek a way forward, recognising their differences but progressing those features that both parties support- in particular, the centrality of the student, collaboration, transitions, and career pathways.

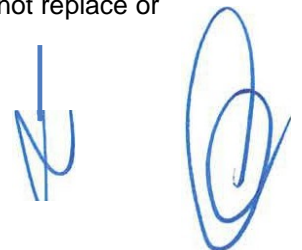
Both parties further recognise the need to work together jointly to raise, for every student, their educational achievement throughout their learning pathway- from early childhood education to tertiary education in the context of a community of learning.

The parties have agreed that key elements along that learning pathway are collaboration, transitions, and career pathways. The roles and resourcing to lead and support these elements- separately and together- need to be established and built further from an evidence base of research and sector experiences; thus ensuring the lifting of student achievement for educational success*.

Both parties recognise that collaborative practices already occur; for example, in clusters to improve subject knowledge and pedagogy, in learning and change networks, in the adoption of new technologies, and that the development of a whole of pathway approach does not replace or diminish the need for such ongoing collaborative work.

Accordingly, the terms of reference set out the work to be done:

*Education success is set out in the Vision of the NZ Curriculum.



TERMS OF REFERENCE

1

That the parties agree to work together through joint MOE/NZEI working parties to identify roles and resourcing to meet needs within communities of learning that will

- Raise education achievement for the success of all students.
- Support and lead successful learning pathways from ECE to tertiary.
- Focus on collaboration and transitions across that scope.
- Demonstrably and consistently raise Māori and Pasifika education success.

2

The working parties will be guided by

- The focus on the learning pathway within the community of learning, in particular a focus on collaboration, transitions and career pathways
- On-the-ground evidence of successful practices and experiences in schools and centres
- Appropriate research evidence
- The need for flexible models from which schools and centres can draw which will address and support collaboration and transition to ensure clear pathways for children and students from one sector to the next.

The working parties will be evidence and practice based drawing on wide ranging sector engagement-

- that identifies the necessary elements of successful collaborative practice, roles and resources.
- that identifies the necessary elements of successful transitions, roles and resources

The work will follow the learning pathways from ECE to tertiary and will include what is necessary for successful leadership and support (including support staff) and resourcing. This will also include what is possible by way of expanding existing collaborative initiatives to include learning pathways where they are already operating across and between sectors.

3

Any identified new roles will link to, and be part of, the existing career pathways work within the PTCA, PPCA,SSCA, KRCA. The engagement with ECE through the learning pathways concept will also be included.

The identified new roles will be considered and linked to the Area School Principals' and Area School Teachers' Collective Agreements. The focus for this work will be lifting the education success of the student throughout their learning pathway.

4

Joint MOE/NZEI working parties will be established to lead the sector engagement, review the research evidence, identify and establish the new roles and necessary resourcing to facilitate the communities of learning.

The parties to agree the necessary resourcing for this work.



A governance structure for the exercise will also be established by the parties. The governance structure is to provide oversight to the work and ensure alignment with the purpose of this work.

5

Working parties will commence work at the beginning of the 2015 school year and will finally report to their respective organisations no later than end of May 2015, to ensure that Collective Agreement bargaining is informed by this work.

6

Following appropriate consultation each party agrees to enter into bargaining in good faith to vary the agreements to include new roles that build on the existing career pathways. Appropriate resourcing will also form part of the bargaining.

7

The parties acknowledge that the introduction of new roles and resourcing may need to be progressed through a subsequent ongoing process requiring further work which may lead to additional changes in further CA bargaining rounds.

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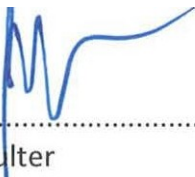
The parties especially note that the scope will include necessary roles and resourcing for collaborations and transitions for special education (noting ongoing work re special education within the Ministry}, support in and across schools and ECE and PLD.

9

Any communication relating to working party matters will be agreed.



Peter Hughes
Secretary for Education
Ministry of Education



Paul Goulter
National Secretary
NZEI Te Riu Roa

Joint Initiative

Working Party: Reference material



Collaboration and transition: key principles and conditions

The collaboration and transitions Working Party has identified principles and conditions of collaboration that support all learners to succeed and achieve across curricula throughout their learning journey, in order to identify resourcing and roles that will bring about improved outcomes for all learners.

Both NZEI Te Riu Roa and the Ministry of Education recognise that collaborative practices to improve student learning outcomes already occur within the education system. A framework for gathering a range of on-the-ground and research evidence was established and findings from research, academic visitors and observations are captured in the Summary of Investigation section of this report.

All information and evidence gathered was synthesised by the working party to identify the principles, conditions and resources required for effective collaboration and transitions.

The Working Party identified that successful collaboration occurs when the group collaborating:

- has an agreed, clear purpose (may be framed as a moral purpose)
- shares values and ways of working, including the concepts and core values expressed in Ka Hikitia⁴, Tātaiako⁵ and the Pasifika Education Plan⁶
- is community driven, mindful of context and responsive to their educational priorities
- has a commitment to shared responsibility for the success of all learners (not just those in a particular class, school or centre)
- ensures a focus on building knowledge and learning, through disciplined inquiry
- has relational trust.

The Working Party identified successful learning pathways or transitions occur when:

- there is a focus on the learner and it recognises their language, culture and identity
- there is a focus on opportunities
- there is a sense of urgency/importance to meet the learner's needs
- they are inclusive (getting the learning environment ready for the learner)
- parents, family, whānau and iwi are authentically involved in learning
- there is trust.

The key principles, conditions and resources identified by the collaboration and learning pathways workstream, underpinned by research, are included in this section of the report.

⁴

<http://www.minedu.govt.nz/~media/MinEdu/Files/TheMinistry/KaHikitia/KaHikitiaAcceleratingSuccessEnglish.pdf>

⁵ P5

<http://www.minedu.govt.nz/~media/MinEdu/Files/TheMinistry/EducationInitiatives/Tataiako/TataiakoWEB.pdf>

⁶ Pasifika Values and Pasifika Identities, p3-4,

<http://www.education.govt.nz/assets/Documents/Ministry/Strategies-and-policies/PasifikaEdPlan2013To2017V2.pdf>

Key principles and conditions of collaboration discussed by the Working Party		
<i>Principles</i>	<i>Conditions</i>	<i>Resources</i>
<p><i>Successful collaboration occurs when :</i> <i>The group collaborating:</i></p> <ol style="list-style-type: none"> 1. has an agreed, clear purpose (may be framed as a moral purpose) 2. shares values and ways of working, including the concepts and core values expressed in Ka Hikitia⁷, Tātaiako⁸ and the Pasifika Education Plan⁹ 3. is community driven, mindful of context and responsive to their educational priorities 4. has a commitment to shared responsibility for the success of all learners (not just those in a particular class, school or centre) 5. ensures a focus on building knowledge and learning, through disciplined inquiry 6. has relational trust. 	<p><i>It includes:</i></p> <ol style="list-style-type: none"> 1. a clear understanding of the roles and responsibilities that support collaboration 2. the ability for those within the collaboration to be flexible and responsive to new learning and challenges 3. clear, effective and reciprocal communication as an essential condition of successful collaboration and transition 4. the leadership within the collaboration should: <ul style="list-style-type: none"> • be distributed based on expertise • be sustainable • align the group to the kaupapa (vision, values and purpose) • be clearly assigned and able to develop over time • be an ‘influencing’ as much as a ‘directive’ function i.e. not top down • have a role in the capability building of leaders and teachers 	<p><i>Time is available:</i></p> <ol style="list-style-type: none"> 1. for disciplined inquiry; which may include release time for professional collaboration and learning (including internal/external experts) to build teaching and leadership capability across the community to ensure improved learner outcomes 2. for roles, which may include leadership, for developing and sharing expertise within and across schools and ECE <p>Other resources may include:</p> <ol style="list-style-type: none"> 3. an agreement (Memorandum of Understanding) between governance groups (including Boards of Trustees) on what they are working towards and how they will work together to achieve this, linking school strategic plans and the Memorandum of Understanding 4. a collaboration which enables teaching and leadership expertise and other resources to be shared and targeted 5. purposeful and flexible resourcing that is clearly linked to improved outcomes for learners.

7

<http://www.minedu.govt.nz/~media/MinEdu/Files/TheMinistry/KaHikitia/KaHikitiaAcceleratingSuccessEnglish.pdf>

⁸ P5

<http://www.minedu.govt.nz/~media/MinEdu/Files/TheMinistry/EducationInitiatives/Tataiako/TataiakoWEB.pdf>

⁹ Pasifika Values and Pasifika Identities, p3-4,

<http://www.education.govt.nz/assets/Documents/Ministry/Strategies-and-policies/PasifikaEdPlan2013To2017V2.pdf>

Connections to relevant research and/or field experience

Key: P = Principles C = Conditions R = Resources

P1 “Deeper school-to-school networks have a clear sense of purpose ...” (Stoll, 2009a, as cited in Stoll, Halbert, & Kaser, 2012, p. 3)

P1,2 “A compelling and high leverage learning focus is based on evidence that it can have a significant impact on teaching practices and student learning. A challenging focus is one that requires teachers to reconceptualise, unlearn, or make changes to existing practice and structures, legitimising the change process by making the status quo more difficult to protect and offering opportunities for joint attention to issues that are larger than any one school could address alone. Finally the learning focus should be ‘right’ for the participating schools, given their particular context, history and needs.” (Katz, Earl and Jaafar, 2009)

P2 “High performing PLCs ... [have a] shared mission (purpose), vision (clear direction), [and] values (collective commitments).” (DuFour, DuFour, Eaker & Many, 2010, cited in DuFour & Fullan, 2013, p. 14)

P3 “A particular strength ... [is] localised change focused on issues and concerns that have emerged from within the community concerned.” (Lindsay et al., 2007, p. 6)

P4 “Making the learning of all students a shared responsibility of everyone across the system [is] crucial ...” (Fullan, Rincon-Gallardo, & Hargreaves, 2015, p. 7)

P4 “Constantly improving and refining instructional practice so that students can engage in deep learning tasks is perhaps the single most important responsibility of the teaching profession and educational systems as a whole.” (Fullan and Hargreaves 2015 *Professional Capital as Accountability* in education policy analysis archives Vol 23 No 15)

P5 “[The new learning] phase is critically important because better outcomes for learners are a result of teachers and leaders acquiring new knowledge and developing new skills that lead to new actions.” (Timperley, Kaser, & Halbert, 2014, p. 14)

P5 “Formal leadership is critical in the work of networked learning communities (NLCs) at both school and network levels.” (Katz, Earl & Jaafar, 2009, p. 51)

P6 “In a highly coherent and cohesive system, ... people will be able to articulate effortlessly what they are doing in their classrooms and the school as a whole, how their actions connect to the wider system priorities.” (Fullan et al., 2015, p. 11)

P7 “Evidence from ... data suggest[s] that LCNs reporting stronger levels of relational trust ... exhibited more of the traits of effectively collaborative networks than those reporting lower levels of relational trust.” (McKibben, 2014, p. 16)

C1 “Role clarity ... [is] also important.” (Burgon, 2013, p. 3)

C2 “Where schools are in networks there is evidence that they are able to raise their collective performance through greater degrees of flexibility and adaptability.” (NCSL, 2001, as cited in Lindsay et al., 2007, p. 13)

C3 “Communication systems and modes of communication were important. Good communication could enhance relationships and had the capacity to maximise good planning processes and handovers.” (Burgon, 2013, p. 3)

C4 “Leadership should extend beyond the principal to include all levels of teachers.” (Rawlins, Ashton, Carusi, & Lewis, 2014, p. ii)

R1 “One of the key success factors in effective professional learning is ensuring sufficient time is available to provide opportunities for sustained enriched learning dialogue.” (Ord et al., 2013, p. 17)

R3 “Ensuring relevant expertise is available to increase the probability of success.” (Robinson, Hohepa & Lloyd (2009), as cited in Wylie, 2014, p. 3).

R3 “The importance of having protocols and processes that can ‘open’ practice in ways that encourage sharing, reflecting, and taking the risks necessary to change.” (Vescio, Ross & Adams, (2008), as cited in Wylie, 2014, p. 3)

R4 “[The mediating layer] enhances the collaborative exchange between schools, by facilitating the sharing of best practices between schools, helping them to support each other, share learning, and standardize practices.” (Mourshed, Chijioke, Barber, & McKinsey and Company, 2011, p. 83)

R5 “Research stipulates that in order for initiatives to be implemented successfully and sustainably, adequate temporal and financial resources must be provided.” (Rawlins et al., 2014, p. iii)

Principles and conditions for successful learning pathways identified by the Working Party The key principles and conditions of collaborative practice described previously apply to learning pathways and also include:

<i>Principles</i>	<i>Conditions</i>	<i>Resources</i>
<p><i>Successful learning pathways or transitions occur when:</i></p> <ol style="list-style-type: none"> 1. there is a focus on the learner and it recognises their language, culture and identity 2. there is a focus on opportunities 3. there is a sense of urgency/importance to meet the learner’s needs 4. they are inclusive (getting the learning environment ready for the learner) 5. parents, family, whānau and iwi are involved authentically in learning 6. there is trust. 	<p><i>It includes:</i></p> <ol style="list-style-type: none"> 1. enhanced access at key transition points 2. mutual respect 3. shared professional learning within and across schools and ECE, within a community of learning 4. shared understanding/knowledge of the learner’s world 5. the ability to identify, and the flexibility to meet, learners’ needs 6. close proximity between ECE and school 7. time 8. robust systems to ensure that transition processes are sustainable 9. inclusive of parents, family, whānau and communities 10. connecting multiple agencies for inclusion and coherence 11. planning to respond to challenges and mitigate risks 12. high-quality relationships. 	<ol style="list-style-type: none"> 1. a leadership role(s) that may encompass: facilitation to establish the community of learning, build capacity and capability within teaching and leadership, and ensures alignment of resources 2. potential development of resources/support by and for parents 3. use of technology 4. clearly defined and assigned roles, appropriately funded 5. [time is resourced and available to support key transition points] – <i>NB: Agreement could not be reached on this point.</i>

Connections to relevant research and/or field experience

Key: P = Principles C = Conditions R = Resources

P1 “Holistic development is concerned with not only viewing the many interwoven dimensions of the child but with also conceptualising the child across time and within relationships.” (Mortlock, Plowman, & Glasgow, 2011, p. 98)

P1 C4 “The essential ingredient ... is the creation of a context for learning where the students are able to bring their own culturally generated ways of knowing and learning” (Bishop & Berryman, 2006, p. 5).

P2 “It is a time of change for children and their families, and as such it offers up many opportunities, but also dilemmas and challenges that must be faced” (Hartley, Rogers, Smith, Peters, & Carr, 2012, p. 1).

P3 C5 “Successful transition programs are uniquely designed by services and schools to match their community’s needs” (Mason-White, 2014, p. 31).

P4 “Differentiation in the classroom, where teachers tailored curriculum, resources and the environment to meet the needs of each student, also helped students ... adjust to school” (Schischka, 2011, p. 19).

P5 “Shared expectations amongst teachers in early childhood and school settings, curriculum linking, coming together for further shared learning, working collaboratively with families and listening to and being informed by children are central to ... transition processes” (Hartley et al., 2012, p. viii).

P6 C2 “The new paradigm does involve having a broad directional vision, but it has humility – listen to others, including those with whom you disagree, respect and reconcile differences, unify opposition on a higher ground, identify win-win scenarios, be hopeful and humbly confident no matter what” (Fullan, 2009, p. 109).

C1 C3 C8 C10 “In general, in the special education context, effective transitions occur when there is: an understanding of what the students want and need; active planning to ensure the right services and support are available in their new settings; flexibility regarding the services and supports that are provided; ... [and] close work between schools and the various agencies that can be involved” (Ministry of Education, (2010), as cited in Ministry of Education, 2013, p. 3).

C6 “Sharing effective practices is likely to be more common where ECE services have good relationships with the local primary schools.” (Bright, Barnes, & Hutchings, 2013, p. 24)

C7 R2 R5 “Ways in which individual teachers could be supported and resourced in order to support children’s transition to school ... include time and support to become ethnographers of culture [and] resourcing for transition activities.” (Peters, 2010, p. 59)

C9 “The transition from early childhood education to school is supported when the school is welcoming of family and whānau.” (Ministry of Education, 2007, as cited in Hartley et al., 2012, p. 3)

C11 “Planning is identified in the literature as interrelated with effective communication about transition services.” (Ministry of Education, 2013)

C12 “Responsive, reciprocal, relationships between all concerned is [sic] a key feature of a successful transition.” (Peters, 2010, p. 73)

R1 R4 “For reform to be successful and sustainable key roles should be long-term appointments.” (Rawlins et al., 2014, p. ii)

R3 R5 “Research stipulates that in order for initiatives to be implemented successfully and sustainably, adequate temporal and financial resources must be provided.” (Rawlins et al., 2014, p. iii)

R4 “[There is a] need for ongoing contacts, interagency groups and cross training amongst different groups. This collaboration requires roles and responsibilities to be clearly defined.” (Rous, Hallam, Harbin, McCormick & Jung, 2007, as cited in Ministry of Education, 2013, p. 9)

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Hui Mātauranga

2 May 2015

How can a Māori cultural lens be utilised in mainstream classes?

- See the child not the behaviour, as a part of a whānau, hapū, iwi.
- Whole-school knowledge about Mana tangata - whakapapa, pepeha, ingoa o ngā wāhi me ngā tangata. Carry all aspects of Kaupapa Māori including pronunciation.
- Staff development can be informed when all mahi is reflected through Te Matapihi o Rehua with a Māori cultural perspective.
- Teachers are familiar with Te Matapihi o Rehua as a tool and use Māori cultural awareness and appreciation of it as a lived experience that comes from active participation.
- With a willingness to want to change comes an understanding of the Māori cultural lens and its uses.
- Begin with a team approach Professional Development of effective practice that supports to sustain, lifts levels and understanding at a deeper level.
- Be constantly challenged, always learning and growing.
- Reflect and review with appropriate and relevant tools, including whānau support and time.
- Te Matapihi o Rehua is a 'tool' to empower meaningful relations with whānau, hapū, iwi. There is no excuse not to engage teachers, students and community who need to understand that importance.
- Kaiako need an understanding of te reo Māori and the link to culture and 'tikanga' that children can observe.
- Whole-school commitment shows that they want to do the mahi.
- Kaiako need to know your students; acknowledge Māori children and what they bring to school with them in an effort to develop relationships.
- Question is applicable to all Education Agencies who need to identify a corpus of English and Māori words to do with the curriculum document, for example when visiting the ngahere/forest, know Tāne-mahuta and any other related kupu Māori.
- First the teacher needs to know some or as much reo me ona tikanga to teach or bring in someone who has that knowledge and is able to share with the teacher and students.
- In-depth Te Reo programme for teachers, te reo Māori competence, resourcing, pronunciation of children's names including whānau Māori in an integrated curriculum approach.

How can kaiako adapt and change using a Māori Cultural Lens?

- Incorporate the use of the Māori Cultural lens into staff hui by using the lens to solve problems and issues.
- Start small and work towards comfort zones by getting past shyness and fear.
- Whitiā te hopo!!
- Build relationships – always mihi, always acknowledge tamaiti, the parents.
- Acknowledgement, knowledge and understanding of Māori world view.
- Te Ao Māori, Tikanga, Kawa, Iwi, hapū.
- Teacher-only days include Resource Teacher of Māori, Kaumātua, Māori parents.
- Pronunciation of children's names is crucial as is the safety of the child.

- Local knowledge about the school and area, mana whenua and their stories.
- Marae – pepeha, Iwi relationships, Iwi plans and strategies, rauemi, “Professional Development”.
- Learning environment should show who they are, where they come from.
- Developing ‘appropriate’ concepts and programme by understanding the “documents” - NZC, Marautanga, Te Whāriki.
- Engage hapū, whānau, iwi in consultation and tailor learning to using “lens”. Te manu kai i te miro nona te ngahere, te manu kai i te Mātauranga, nona te ao.

How can parents be assured that a Māori cultural lens will be used to make a difference for their tamariki?

- By working with the whānau to build a Māori cultural lens to open the doors of conversation, with parents, whānau.
- Tikanga awareness through a whakatau for tamaiti hou greetings, welcome children and whānau formally, pōwhiri, mihimihi, acknowledge the cultural identity of each child.
- Keep at it and commit to cultural inclusion being part of the community, like hui Whanaunga with the parents and tamariki.
- Commitment to children. learn from the successes not transfer the successes by knowing the community needs and aspirations, building the team, parent, whānau partnership, on the journey together with their children and teachers.
- Accountability can be seen through the reactions by tamariki to staff, parents experiences, acknowledging the tamaiti, parents invited to contribute, schools ‘welcome’ parents, schools are visually ‘Māori’ in environment, programme, plans, resourcing and personnel.
- Setting a mutual process for a meaningful relationship and outcomes with whānau hui participation to get involved by contributing to the learning, building relationships that are culturally appropriate by asking and working with the tool to make people feel safe to share thoughts and experiences.

Do you see me – are you seeing me as a cultural being preparing to take my place in te Ao Hurihuri?

- Understanding relationships are vital so see me as an individual but also as part of an iwi, te ao Māori, ngā parirau o taku wairua.
- I have many voices – a tinana, a wairua, a waha. My name has a voice. He nui ake te rongo i te tau i to te taringa.
- There are many views or voices about the child and their whānau when we need to use positive not deficit thinking; the richness of what tamariki bring to kura/school/centre, for example beautiful voice – waiata leaders, the uniqueness of each child as a taonga of Aotearoa.
- Karakia helps us to be present, still, mindful then see where I can go following where I come from.
- What aspirations does the child and whānau have and do you, the kaiako, have the cultural knowledge, culture and identity to support that tamaiti?
- The school has a role in the valuing of Te Ao Māori through te reo, culture, identity, resourcing, assistance and teaching, and self-managing.
- Mahi tahi school and parental permission agreement.
- Hā ki roto, ki waho, inu, kai.

- Practising the Pedagogy Māori, Māori methodology.
- Manawa taki, Manawa aki.
- Do you know me? Allowing me to be who I am, what I am about with 'the child being at the centre, not the system'.
- Viewing through the child's perspective; hear my voice; know my whānau and ancestors stand by me.
- Trusting relationships using Te Whāriki, the NZC, Te Marautanga o Aotearoa. Te Whatu Pōkeka fits in this too!

Do you listen to me – can you hear my voice for changes that will assure my position as a child of te Ao Hurihuri?

- Knowing, being understood so that each child is pursuing all their senses – Tairongo.
- Is my voice used in decisions about me because I am communicating even when I'm not speaking.
- Are you part of my three-way team? Me, my whānau, my teacher.

Do you let me fly – are my teachers encouraged to use their cultural lens that allows me to spread my wings as a child of te Ao Hurihuri?

- Use the tools and strategies to ensure that we are all calm and ready for the next stage.
- Have high expectations for me along with your integrated approach because I learn at my individual pace, so please acknowledge my diversity and that of other individual kids.
- Don't be afraid – attempt to do something by acknowledging my learning styles and even my use of ICT.
- Support me to be engaged, to realise my full potential. Empower me! Work with me!
- Do you know what you're looking for in a child? Use my voice – written and oral – behaviour, silence.
- Help me to be happy, smile, want to be here and still have fun. Am I smiling and laughing, sharing and caring?
- Each and every child has learning potential. Find it! Know my whakapapa; know what I bring to this environment, my strengths as well as my weaknesses.

How does te iwi Māori collaborate?

- Through ownership and taking responsibility, iwi Māori wānanga participate in the rūnanga, usually have an iwi māngai.
- Using te reo Māori roadshows that promote ngā kōrero o Nehera, to build relationships and be connected.
- Having the 'will' and passion to make change is the sign of a good leader with whakapapa to the people that know who you are and where you come from so that they see a need and understand what's needed then they do it.
- There is a gradual process – call an iwi hui, hui hapū, allocation whānau, call another hui until you reach the outcomes.
- Iwi Māori take an inclusive approach – more than one person or group is involved. Collective decision-making, co-production, consultation, communication means Whakawhānaungatanga, hui tahi – steps and process to reach collective agreement safely, mahi tahi can occur in multiple places/contexts/situations; wānanga means working collectively.

- Listening is important and being able to distinguish and analyse certain situations.
- Korero a whānau, hapū, iwi, hāpori can be inter-generational, for example Koroneihana and like taonga tuku iho – handed down through generations.
- Collaboration with iwi happens through korero, iwi boundaries.
- Self-appointed iwi leaders and leaders appointed by iwi – there is a difference.
- The art of reciprocation includes the right to challenge as with Tū-mata-uenga/Rongo.
- The value of Kaumātua, whakatauki, Huihui ka tu wehe ka hinga, Hui-a-Iwi, whānau, hapū, iwi, Hui-a-Marae is inclusive because you are heard, allow people to talk, but people have to talk under the guidance of kaumātua and kuia who maintain tikanga, and provide historical reference and whakapapa.
- Marae – leadership – how? who? Depends on the kaupapa.
- In kura kaupapa – whānau decision which means ownership by all, responsibility by all, including whānau and hapū.

How do te iwi Māori transition from one kaupapa to the next?

- It's a feeling, so that you know when to change kaupapa.
- Milestones, accountability, indicators for progression, mā te wā (roroa) ka mohio, consultation, decisions together.
- Each iwi is unique and has different ways of doing things.
- English-medium schools need to understand the context of the tamaiti and where they have come from.
- Genealogy and mythology are important in understanding and transitioning knowledge from one generation to the next.
- Transitions from early learning settings require good preparation by schools and kura in receiving mokopuna, such as a common and shared language to support a smooth transition.
- Relationships should be planned and deliberate, not ad hoc, not confined to principal and/or teacher, whole whānau and community.
- Has to be closure not mā te wā....
- Kaiako are facilitators, flexible, learn to respect – Mana tangata, mana whenua.
- Transition indicators, for example Te Pūtātara, 'Tihei Mauri ora', Karanga, Haka tautoko, Karakia, Waiata tautoko, Ngā Whetū.
- Kohi kai, Tō Kai, Hi ika, Ngā Tohu Taiao.
- The transition to school and the first years at school have a significant influence on children's achievement in secondary school (ref: Ka Hikitia).
- Identifying who the child is and who their whānau is needs to be seamless so that the child has a sense of belonging and can participate and contribute in a school setting.
Do you value my culture?

Considering the questions above, what career pathways are available for te iwi Māori?

- Practise succession planning.
- Raise expectations regarding career pathways.
- As long as people are being paid appropriately, it will be a career pathway.
- Making more opportunities available by growing high expectations.
- Grow highly skilled Māori – the world is our 'Kina'.
- All teachers proficient in te reo Māori me ona tikanga.
- Established networks of success within the community.

- Sometimes pathways are pre-determined within whānau, hapū, iwi.
- Ngā Wariu, ngā Whakapono, niho wera, ringa wera, ringa raupā, kai manaaki taiao, kai tiaki, kai hanga whare, kai manaaki.
- Follow your passion. Do what you enjoy and love.

Na ngā tūpuna i tukuiho kia matou – what is our responsibility to te reo Māori for tamariki Māori?

- Te reo Māori is part of our Māori identity and cultural make-up.
- We need to enable everyone to feel confident to embrace te reo Māori.
- All Māori should have the opportunity to learn te reo Māori, which must go hand-in-hand with whakapapa and tikanga.
- Ehara i te mea, no naiane te aroha, no nga tūpuna I tukuiho, i tukuiho.
- Te reo Māori, he kākano i ruia mai i Rangiātea, kia kore e ngaro.
- Rumaki – to teach, to learn, model, maintain, celebrate, use, share, cherish, encourage, enjoy, value, pass on, sustaining community reo, marae reo, whānau hapū iwi reo, txt reo, marautanga reo.
- We are a bicultural country where culture and identity are paramount and it is everyone's right to know and use te reo Māori.
- Maintenance of te reo Māori is a personal and collective responsibility, which includes support for te reo Māori for whānau in the home.
- Opportunities for diversity need to be accessed, but what is currently available for learning te reo should be sourced.
- He moemoea o nga mātua kia tere te haere o te reo I ngā wā/wāhi katoa o te Ao o ngā mokopuna.

He huarahi, he rautaki mo te reo Māori – how do we plan for continual te reo Māori confidence and competence?

- Kia rere te reo, kia tere te reo, kia Māori te reo.
- Moe a te taiaha, moe a te poi – have a grasp of te reo so that you and your child are prepared for any and all occasions.
- Te reo Māori is available in all scenarios – ōkawa, ōpaki, kauta.
- Ko te Reo te Mauri o te mana Māori.
- Use te reo Māori in waiata, at hui, during PLD, attendance at Kura Reo, ongoing te reo Māori PLD for all kaiako in all marau.
- Have high te reo Māori expectations for all kaiako.
- Rauemi for te reo Māori could include Te Matapihi o Rehua, Kapahaka at Matatini, Te Manu Korero, Download #apps that translate, NZEI 'Te Reo Māori for all' 21 competencies.
- Plan and commit resource to cover avenues of support.

Me pehea kia whakaora ai te reo Māori – where were you when ... how will we respond to our mokopuna?

- Kia kore e noho wahangū, kia kore e neke whakamua, kore te reo e ngaro.
- Ko te reo, ko te tikanga e haere ngātahi ana, e amio ana i te mokopuna kia raukura ai tāna tū.
- “Nō tātou katoa ngā mokopuna” Kia mataara! “Me korero i tō tātou reo i ngā wa katoa” i ngā wāhi katoa.

- Move forward with confidence and competence by bringing te reo Māori to the forefront as a priority because it is right for the language to be valued, another non-negotiable.
- Retention of te reo will happen when parents and whānau are doing it as well.
- What can we do to make incremental changes?

Talanoa Pasifika

9 May 2015

The following notes are a synthesis of this Talanoa. There were several sessions where different sectors were given the opportunity to answer the Joint Initiative question of, *“What roles and resourcing would support collaboration (focused on improving teachers’ collaborative inquiry into practice) across learning pathways in order to raise Pasifika student achievement?”* This synthesis provides the points of difference from what we already know from research/evidence.

Early Learning

- Early learning needs to be included in the Joint Initiative scope and any joint work. There cannot be meaningful learning pathways if they do not start at this level. This will ensure collaboration also begins at the start and supports parents, families and communities to be part of their learners’ journey.
- The Talanoa also identified the transition into early learning from home as important and the difference in transition for Pasifika learners from home to school, ie where there has been no formal early learning education. The values from home and Pasifika competence intelligence.
- Ring-fencing funding to areas of urgency: participation, types of early learning – parental choice.
- All collaborations/communities of schools must include early learning for a seamless Pasifika learning journey.
- The importance of Identities, Languages and Cultures for our learners’, and their parents’, families’ and communities’ educational journey. An important part of Pasifika achieving starts at early learning and should be present throughout the system, for example building on cultural capital, kids come into school with strong partnerships with parents, families and communities, bilingual settings, Pasifika responsive and capability-building PLD, opportunities for celebration of ILC – embedding ILC within a shared early childhood education vision.
- Equal participation at the table; Pasifika have a voice through all levels from research and policy development to on-the-ground implementation.

Primary

- Action plan/achievement challenges must be made by schools in conjunction with parents, families and community. This will ensure the collaborations/communities of schools reflect the communities they sit within. This also allows for a level of accountability by the collaborations back to the parents, families and communities – reciprocal relationships and meaningful partnerships.
- The role of the board of trustees? How are they using talanoa with regard to this work? What will be their input? Where are they involved in the process? How does governance up-skill etc to ensure it can support whatever model put in place is beneficial for Pasifika?
- Having the right people at the table to talanoa – “... if you’re not at the table, then you’re part of the menu ...”
 - ~ Parents, family and community
 - ~ Business, social service sector
 - ~ Always Pasifika; Pasifika solutions and responses to Pasifika issues
- Action plan/achievement – short- and long-term plan with collective accountability to both the supply and demand side of the equation. Pasifika focus to remain as overarching umbrella focus of the collaborative long-term vision. For example, in an area where there are high numbers of Pasifika Learners, the long-term achievement

challenge would be to raise Pasifika achievement with shorter-term achievement challenges around curriculum areas.

- Pasifika culturally competent teachers – recognised in any initiative.
- Each collaboration/community of schools to have a well-planned and evidenced Pasifika plan or strategy. This can be supported by '*Put some Pep in your step*', which several principals and schools in the Talanoa are already using.

Leadership

- Genuine collaboration is between equal partners: for Pasifika, equity remains an issue for Pasifika presence, engagement, and participation. How does the Joint Initiative see this being addressed or supported? If not addressed: same for the same by the same.
- *Pasifika Education Plan 2013–2017* – the policy framework for the Joint Initiative with each collaboration/community of schools developing their own Pasifika plans/strategies to fit their context and support their learners, parents, families and communities to be successful. This will support Pasifika achievement challenges for collaborations/communities of schools and meaningful partnerships between supply (schools) and demand (parents, families and communities – P, F, C)
- There is little knowledge about Investing in Educational Success in communities – what's the board of trustees' role? Our P, F, C can't have a strong role in partnership if they are not part of Investing in Educational Success/Joint Initiative discussions. Pasifika P, F, C voice needs to be strengthened.
- A model that does not appear top-down but where roles and resourcing follow the needs and gaps. A model will develop as thinking around gaps and needs becomes clearer.
- Collaborations include the whole learning pathway from home to early learning to school and beyond – resourcing, particularly for special education must follow that learning pathway without being lost in transition.
- Pasifika workforce capacity and capability building needs to be a focus. Build capability of Pasifika in leadership roles and build the number of Pasifika in leadership roles – principals.
- The Joint Initiative should support the Pasifika capability building of the entire workforce and governance.

Research

- Inquiry process necessary to allow teachers and schools time to reflect, share and better practice. Teachers don't have time to access and read research to inform their practice or PLD needs.
- Action research.
- Research has to inform policy and policy through to practice.
- Pasifika epistemologies – knowledge and ethics – ethical and moral. The Joint Initiative needs to be informed by *Teu le Vā* and *Pasifika research guidelines*.
- PRAG – when will that reconvene? – Pasifika Think Tank – research.

Common Themes

- Identity, language, culture support Pasifika achievement.
- Parents, family, community, board of trustees – integral to collaboration right from the start.
- Pasifika Education Plan 2013–2017 – policy framework.
- Best practice:
 - What is it?
 - How will the Joint Initiative support the travelling of this knowledge, ie between schools and collaborations?

- Research and data inform best practice – academic research and the ‘stories of what is happening in schools and communities’, the questions and answers.
- Funds – directing into areas needed/urgency/gaps. For example, for Pasifika we know where the largest numbers of Pasifika learners are – the money follows them.
- Right people at the table – which includes Pasifika educators, and P, F, C.
- Pasifika want to be part on an ongoing talanoa/discussion and this must involve P, F, C, and boards of trustees.

Joint Initiative Pasifika representatives:

Lealamanua Caroline Mareko, Whanau Manaaki o Tararua Kindergarten Association; Tute Porter-Samuels, Wainuiomata Primary School; and Gabrielle-Sisifo Makisi, Ministry of Education.

Summary of Investigation – field visits

Summary of Investigation May 2015

NZEI Te Riu Roa and the Ministry of Education would like to acknowledge the contributions of those individuals, schools and clusters who shared their work with members of the Joint Initiative Working Party. What follows is a summary of those discussions/presentations, taken from the notes of Working Party members, and may not include all the points raised by the presenters. It necessarily represents just a snapshot of the work being undertaken. NB: NZEI Te Riu Roa attended all visits; those marked (*) indicate Ministry of Education attendance also.

Presentation	Description	Roles	Resourcing	Research or evidence cited by presenter	Other
Cathy Wylie NZCER (Feb/April)*	From <i>Conditions for Effective Collaboration for Deeper Learning</i> – paper presented to conference in Brisbane	<ul style="list-style-type: none"> Facilitation to develop shared purpose Formal and informal leadership for learning roles Facilitators (may not always be the same person, depending on need and where the group is in the process) 	<ul style="list-style-type: none"> Access to internal/external advice is important to ensure focus and objectivity Capacity has to be built over time Time to look at the evidence/data Time to take part in cooperative inquiry that stimulates challenging conversations Inquiry PLD Takes time to see benefit 	NZCER Survey of Primary Schools Stohl, Kaser, Halbert	<ul style="list-style-type: none"> New Zealand Curriculum must drive practice Sharing of itself is not collaboration Era of ‘heroic leader’ is passed – capacity building occurs where there is good leadership (trusting relationships, respect, credibility) What is our [the clusters’] theory of action? (common purpose) Agency for collaborative group through distributed leadership All partners need to experience benefits of collaboration Embed in job descriptions and performance reviews Needs to be a link between national policy – clusters need to feel they are part of

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					<p>something bigger; can't just be inward focused</p> <ul style="list-style-type: none"> • Avoid too much chopping and changing/ground moving (i.e. funding and policy context) • De-privatisation of practice is important • Guidance and resources – there needs to be a way for knowledge to be shared; not just about distribution of money • Evaluation is not just how resources were used, but what was gained as a result
<i>Toru Fetu (Feb/April)*</i>	<p>Overview of Toru Fetu – establishing collaborative kindergarten with three different Pasifika communities: Tuvaluan, Niuean and Cook Island</p> <p>Community engagement collaboration</p>	<ul style="list-style-type: none"> • Community liaison teacher • Roles that include mentoring • Team approach with revolving leadership • Head teacher role is to develop and grow leadership amongst teachers and ensure decisions get made (not lead and make decisions by self) 	<ul style="list-style-type: none"> • Takes time (to get buy-in) • Appropriate physical environment 		<ul style="list-style-type: none"> • Leadership helped to crystallise the focus of the collaboration • A collective vision was developed, worked towards and agreed upon with key community stakeholders, within a memorandum of understanding
Peter Rawlins and Karen Ashton NEAG Seminar Massey	Critique of Investing in Educational Success evidence base (as cited in working group report) and literature review	<ul style="list-style-type: none"> • Avoid heavy reliance on one person 	<ul style="list-style-type: none"> • Need for PLD • Relationships built around journey/needs of the child 		<ul style="list-style-type: none"> • Context must be considered at the outset • Relationship between factors must be considered (ripple effect) • How to define and measure

Presentation	Description	Roles	Resourcing	Research or evidence cited by presenter	Other
<i>University</i>					success <ul style="list-style-type: none"> • Children's voice • Establishing non-negotiables in the process • Community responsiveness (aspirations, cultural values, fears) • Importance of knowing • Relationships are critical for success
Howard Youngs <i>AUT</i>	Looking at leadership through different lenses – consider 'influence' rather than 'leadership'	<ul style="list-style-type: none"> • Leadership – to help people access 'power' 	<ul style="list-style-type: none"> • Adult inquiry learning processes/PLD • Must pay attention to socio-cultural settings • Leaders from outside need to allow time to establish capital • Time 	Model II learning Hallett 2007 (US sociologist) regarding time to establish capital	<ul style="list-style-type: none"> • Takes more than two years to see deep change occur • Authority is not the same as influence • Consider different types of capital • Acquiring capital/assumed capital • Sometimes resistance is a reflection of a need to build up capital • A network of principals working as a team can lead to a decrease of leadership distribution in their own school (finding in recent English paper)

Presentation	Description	Roles	Resourcing	Research or evidence cited by presenter	Other
	<i>Building Capability to Meet Needs of Māori Across System</i> Bicultural partnership Validating Māori knowledge Māori principal network, invited non-Māori principals to engage in order to build deep Māori learning Māori achievement collaborations (MACs)	<ul style="list-style-type: none"> Programme coordinator 	<ul style="list-style-type: none"> Regional cluster meetings Change takes time Ongoing/sustained resourcing 	Measurable Gains Framework (Ministry of Education)	<ul style="list-style-type: none"> Need to build relational trust Collaboration driven by tikanga Voices contextualised within practice
<i>Finlayson Park School</i>	Focus on nurturing first language 'Blessed with bilingual brains' School prided on being community hub		<ul style="list-style-type: none"> Adult learning to support children's learning Well-being of students and families must be addressed PLD for teachers regarding bilingual development (university papers) Conference for parents 		<ul style="list-style-type: none"> First language provides strong pathway to second language(s) Inclusiveness in school (all classes buddied up – sense of belonging) Transience rates: immersion/bilingual unit 3–5%; English medium 52%
<i>Baverstock Oaks School</i>	OUR Education Network – 3 phase collaborative process, 6 countries, 160+ schools Building a collaborative culture in a new school in a new community 47 different cultures in school	<ul style="list-style-type: none"> Peer coaching 	<ul style="list-style-type: none"> Collaboration needs time 	OUR Education Network (International) http://oureducationnetwork.com/	<ul style="list-style-type: none"> Less is more regarding collaborative projects Understand people's stories Challenge is the key

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<i>Waitakere Area Principals' Association (WAPA)</i>	WAPA 2020 – group formed between primary and secondary as a result of poor National Certificate of Educational Achievement (NCEA) results across the community	<ul style="list-style-type: none"> • Growing capacity in four levels: student, leadership, school and network level • Importance of project leader/facilitator to implement strategic plan 	<ul style="list-style-type: none"> • Time to build quality relationships/relational trust • Time to discuss vision and values • Able to access funding to support the running of the network 	http://www.educationalleaders.govt.nz/Leading-change/Leading-and-managing-change/West-Auckland-principals-collaborate	<ul style="list-style-type: none"> • In every other country where system change is the goal, a 20-year plan is in place
<i>Roscommon School</i>	Importance of home/school partnerships in determining direction of school Bilingual unit for Pasifika		<ul style="list-style-type: none"> • Time – to spend talking to each other • Time – to build relationships (va, whakawhānaungatanga) 		<ul style="list-style-type: none"> • 'Being blessed with bilingual brains' • Phases of being bilingual: passive, active and bi-literate • Importance of interpersonal skills • Whole school/community approach – connecting to whānau is important • Listening for understanding • Pastoral care • Context – appreciate people, place and purpose
<i>Willowbank School</i>	Looked at MLE and structure of the school Building community Leadership collaborative inquiry – Model II theory	<ul style="list-style-type: none"> • Range of leadership roles • All teachers part of curriculum development team – no one person holds all the knowledge 	<ul style="list-style-type: none"> • Time 	http://www.actionscience.com/acting.htm#theory	<ul style="list-style-type: none"> • All students are in a class group, a whānau group and an awhina group to enhance sense of belonging

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(Newtown School) <i>re Victory School, Nelson*</i>	<p>Came together with various agency leaders and community leaders to identify what was best for children</p> <p>Thinking beyond the school gate through community engagement</p>	<ul style="list-style-type: none"> • Paid facilitator 	<ul style="list-style-type: none"> • Use of existing resourcing • Drew on community resources • Time to build relationships with the community 	<p>Action research based on identified needs</p> <p>Referred to Fullan's moral purpose and social justice</p>	<ul style="list-style-type: none"> • School engaging (consulting) the community (40 agencies) around shared values, and that this would impact on learner outcomes (NB no learning data provided) • From 67% to 9% transience • Decision made by board of trustees to be different rather than perpetuate the culture of conformity • School buildings open for use by the community • Looked at outcomes in a different way, for example attendance, health, reduction in crime, RTLB referrals, no stand downs, academic achievement, improved housing, accountability of community • Initiative sustained with change of leaders
<i>Berhampore School*</i>	Distributed leadership and special education	<ul style="list-style-type: none"> • Principal • Distributed leadership, used maths specialist teacher (MST) as an example of de-privatising teacher practice and development • Trained support staff 	<ul style="list-style-type: none"> • Use of existing resourcing • Community resources/agencies 		<ul style="list-style-type: none"> • 'Couldn't do it alone' – need to work with others • Relationships are key • Key cultures: inclusive (magnet school) inquiry/partnership • Sustainability through succession planning (growing leaders) • Targeting support to where it is needed most

Presentation	Description	Roles	Resourcing	Research or evidence cited by presenter	Other
					<ul style="list-style-type: none"> • Across school collaboration • Resolving social issues was a key focus of the presentation
<i>Maraeroa School*</i>	Focus on transition and collaboration between early childhood education and school	<ul style="list-style-type: none"> • Early childhood education and primary staff collaborating around transition 	<ul style="list-style-type: none"> • Use of existing resourcing • Transition book development • Ability to work with early childhood education providers, schools and other organisations (release time) 		<ul style="list-style-type: none"> • Team teaching approach in the school • Ownership by staff seen as important • Cluster vision of working together • Collective PLD • Teachers not working in silos any more • Powerful conversations taking place around student transitions: merging learning dispositions from Te Whāriki with the key competencies in New Zealand Curriculum
Linda Kaser, Judy Halbert and Helen Timperley* <i>Centre for Strategic Education (CSE)</i>	Disciplined inquiry using the Spiral of Inquiry	<ul style="list-style-type: none"> • Leadership roles based on expertise, knowledge and skill • Facilitation (provided by CSE) 	<ul style="list-style-type: none"> • Time to engage in every aspect of the spiral • Time to build relational trust • Networks used existing resources (\$1000 for presenting findings) 	http://www.educationalleaders.govt.nz/Pedagogy-and-assessment/Evidence-based-leadership/Data-gathering-and-analysis/The-spiral-of-inquiry	<ul style="list-style-type: none"> • Importance of quality and equity • Relational trust is built by engaging in the inquiry process – not a prerequisite of beginning collaboration • Focus is on collaboratively changing (improving and innovating) teaching practices in response to what is going on for learners

Presentation	Description	Roles	Resourcing	Research or evidence cited by presenter	Other
<i>Upper Hutt Professional Learning Community</i>	<p>Twenty-year development process of building professional learning process between kindergarten teachers and new entrant teachers</p> <p>Topical programme including focus on transitions</p> <p>Development of resources to support families</p>	<ul style="list-style-type: none"> Steering committee for process/topics 	<ul style="list-style-type: none"> Booklet for families regarding kindergarten and school transition Resources for parents of children turning four about literacy and numeracy (in kindergarten setting) Kindergarten supports parents with transition to school, especially parents of priority learners New entrant teachers attend meetings with kindergarten teachers Termly kindergarten and school meetings regarding children who are transitioning Time for relationship development through professional learning and shared work 	<p>Peters (2010) Dockett and Perry (2008) – relationships between adults are key to successful transition</p> <p>Dockett, S. and Perry, B. (2008) <i>Starting School. A Community Education</i></p> <p>Peters, S. (2010) Literature review. Transitions from ECE to School (Ministry of Education)</p>	<ul style="list-style-type: none"> RTLB involvement Transition book that goes into class library at school Have made links between Te Whāriki learning dispositions and New Zealand Curriculum key competencies Working on literacy progressions Te Whāriki ideas implemented in new entrant classrooms Issue of cut-off/starting of funding between early childhood education and schooling (Special Education) Developing relationships is critical; it takes time
<i>Raumati Beach Kindergarten</i> *	<p>Investigation into usefulness of document linking kindergarten learning with schooling (based on research from Waikato University)</p> <p>Specific document produced</p>		<ul style="list-style-type: none"> Time and money for production of individual transition document 	<p>Margaret Carr and Jeanette Clarkin – Philips research from Waikato University regarding parental involvement in transition at Taitoko Kindergarten</p>	<ul style="list-style-type: none"> Research outcomes showed usefulness and impact on teacher practice

Presentation	Description	Roles	Resourcing	Research or evidence cited by presenter	Other
<i>Raumati Beach School*</i>	<p>Transition programme at school, closely linked to early childhood education</p> <p>All learners start in transition room</p> <p>Close teacher relationships with early childhood education teachers and new entrant teacher</p> <p>Transition programme includes elements of Te Whāriki</p> <p>Teachers involved in programme spend time with child in setting prior to movement</p>	<ul style="list-style-type: none"> • A role to support transition across schools and centres 	<ul style="list-style-type: none"> • Release time/time for teachers to be in other classes/centres 	<p>Parental feedback</p> <p>Kindergarten exit reports with parents and researchers</p> <p>Waikato University</p>	<ul style="list-style-type: none"> • Children transitioned are more confident and ready to learn when they can see familiar objects/resources
<i>Nayland School and Kindergarten</i>	<p>Transition programme including formal and informal elements and shared use of school resources (for example, the library)</p> <p>Programmes for parents</p> <p>Shared professional learning processes</p>	<ul style="list-style-type: none"> • Alternating leadership function between kindergarten and schools 	<ul style="list-style-type: none"> • Release for teachers to go and observe children • Profile books • Release for school teachers to spend time with special education needs children in kindergarten as part of transition • Release for school teachers to meet with special education staff and kindergarten teachers 		<ul style="list-style-type: none"> • Building shared knowledge about children, curriculum and context • Learning from each other's practice • Readiness for school viewed through different lenses • Helping children to find their place • Parents report on children's comfort and readiness

Presentation	Description	Roles	Resourcing	Research or evidence cited by presenter	Other
			to plan transition		
(Family Support Worker) <i>Victory Square Kindergarten</i>	Transitioning students with behavioural needs	<ul style="list-style-type: none"> Family support worker (broker between family and making funding applications for the child as well as practical support for family); also is advocate for child and family 	<ul style="list-style-type: none"> Time to build relationships with the whole family – child not isolated 		<ul style="list-style-type: none"> Collaborating with other agencies
<i>Tasman Cluster</i>	Models of networking	<ul style="list-style-type: none"> Facilitation 	<ul style="list-style-type: none"> Time to deliberately develop relationships Issue of economy of scale for small schools 	<i>Best Evidence Synthesis – School leadership and student outcomes: Identifying what works and why</i> Teaching as inquiry	<ul style="list-style-type: none"> Monitored progress Relationships moved from social, to information giving and receiving, to deep sustained learning
<i>Educamp Manawatu Russell St School</i>	Two primary teachers organised a day-long PLD session that 80 teachers attended on a Saturday	<ul style="list-style-type: none"> Led by a small team that shared the same vision 	<ul style="list-style-type: none"> It was all done for free; the small costs were paid for personally 		<ul style="list-style-type: none"> Teachers showcased the work they are doing in their class
<i>Manchester St School</i>	Transition programme with the not-for-profit next door Strong enviro schools focus	<ul style="list-style-type: none"> Head teacher of kindergarten and the deputy principal led their respective teams 	<ul style="list-style-type: none"> All managed in-house Time to track impact of transition work long term Time to develop and strengthen relationships 	Strong links to research They are also collecting their own data around how well students transition into school	<ul style="list-style-type: none"> Parents involved in the development of transition programmes This programme and the enviro focus is a catalyst for greater collaboration in the community Shared understanding by finding the commonalities in curricula – made part of inquiry process

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<i>Central Normal School</i>	Experiences as a principal in an ESAS cluster	<ul style="list-style-type: none"> • Three principals co-led the project • Different teachers have roles at different levels 	<ul style="list-style-type: none"> • The cluster of schools was given money to achieve the goals; note the money was given to support teachers' work, and it was also used for speakers and release 		
<i>Manaiakalani</i>	Started as EHSAS, became Tamaki Achievement Pathways	<ul style="list-style-type: none"> • Facilitators across the cluster and within schools • School leaders attend PLD then bring back knowledge to share or implement 	<ul style="list-style-type: none"> • Time to learn, create and share vision for students • IT support • Parents training • Conferences/workshops 		<ul style="list-style-type: none"> • Initially wanted to build digital capacity; focus is now not just about computers, but changed pedagogy
	Enabling Good Lives	<ul style="list-style-type: none"> • an occupational therapist with Ministry of Education, Special Education, Canterbury • a navigator who listens and then puts actions into plan for future success of the adolescent 	<ul style="list-style-type: none"> • Ministry of Education, Special Education employs the occupational therapist • A community agency employs the navigator 	<p>Eight principles – see website: www.strategicconnections.com</p>	<ul style="list-style-type: none"> • Programme for students verified for Ongoing Resourcing Scheme • Health and education involved • Whole of Life challenge

Presentation	Description	Roles	Resourcing	Research or evidence cited by presenter	Other
<i>Resource teacher of learning and behaviour (RTL) Kaiapoi</i>	<p>Training school personnel in restorative practice</p> <p>So far trained: 250 principals 140 educators from outside 16 community people 75 RTL</p>	<ul style="list-style-type: none"> RTL Kaiapoi 	<ul style="list-style-type: none"> Self-funded 	<p>John Cotters' eight-step process of change</p> <p>http://www.kotterinternational.com/the-8-step-process-for-leading-change</p>	<ul style="list-style-type: none"> Sustainability to support schools Positive outcomes for students in terms of a reduction of stand downs and RTL behaviour referrals Need to maintain programme and not be complacent Personal leadership Based on a perceived need Need to maintain fidelity of the model
<i>St Patrick's Kaiapoi*</i>	<p>Sixteen early childhood education providers, six primary schools and one high school in cluster</p>	<ul style="list-style-type: none"> Facilitator for the cluster and cluster lead role 	<ul style="list-style-type: none"> PLD 60 hours per term plus out-of-school time (Ministry of Education funded CORE Education contract) 	<p>Positive Start programme cited</p>	<ul style="list-style-type: none"> Relationships are seen as a core or main value Focus on behaviour management, in particular post-earthquake Te Whāriki and PLD opportunities Belonging and lifelong learning High demand for PLD from early childhood education people Continue to meet at least once a term

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<i>Prebbleton School</i> and team from Lincoln cluster*	Prebbleton School and the other six schools in the cluster in the Selwyn district	<ul style="list-style-type: none"> Cluster leader is a staff member at the high school 	<ul style="list-style-type: none"> Funds pooled by cluster schools Specialist science teacher across cluster Mandarin learning assistant 		<ul style="list-style-type: none"> Devolved leadership model, more people offering to take the lead Strong relationships Honesty amongst boards and staff Transparency of decision-making and can opt in or out of robust discussion Child-centred approach for 'our kids' across the cluster Programme across the cluster for gifted and talented students Self-determination seen as important Innovation Plan to bring in experts such as Dr Sheryl Doig, independent facilitator Discussions about learning is a focus across the sector PLD during school holidays Teachers share what they are doing in their classrooms Questions arise as to how success is measured
<i>Karanga Mai</i>	<p>Young parent and infant education</p> <p>Twenty-two teen parent units in New Zealand, and each has a host school</p>	<ul style="list-style-type: none"> Director, Karangi Mai National coordinator of teen parent units 	<ul style="list-style-type: none"> Within school resourcing 		<ul style="list-style-type: none"> Effective collaboration with host school and board is vital There are successful students in this group despite the deficit thinking that exists Flipped classroom (some

Presentation	Description	Roles	Resourcing	Research or evidence cited by presenter	Other
					<p>students do academic work at home)</p> <ul style="list-style-type: none"> • Flexible learning plans are important • Attendance is a big problem • Inclusivity is a feature
<i>Linwood School*</i>	Strong liaison between schools and 16 early childhood education centres	<ul style="list-style-type: none"> • Principal, Linwood Avenue School • Facilitator within cluster • Leaders of early childhood education and teachers in junior school 	<ul style="list-style-type: none"> • Red Cross funding • Learning leader two days a week 	Links with Manaiakalani	<ul style="list-style-type: none"> • Close liaison with Ministry of Education in dealing with students with special education needs • Meetings twice a term • Murray Gadd worked in classrooms on writing • Takes at least a year to get to know each other • Core projects • Questions around how to achieve sustainability – cannot layer on more and more • Mutukoroa Project – the core aim of the project is improving community engagement as a first step • Groundwork is important, as is really nailing evaluation • Example of collaboration at early phase
<i>Waltham School*</i>	Opuahu cluster		<ul style="list-style-type: none"> • Time – classroom teacher and early childhood education 		<ul style="list-style-type: none"> • More release time to build and share • Important for principals to work together • Successful cluster up and running

Presentation	Description	Roles	Resourcing	Research or evidence cited by presenter	Other
					<ul style="list-style-type: none"> • Deciles 2 to 10 schools in cluster, takes away competition • Big focus on the needs of the learners • Early childhood education centre on school site has seen real benefit both in terms of collaboration and transitions
<i>North East Valley School*</i>	<p>'The Tight 5' cluster with common goal of supporting their community through all transitions of schooling</p> <p>Community engagement</p>	<ul style="list-style-type: none"> • Collective approach • Early childhood education centres regularly visited by new entrant teachers • Regular meetings with principals of all schools; board meetings attended within cluster • Principals' group leads collaborative activity 	<ul style="list-style-type: none"> • Shared resourcing used to create staffed community centre • Drew on community resources as well as other community agencies (Plunket etc) 	Mason Durie	<ul style="list-style-type: none"> • Need to be careful with money • Child-centred focus essential • Removal of competition essential in effective collaborations • The focus was on developing resilience of children and educators to cope with change by engaging the community to come together in the school 'space'
Michael Fullan*	A presentation drawing on a range of Michael's work to date, including choosing the right/wrong drivers for system improvement, effective collaboration, leading from the middle	<ul style="list-style-type: none"> • Effective collaboration requires strong leadership to establish and maintain vision, direction, and rate of progress • One of the functions of that leadership is to grow leadership in others 	<ul style="list-style-type: none"> • Sufficient to enable everyday activities of the collaboration and time for inquiry 	<ul style="list-style-type: none"> • Hargreave, Bryk, Kaiser and Halbert • Fullan's other work 	<ul style="list-style-type: none"> • System improvement is best achieved through leadership from the middle – clusters of schools • Neither top-down nor bottom-up approaches work • Effective collaboration focuses on teaching practice • Uses collaborative processes and practices to agreed changes to teaching practice in response to

Presentation	Description	Roles	Resourcing	Research or evidence cited by presenter	Other
					<p>analysis of student learning data and evidence</p> <ul style="list-style-type: none"> • Collaborative cultures within and across schools are needed in order to build the individual and collective capacity to improve • Instruction linked to student needs and achievement
<i>Arakura School</i>	Wainuiomata cluster	<ul style="list-style-type: none"> • JEDI trust funded facilitator 	<ul style="list-style-type: none"> • JEDI charitable trust provided funding for the development of the cluster collaboration • Facilitator • Access to PLD 	'Effective Literacy Practice'	<ul style="list-style-type: none"> • De-privatising teaching • Focus on partnership between schools, not competition • If you have collaboration, people share ideas; if you have competition, people create silos • Facilitator must have credibility in the cluster
<i>Wainuiomata School</i>	WaiPESI – Pasifika education success initiative – a community based group of teachers, parents and community members working to support achievement of Pasifika children and their families	<ul style="list-style-type: none"> • Initially led by key Pasifika teachers; now led by educators, parents and community members • Engaged key people in the community; important to engage Pasifika leaders respected in the community • Partnership developing – community, early childhood education, schools, high school, university 	<ul style="list-style-type: none"> • WaiPESI has zero funding • Regular activities funded by local businesses, community groups, Victoria University, other charitable organisations; forming, maintaining relationships and continuing to build partnerships and networks critical to WaiPESI • Mentoring programmes, career information evening • Time to develop resources to respond to community needs • Need for a liaison/coordinator/admin role 		<ul style="list-style-type: none"> • Flexibility – began as a teacher-focused PLC, and is now more community based, focusing on families • Critical to have student, parent and community voice – initial fono asked key questions of participants: What's working? What's not working? How can we make things better? • Voice of participants drove the development of WaiPESI • Deliberate move to replace deficit views about language

Presentation	Description	Roles	Resourcing	Research or evidence cited by presenter	Other
			to alleviate work load		about Pasifika learners
<i>Fernlea School</i>	Wainuiomata cluster Transition to school	<ul style="list-style-type: none"> Two head teachers driving project 	<ul style="list-style-type: none"> Through merger of schools, and funding to release teachers and head teachers to meet, visits between centres and new entrant classrooms Group wrote an information booklet about transition distributed to families; funded privately and by principals' group Time to build relationships/trust and curricula PLD within group and with parents 		<ul style="list-style-type: none"> Momentum of project compromised by lack of continuing funding to release head teacher
<i>Miller Ave School</i>	Paeroa cluster – Ohinemuri Began in 2002 Ten cluster members include college, special school, mainstream, state integrated Negotiating with early childhood education to join All support staff included in PLD	<ul style="list-style-type: none"> Eight specific roles from initiators to chairperson, which are all seen as crucial; roles change according to needs and expertise Outside expertise is seen as crucial, as is using inside expertise External facilitation 	<ul style="list-style-type: none"> School improvement project 2002 ICT PLD LCN (withdrew) Hauraki Council Boards (commitment to funding) Time to observe 	Research undertaken by Anne Rzoska and Claire Hayr – Auckland University	<ul style="list-style-type: none"> Data-driven – accountability de-privatisation of data Common understanding of educative purpose Prioritise areas of improvement following analysis of data Importance of transparency, honesty and openness PIVOT – inquiry framework Interschool visits Sharing of resources, including human resources Annual plan is agreed upon from individual schools Student-led workshops Joint curriculum opportunities Combined PLD/conferences

Presentation	Description	Roles	Resourcing	Research or evidence cited by presenter	Other
					<ul style="list-style-type: none"> • Strong cluster values, vision and outcomes for all students • Evidence based (see research) • Structure not transportable (their view) • Robust collaboration requires relationships not imposed • Developing way to initiate new teachers and principals into the group • Community involvement important
<i>Otaki School</i>	Collaboration for Māori tamariki				<ul style="list-style-type: none"> • Te ao Māori – whānau is key – the resource • Whānau are seen as contributing in meaningful ways, and essential to, not additional to, curriculum development • Time to collaborate in meaningful ways with whānau – lots of time for korero
<i>Rata St</i>	<p>Naenae network of schools</p> <p>Aiming to raise literacy results due to Ministry of Education identification of issue in NCEA level one</p>	<ul style="list-style-type: none"> • LCN model used • Initially a facilitator – contact progressively lessened • Network evaluators appointed internally 	<ul style="list-style-type: none"> • Time to build trust and relationships • Needs financial support to function effectively 		<ul style="list-style-type: none"> • Was top-down leadership, but now leadership is shared between school, leadership and whānau • Achievement data used to measure success • Shared core beliefs essential to guide process

Presentation	Description	Roles	Resourcing	Research or evidence cited by presenter	Other
Anthony Bryk*	<i>Learning to improve: How our social institutions can get better at getting better</i>	<ul style="list-style-type: none"> It was suggested that people with expertise from outside the education sector could be imported to help improve the sector, as has happened in the United States with health care Need hubs (including facilitators) to sustain and develop work, especially initially 	<ul style="list-style-type: none"> Successful networks need infrastructure, and to develop people 	http://www.carnegiefoundation.org/	<ul style="list-style-type: none"> How do we get quality outcomes for learners? Principles: <ul style="list-style-type: none"> Make the work problem specific and user centred; identifying the major barriers and where they are Focus on variation in performance (what factors are driving this?) See the system that produces current outcomes (What is our working theory of improvement?) We cannot improve at scale what we cannot measure – what does quality look like? Use disciplined inquiry to drive improvement Accelerate learning through structured networks
<i>Marton Junction Preschool</i>	Transition and collaboration for tamariki Māori				<ul style="list-style-type: none"> Importance of cultural capital

Presentation	Description	Roles	Resourcing	Research or evidence cited by presenter	Other
Rimutaka Kindergarten (He whānau Manaaki Kindergartens)*	What are the connections between Te Whāriki and New Zealand Curriculum and the parents' view of the child as a learner?	<ul style="list-style-type: none"> Facilitation between kindergartens and new entrant teachers 	<ul style="list-style-type: none"> Time to develop shared understanding Time for PLD External facilitator 	<p>Self-determined research</p> <p>Carr and Clarkin-Phillips (2013)</p>	<ul style="list-style-type: none"> Interrogated the competencies that the child is taking to school Cautions: can become about what children cannot do; teacher bias Dependence on external facilitator
Tess Casey <i>Inclusive NZ</i>	Collective impact		<ul style="list-style-type: none"> Time to think through process 	Theories of change	<ul style="list-style-type: none"> A theory of change is most useful for complex initiatives to understand which outcomes to evaluate, at which time, and in what sequence
<i>Te Kura Kaupapa Māori O Manawatu</i>	Transition and collaboration for tamariki Māori	<ul style="list-style-type: none"> Facilitators for parent education classes 	<ul style="list-style-type: none"> Time for face-to-face conversations Parent education classes 		<ul style="list-style-type: none"> Importance of connection between kura and home to enable parents Number of PLD providers, but this does not indicate quality More fluent speakers of te reo Māori required
<i>Enner Glynn School</i>	Seven primary schools in a PLC	<ul style="list-style-type: none"> Distributed leadership 	<ul style="list-style-type: none"> Time required to meet regularly, to build community partnerships, to plan and for PLD 		<ul style="list-style-type: none"> Made up of school leaders, teachers, parents and other community members Focus groups to address priorities identified by teachers and community
<i>May Rd</i>	Ako Hiko cluster		<ul style="list-style-type: none"> Financial and technical resources – had to get these in place first 	Maniakalani	<ul style="list-style-type: none"> Strong partnerships with parents in digital learning conversations with teachers

Presentation	Description	Roles	Resourcing	Research or evidence cited by presenter	Other
<i>Balmoral School</i>	Transitions to school – link between Te Whāriki and New Zealand Curriculum	<ul style="list-style-type: none"> Permanent unit for a staff member for Te Whāriki 	<ul style="list-style-type: none"> Time for early childhood education and primary teachers to meet Financial resources Time – to link with the community 	Based on Philosophy of Reggio Emilia	<ul style="list-style-type: none"> Year one team includes people with experience or qualification in early childhood education Embracing Te Whāriki contributes to seamless transition Developmental learning opportunities up to year four Concerns about teacher burnout with the amount of hours they put in to reach out to community
<i>A'oga Fa'a Samoa</i>	Bilingual community of learners – Samoan, English		<ul style="list-style-type: none"> PLD in bilingualism 	Attachment theory	<ul style="list-style-type: none"> Immersion centre One hundred per cent trained teachers employed Family atmosphere for children and parents Collaboration occurs within the centre and its community Nurture positive identity in children
<i>Mangere Bridge Kindergarten</i>	Centre of Innovation – worked to align Te Whāriki and New Zealand Curriculum	<ul style="list-style-type: none"> Worked with researchers (Sally Peters and Margaret Carr – Waikato University) 	<ul style="list-style-type: none"> Teachers required for release Time to process findings/reflection 	<p>'Crossing the border' – published by NZCER</p> <p>Teachers as researchers</p>	<ul style="list-style-type: none"> One hundred per cent qualified teachers Twenty-six languages in the centre Importance and interconnectedness of relationships: relationships with the children and families, with the schools, with the local community and into the wider education community

Presentation	Description	Roles	Resourcing	Research or evidence cited by presenter	Other
<i>Christ the King</i>	Ako Hiko cluster – working on cluster moderation of writing	<ul style="list-style-type: none"> • CORE facilitator one day per fortnight 	<ul style="list-style-type: none"> • PLD • Time for cluster moderation • Infrastructure • Support 	Accelerated progress in writing	<ul style="list-style-type: none"> • Importance of feeling part of something bigger • Can share frustrations and successes • De-privatising of classrooms • Community buy-in • Right people for the job
<i>East Taieri School</i> *	Used EHSAS methodology – five schools	<ul style="list-style-type: none"> • Principals shared leadership roles according to skills/strengths • Lead teachers • Focus groups 	<ul style="list-style-type: none"> • Time for professional reading, to develop resources • Release time for staff to observe and reflect on colleague practice and develop resources 	Dr Campbell	<ul style="list-style-type: none"> • De-privatisation of practice • Data showed inquiry model was embedded – could articulate their own school's learning • The culture and sharing has been maintained – there has been a shift in practice
<i>Musselburgh School</i> *	Collaboration between seven to nine schools around student behaviour and well-being using circle time (EHSAS model)	<ul style="list-style-type: none"> • Facilitator • A 0.5 full-time teacher equivalent (FTTE) teacher employed to support programme • Lead teachers • work with Otago University and Victoria University • RTLB 	<ul style="list-style-type: none"> • Time to implement PLD, observation, modelling, feedback and reflection • Funding for 0.5 FTTE teacher 	Jenny Mosley Brain Science	<ul style="list-style-type: none"> • Developed strengths-based programme • Achievement levels increased, along with improved behaviour in class and playground • Teachers' well-being also improved • Committed principals, credible presenters • Project funded for three years • Growing leadership • Common purpose • Staff meetings and cluster days devoted to PLD • School responding to the needs of parents and the community

Presentation	Description	Roles	Resourcing	Research or evidence cited by presenter	Other
<i>George St Normal</i>	Transition from early childhood education to primary education	<ul style="list-style-type: none"> • Leader to transition student from early childhood education to school 	<ul style="list-style-type: none"> • Time to build trust • Funding to release teacher 		
<i>Weston School*</i>	LCN – collaboration across early childhood education, primary schools and a secondary school in a local region to improve student achievement	<ul style="list-style-type: none"> • Distributed leadership • Lead roles based on expertise related to student achievement challenges identified by the network 	<ul style="list-style-type: none"> • Time – to become fully functioning • Time to develop relationships • Internal cluster capability (teachers) key resource • Access to external expertise/support when internal capability could not meet teacher needs 		<ul style="list-style-type: none"> • True collaboration is about having powerful conversations, de-privatising practice and asking what the teacher needs to do when the learner is not making progress • Student learning data and evidence are the drivers for action • Expertise from within the group is utilised to lead development of colleagues' practice • Challenges – high staff turnover in early childhood education • No funded release time for early childhood education
<i>Maheno*</i>	Small three-teacher rural school Working across rural schools and transitions		<ul style="list-style-type: none"> • Shared PLD • Study time for teachers • Funding for release time – especially important in rural schools • Release time for early childhood education teachers to collaborate with primary teachers 		<ul style="list-style-type: none"> • Issue of size – limited opportunity to release and provide cover for collaborative tasks • Hard to get support staff • Focus on student interschool activities

Presentation	Description	Roles	Resourcing	Research or evidence cited by presenter	Other
<i>Fairhaven Primary</i>	Te Puke Learning Network (Hua Pai Maota – goodness grows here) – working with students in their learning plan	<ul style="list-style-type: none"> Shared leadership 	<ul style="list-style-type: none"> Technology 		<ul style="list-style-type: none"> “Te Puke learners are an investment in the community.”
Mere Berryman	Te Kotahitanga ‘Culture Counts’			Ted Glyn Carolyn Shields (transformative leadership) Te Kotahitanga Ka Hikitia	<ul style="list-style-type: none"> Help families determine how they can be part of schools Provide space where whānau can work and talk together Pedagogy that makes a difference focuses on potential Importance of culturally responsive pedagogy
	Hui	<ul style="list-style-type: none"> Maybe a liaison type role (expert) during any transition process 	<ul style="list-style-type: none"> Time to build understanding of the whānau/iwi aspirations Importance of PLD Te reo expertise Time to know the children and whānau 		<ul style="list-style-type: none"> “Transition is a relationship – not with or about the schools, but about the child, whānau and iwi.” It is not confined to certain people within the school setting Transition is determined by the child Importance of not generalising from mainstream settings to kaupapa Māori settings

Presentation	Description	Roles	Resourcing	Research or evidence cited by presenter	Other
<p><i>Owhiro Bay School</i></p> <p><i>Owhiro Bay Kindergarten*</i></p>	<p>Building one learning community – transition between same site early childhood education and primary school</p>	<ul style="list-style-type: none"> • Leadership roles – from both settings • Facilitator (two meetings only) 	<ul style="list-style-type: none"> • Opportunities to share practice between early childhood education and primary • Time to build relationships • Made use of existing resources 		<ul style="list-style-type: none"> • Memorandum of understanding between the two parties • Professional rapport between early childhood education lead teacher and primary principal • Focus of presentation was on relationship building
<p>A group of Pasifika early learning and primary school teachers, Pasifika principals and Pasifika academics attended, Iram Siraj, Sally Peters, Vanessa Paki, Linda Mitchell, Lesley Rameka*</p>	<p>Talanoa – specific section pages 28–30 refers</p>	<p>Talanoa – specific section pages 28–30 refers</p>	<p>Talanoa – specific section pages 28–30 refers</p>	<p>Talanoa – specific section pages 28–30 refers</p>	<p>Talanoa – specific section pages 28–30 refers</p>

Presentation	Description	Roles	Resourcing	Research or evidence cited by presenter	Other
	<p><i>Enhancing effective learning journeys for priority children in the early years</i></p>				<ul style="list-style-type: none"> • Disadvantaged children who succeeded against the odds were helped by their parents, who valued learning, engaged their young children, and set and reinforced high behavioural and academic standards and encouraged extra-curricular activities • Importance of early childhood education • Importance of strengthening early childhood education and school relationships • Adjustments to contexts and strategies can support more positive experiences for learners • Successful transitions incorporate respectful, reciprocal relationships, build on knowledge from early childhood education and home, positive teacher expectations, identity as a learner, engagement in learning, recognition and acknowledgement of culture, and belonging and well-being • Critical to engage the community • Relational expertise key

Presentation	Description	Roles	Resourcing	Research or evidence cited by presenter	Other
					<ul style="list-style-type: none"> • Parents want holistic focus and for teachers to know their children well, including what their children can do, and family and cultural aspirations • Recognition of different ways of communicating with families/whānau • Teachers reflecting critically on their practice

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