

# Learning and Change Networks

Contract no. 393-5577

## Milestone 2 (final)

UniServices Task number: 32434.001/32436.001

### Auckland UniServices Limited

A wholly owned company of

**The University of Auckland**

**Prepared for:**

Minsitry of Education  
45-47 Pipitea St  
Wellington

Attn: Jackie Talbot

**Date:** August 2013

**Prepared by:**

Brian Annan

Director Research and Development  
Faculty of Education

Reports from Auckland UniServices Limited should only be used for the purposes for which they were commissioned. If it is proposed to use a report prepared by Auckland UniServices Limited for a different purpose or in a different context from that intended at the time of commissioning the work, then UniServices should be consulted to verify whether the report is being correctly interpreted. In particular it is requested that, where quoted, conclusions given in UniServices reports should be stated in full.

***Learning and Change Networks***  
**Milestone Report 2,**

**SECTION ONE, EXECUTIVE SUMMARY**

This is the second milestone report on the *Learning and Change Networks* strategy.

Developments to date have seen 48 networks form involving 303 schools, kura and associated communities working collaboratively to figure out ways of lifting achievement among students below National Standards and Nga Whanaketanga. Uptake into the collaborative arrangement has been considerable, especially given the nature of some demanding tasks around qualitative and quantitative data analyses and use. There is also no sign of competition as schools have enthusiastically formed networks and are now networking with one another to partake in collegial sharing and critique of one another's developments. A small number of schools had too much on to consider the strategy and most of those schools have said they would join at a later date.

This report, and the evidence underpinning it, suggests that network leaders (predominantly professionals at this stage) are starting to believe in community-wide capability building to grow innovative and effective learning environments for priority learners. There is also a growing belief among network leaders that the Ministry and The University of Auckland provider teams have integrity around a partnership arrangement to transfer policy and useful research findings into practice. They are not feeling 'done to'. More schools are joining existing networks as they hear from colleagues about the positive nature of the developments and there is no shortage of demand to form new networks. This strategy, therefore, has a considerable amount to offer policy considerations around the establishment of local infrastructure for schools and communities to address New Zealand's equity challenge in education. Recommendations at the end of this report reflect a balance of policy and implementation considerations.

Before launching into the detail, a brief recap about developments in the lead up to this report and an outline of early successes and some traps to avoid.

The strategy was established to grow collaborative knowledge-sharing and data savvy networks among kura, schools, families, whānau and communities to think creatively about ways to address the equity challenge. A learning and change network is defined as:

*“A group of schools, kura<sup>1</sup> and communities working together to grow capability to accelerate learner achievement in a culturally intelligent way recognising the diversity of 21<sup>st</sup> century learning” (Ministry of Education, 2012).*

Each network is invited into a four-phase learning and change process to grow innovative and effective learning environments that will benefit priority learner groups performing below national standards. Priority learners are those students performing below National Standards. Trends suggest a sharp focus on indigenous Māori students, Pasifika students, students with special education needs and students in low socio-economic communities. However, that does not discount other students that need a lift. The four phases are

---

<sup>1</sup> Kura Kaupapa Māori are Māori-language immersion schools (kura) where the philosophy and practice reflect Māori cultural values with the aim of revitalising Māori language, knowledge and culture.

referred to as (i) the infrastructure phase (signing up to join the strategy); (ii) the understanding phase (profiling the current learning environment to learn what to change); (iii) the implementation phase (making the changes and checking for impact on priority learners); and (iv) the sustaining phase (embedding useful changes, eradicating redundant practices and systems & deciding on next steps).

The first milestone report outlined the beginnings of the vision for the strategy and initial thinking about implementation. The vision involves a paradigm shift from supply-driven educational services to demand-driven learning environments. Students, families, whānau, communities and iwi have typically been passive receivers of ministry, provider and teaching professionals' educational services. The vision is to create demand-driven learning environments that replace passivity among students and their supporting adults with a sense of excitement, action and connectedness around their learning. Drive to achieve this paradigm shift is nothing new to New Zealand's education system. Policy documents have been around for over a decade to activate the shift, such as Ka Hikitia and the Pasifika Education plan. However, the policy intent has not actively engaged those it is designed to influence. The main reason for that lack of engagement is because in the policy-to-practice transfer, implementation reverts back to supply-driven practices which position students, families, whānau, community and iwi as passive receivers of what external experts have to offer.

As reported in the first milestone report, initiation of the Learning and Change Networks started with a bit of a rush, mostly through enthusiasm to get the strategy moving. Information in this milestone report shows that things have since settled down and there are indications of students and their supporting caregivers being positioned as active and connected learners within the strategy. Many network leaders, mainly teaching professionals at this stage, are relishing the growth of student agency and also recognising the challenge of connecting families, whānau, community and iwi in culturally and linguistically responsive ways. These are the beginnings of the vision being realised.

This milestone report captures early success factors in making the paradigm shift. There are several.

- Competition to collaboration. Many schools that entered the strategy as competitors quickly transformed into collaborators. Subsequent connectivity and partnership developments have proven to be a way of dealing with numerous tensions that appear to have stopped useful change occurring in the past. Tensions such as: beliefs about capabilities of priority students/families/whānau; mistrust of Ministry intent, too much theory from Provider team.
- Growing commitment. Network implementation methodology had considerable expectation around commitment of time, resource and a willingness to change tack. Actual roll out has matched expectation and there is a remarkably low dropout rate. In fact, commitment across the stakeholder groups appears to be growing.
- Trialling implementation methods with network leaders rather than doing things too them. Some elements of the strategy were perceived to be 'done too' the networks in the early stages, such as introducing regional networking and the evaluative probes. Both of those elements and subsequent new elements of the strategy are now being developed with the network leaders.
- National Standards and NCEA data. There was some scepticism towards the Ministry using this networking strategy as a guise to push National Standards, Nga Whanaketanga and NCEA. That scepticism has almost entirely disappeared as the Ministry has skilfully encouraged the use of data within the agreed processes for learning and change. The

Provider team becomes the support to make sure there are stretch student achievement goals within network plans and robust ways of measuring those goals. The combination of Ministry and Provider support around data is assisting networks to see the importance of analysing multiple data sets to consider next steps and claim success.

- Student voice to student agency. Most network leaders have discovered that student voice to inform teacher/leader practice improvements is important for school effectiveness but falls short of growing student responsibility to improve their own learning practices. Furthermore, there is a growing realisation that student agency connected to strong family-whānau-community-iwi support is more powerful than trying to ratchet up more supply-driven teaching and leadership. Mind-shifts are occurring in line with shared student-family-teacher-leader responsibility.
- Thinking global. Strategy leaders from the Ministry and Provider team have successfully created connections between local, regional, national and international network developments. Simply establishing 50-60 localised networks across New Zealand is not going to bring priority learners and their adult supporters into cutting-edge 21<sup>st</sup> century learning environments. Regional networking sessions are now in place to bring networks together for collegial sharing and critique. Network leaders are relishing those opportunities. There are also strong links forming with international networks via the OECD Innovative Learning Environments (ILE) project and the Global Education Leaders Forum (GELF). Considerable recognition is coming to the New Zealand representatives for the strong student-family-whānau-iwi-community agency and collegial planning, implementation and evaluation within and across the networks. New Zealand representatives are also learning a great deal about systems change and the nature of innovations (or lack thereof) in other countries. Both points of recognition and learning from other countries are being fed back to the New Zealand networks with considerable appreciation.

In summary, all parties are figuring out what to change and why selected priorities for change are more important than others. The three-way partnership between the network leaders, the provider team and the Ministry are exerting a great deal of energy to make the strategy work. There are early signs of movement towards the demand-focused vision of students and families becoming active and connected with teachers and leaders to grow innovative and effective learning environments. These are only early signs because students and families are still recipients of professionally-designed processes for change. A paradigm shift will have been made when there is equal knowledge and power sharing among all parties.

Forcing that shift invites a return to passive receivership arrangements of the past. Leaving the shift to happen naturally will mean that some networks will make the shift and others will not, which is not useful for priority learners in the networks that do not make the shift. The ideal arrangement is a negotiated shift whereby the three-partners are constantly pushing, reflecting, checking, adapting and celebrating with one another. All three partners can easily revert back to old ways: professionals in schools dominating the learning environment; university providers handing-over theoretical papers that assume capability and relevance; and the Ministry taking control to transfer latest policy imperatives that at best develop routine expertise. All three partners need to be vigilant towards one another to ensure those old ways do not creep back into the mix. If this strategy is to work, those leading at all levels (strategic, network, school-community and student/teacher/family) will stand strong behind the vision and the learning and change processes that have been set up to distribute agency among the learning partners.

This second milestone report is set out in seven sections.

**Section one** is this executive summary. The executive summary commences by outlining the vision of the Learning and Change Networks strategy, some of its early successes and a few traps to avoid. Vision and successes to date suggest the strategy is an outlier from the norm of adult-controlled and supply-driven delivery. The remainder of the executive summary synthesizes the content of each subsequent section.

**Section two** provides logistical information about the networks to the end of June 2013. There were 49 networks in total; 20 networks in the infrastructure phase, 26 networks in the understanding phase and three networks in the implementation phase. There is a total of 73,292 students attending the 303 schools participating in the strategy; 28% are Māori students and 15% Pasifika students. Average number of schools in each network is 6.2. Priority development areas that have been identified by network leaders through using the Ministry's Network Leadership Capability Tool are cultural and linguistic responsiveness, evaluation and family-whānau-community connections.

**Section three** provides information about the networks by phase. There are four phases in the strategy.

*(i) Infrastructure phase – 20 networks (set up)*

Twenty networks are in this phase. Ministry Lead Development Advisor (LDA's) support, with occasional facilitator input, is taking principals as initial leaders of networks from a state of curiosity to readiness for an extensive investigative inquiry into current learning environments and associated student achievement challenges. Principals are the primary connection to other stakeholders during the infrastructure phase. A question for any expansion of this strategy is whether community leaders can sit alongside school leaders in connecting stakeholder groups from the outset?

Ten groups of schools inquired into the strategy but chose not to progress. Most reasons indicated competing priorities, such as wrong time or too much going on. There was also concern about costs and the possibility of the Ministry pushing other agendas, such as promoting National Standards. Those concerns diminished as leaders better understood the strategy and seven out of 10 groups said they would consider joining at later date.

*(ii) Understanding phase – 26 networks (learning what to change and planning for change)*

There are two components to the program for the 26 networks that are currently learning what to change.

The first is an internal investigation into the state of current learning environments for priority learners in relation to achievement challenges those learners are experiencing in their learning. The investigation invites network leaders to link qualitative data sets about the state of the current learning environment to quantitative data inclusive of National Standards data that points to student achievement challenges. Network leaders are acknowledging that their investigations are showing that current learning environments are addressing priority learner's achievement challenges. A variety of statements indicate that the leaders themselves have considerable change ahead. "We're doing things to priority learners"; "Too many interventions"; "Some hunches are incorrect"; and, "Students have been passive in their learning". These acknowledgements indicate a need for change in the

way school leaders analyse multiple data sets to make and see through decisions about change. Those acknowledgements are coming from them, not from government or the ministry or from universities. Leaders are disturbing their own status-quo thinking, which is far more powerful to motivate change than outsiders telling them to think and act differently.

Facilitators and LDA's are also learning from the investigations, in particular appreciating the need to listen carefully to network participants' views and to spend time supporting them to be adaptive. They have had to put aside assumptions about participants' knowledge and the state of the current situation and take note of the evidence that comes out of the collaborative analysis process. It is a matter of ensuring that all voices are heard and that priorities for change are co-constructed through a process of negotiated decision-making.

Documentaries written by WFRC affiliate Jean Annan (PhD) captured the understanding phase in five networks; Auckland Intermediates, Manaiakalani, Naenae, Te Puke and Van Ash networks. The purpose of developing the documentaries was to capture a range of ways that networks were going about understanding the strategy and what was happening for their priority learners in the current learning environment. The documentaries reinforce several key implementation principles: active involvement of parent and community in student learning as an imperative; investigating the current learning environment rather than assuming what is going in; finding and building on the WOW factor; and, the importance of manufacturing opportunities for priority learners to step into and succeed in new learning environments. There was considerable agreement among network leaders, the facilitators and LDA's in the process of developing the documentaries of the need for capability building to analyse and use multiple data sets.

The second component in the understanding phase is to learn from other networks and from global developments. Three strategies have been employed for this purpose; sharing developments from the Manaiakalani network, a regional networking programme whereby network leaders can learn from one another and learning from international developments. Feedback suggests that all three strategies are starting to gain traction with network leaders in terms of thinking about change priorities.

Most networks are yet to create plans for change. Brief commentary is provided about the proposed approach to planning. Efforts are being made by Ministry officials and provider team member Linda Bendikson to integrate network planning with Schools Planning and Reporting (SPaR).

### *(iii) Implementation phase – 3 networks (making changes and checking progress)*

Three networks are in the implementation phase; Auckland Intermediate Schools, Kaikohe network and Manaiakalani.

Auckland Intermediate Schools and Kaikohe networks both followed rigorous qualitative investigations. Auckland Intermediates School network's journey was documented as an example and shared in an OECD Innovative Learning Environments (ILE) international meeting in Paris in July of this year. That example is outlined in the body of this report to give an indication of developments in an early-starter network. Subsequent networks are benefiting from the experiences of these more advanced networks as they share their experiences at regional networking sessions.

Manaiakalani is a community-based network that was well established before the Learning and Change Network strategy commenced in October 2012. They had already conducted one cycle of learning and change in 2011-2012 and are into a second cycle now. Their qualitative investigation in this second round is extremely rigorous as they have contracted the Woolf Fisher Research Centre to conduct in-depth research to identify change priorities for the future. Their financial capability to enter into such sophisticated arrangements reflects their advanced partnership arrangements with community and business leaders.

(iv) Sustainability phase – 0 networks (agreeing what to keep, what to eradicate and next steps)

There are no networks in the sustainability phase.

**Section four** outlines progress against the Ministry's four benefit outcomes

*(i) Lifting achievement of priority learners*

Most networks are progressing well in identifying student achievement challenges and moving towards plans that have potential to set clear goals for improvement. However, that potential will only be realised with considerable joint support from the Provider facilitation and LDA teams. Facilitation support to set clear goals and identify useful solutions is critical, as is LDA support to supporting collation of aggregated National Standards data and monitoring impact and progress to success in NCEA Level 2.

Combined support and challenge from the facilitation and LDA teams is also essential to sort out some confusion about what constitutes a student achievement challenge in relation to the dimensions of development that influence those challenges. Some networks appear to be mixing up the student achievement challenge with developmental dimensions. In that case, it is going to be difficult for those networks to set academic outcome goals in relation to goals about development dimensions. This is a common trap that reform groups can fall into whereby development dimensions become the end goal and student achievement challenges remain entrenched. For instance, it is possible for students to experience new blended learning pedagogies (an instructional development goal) and become more motivated to learn (an engagement goal), yet experience little or no improvement in reading comprehension (an academic goal). Yet without realising the academic goal, there is little chance of the student succeeding in a blended learning environment. Avoiding this trap is a critical part of the planning process. Clarity in this regard is essential for the success of this strategy to be tracked. There is considerable responsibility on the facilitation and LDA teams, preferably merging as one joint team with complementary skills sets at play, to ensure networks rise to the challenge.

*(ii) Improving leadership capability*

Leadership in networks has started with school principals and has spread to other teaching professionals to lead network activities and to fulfil the role of practitioner-evaluators. There is some parent engagement at leadership level from the outset, mainly via Maori-medium board members. There are also a few networks experimenting with student leadership but, in the main professional leaders have led the networking to date. They serve as a conduit role to engage students, teachers, leaders and families within and across schools. That approach has, in most cases, successfully engaged students, teachers, leaders and, to a lesser extent, families and whānau. There is considerable surprise among leaders about what they are discovering in the process of engaging those groups.



A success factor of the strategy to date is that it has ignited enthusiasm on the part of school leaders to engage students and families as active participants in improving the learning environment. However, the success is probably best viewed as a step in the right direction rather than an outcome. Students and families remain recipients of an investigation into their learning environments led by professional leaders. Part of the challenge in planning and implementation is to distribute leadership arrangements more evenly across professionals, students, families, communities and iwi.

*(iii) Strengthen data and self-review capability*

A clear theme coming out of the feedback from the networks is that the qualitative investigation into current learning environments has been invaluable in highlighting the importance of student agency and family-whānau connectedness. The main point from the comments is that the more in-depth and rich the data is, the greater the benefit. Networks appear to have found the qualitative investigation a way of encouraging integrity around collection, analysis and use of several data sets. That expectation of integrity enables data analysis to go deeper than it has gone previously.

Many networks have reached the pivotal point of their projects. That is, drawing on their data to identify evidence-supported dimensions for change and collaborating about the implications of these for planning changes. In terms of self-review, network and individual school plans for change will become an important activity in the coming months for most networks. This exercise is simply an extension of the data gathering and analysis in the qualitative investigation. It requires networks to synthesize the massive amounts of data collated, find dominant themes for change and work together to prioritise those themes that are most likely to effect the most significant change. Provider team members Linda Bendikson and Jean Annan are supporting network leaders, facilitators, and LDAs in the transition from qualitative investigations into planning (which combines qualitative standards with National Standards data). Jean and Linda are also providing those groups support to use practical templates to articulate goals, network activities for change and preferred methods for assessing the impact of the activities on priority learner outcomes. An important part of that network planning is to ensure it is integrated into the schools' regular Schools Planning and Reporting (SPaR) cycles. Linda Bendikson is working with the Ministry to ensure alignment in this regard.

*(iv) Lateral learning and change capabilities embedded*

This section pulls together information from the network milestone reports about the growth of lateral learning and change capability. The information is less about growth and more about identifying learning and change capabilities at this stage. Capabilities are discussed under seven headings. The first two are the generic headings of learning and change. The rest relate to the Ministry's preferred five development areas. They are listed in order of the volume of comment referred to in the networks' reports. Growing student agency linked to strong connections with families, whānau, community and iwi is by far the development area of most interest. Instruction and blended learning and evaluative capability are also of interest but to a lesser extent. Cultural and linguistic responsiveness and inclusiveness gets a mention, but only from a few networks.

**Section five** captures strategic design and implementation points. Ministry and Provider leaders have invested heavily in working together to create more coherent, manageable and practical implementation processes and tools. There are some successes to report and also some challenging design elements ahead. This section reports two design successes; a new strategy model and implementation framework, and the capability to diversify the approach

from the conventional one to satisfy the interests of a broad range of groups. It also reports on plans for web-based knowledge sharing, which are in the early stages of development, and three adjustments that are being considered based on progress against the benefit outcomes; more rigor in tracking student achievement, intensive support to network leaders, facilitators and LDA's in analysis and goal setting and extending network leadership arrangements beyond teaching professional roles to include student and community leadership roles.

**Section six** suggests three points of possible policy interest; effective transfer of policy to practice, student-family-community-iwi-business partnerships from the outset and creating system-wide coherence.

**Section seven** outlines four recommendations. The first is for the Ministry and Provider to continue working together to align models, frameworks and implementation and evaluation processes. The second is to avoid going back to foisting lists of rubrics/strategy documents on networks – rather integrate the intent of those into frames whereby networks remain active drivers of their change process. The third is to provide intensive training to analyse multiple data sets to identify change priorities. The fourth is to leverage off the policy-to-practice approach being used within the learning and change networks strategy to create systems coherence.

## SECTION 2, LOGISTICS ABOUT THE NETWORKS

The Ministry is taking an overarching co-ordination and management role for the strategy. Jackie Talbot, National Manager for Learning and Change, is leading a Ministry team that functions in both the Ministry's national office, in and around the regional offices. More importantly, this team is strongly connected to the learning and change networks across the country. That national-regional-local connectivity is starting to create a policy-to-practice relationship that is being appreciated by schools and communities. Underpinning that partnership is a set of Ministry databases that is capturing the nature and activities of the networks and, going into 2014, will start capturing measurable outcomes for priority learners from the investment.

This section provides some logistical information from those Ministry database about the networks. It indicates that the target of 60 networks is close to being reached and that most networks are at the early stages of implementation.

Appendix 1 provides a table of logistical information for each network. The Ministry collated this information. It indicates that most networks are at an early stage of identifying student achievement challenges and thinking about priority areas for development. Initial interests indicate a mix of student academic and engagement challenges and a preference for development in instructional, organisational and family, whānau, community connections.

The table includes the names of the networks, MoE lead development advisors (LDA) and facilitators attached to each network, total number of learners, priority learner breakdown by percentage, development area of interest, achievement challenge focus, current phase and number of schools in each of the networks.

There are four LDA's, 20 facilitators and 48 networks recorded in the table. Twenty-two networks are in the northern region, 14 networks are in central north region, five networks in central south region and seven networks in the southern region.

The total number of learners is 73,292. Of those learners, 28% are Maori learners and 15% are Pasifika learners. The table did not provide percentages for students with special education needs and students in low socio-economic communities.

Total number of schools in the 49 networks is 303. Average number of schools in a network is 6.2.

By phase, there are 20 networks in the infrastructure phase, 26 networks in the understanding phase and three networks in the implementation phase. There are no networks in the sustaining phase.

Networks identified a range of tentative student achievement challenges during the infrastructure phase. They were tentative at that stage because they were likely to change through the understanding phase. The range is outlined in the table below. As most networks are yet to complete their investigations in the understanding phase, these achievement challenges are likely to change during term 3 and 4 in 2013, which will influence the change priorities that network leaders decide to pursue during implementation.

#### **Initial Student Achievement Challenges**

- Writing
  - Using blended/lateral/e-learning X 4
  - Māori boys motivation X 5
  - Boys via engagement and e-learning
  - Boys literacy
  - Spelling
  - Written language
  - Braille literacy
- Numeracy
  - Boys
  - Maori boys
- Learning opportunities for Kiribati and Tuvaluan students
- Key competencies that motivate learners
- Engagement via
  - Engagement x 2
  - Motivation x 2
  - Students taking control of their own learning
  - e-learning
  - Deaf students in mainstream schools
- Yet to be decided X 15

During the infrastructure stage, network leaders also used the Ministry's leadership capability tool, to identify preferences for priority development. The tool has five development areas to select from (i.e., organisation, instruction, evaluation, cultural and linguistic responsiveness and family, whānau, community connections). The "Other – Blended-e-learning" is an additional development priority self-selected by some networks. The Ministry analysed results from the early use of the tool and found the following priority order of development preferences;

- Cultural and linguistic responsiveness
- Evaluation
- Family, whānau, community connections
- Organisation
- Not yet decided
- Other – Blended, e-learning
- Instruction

## SECTION 3, NETWORK ANALYSIS BY PHASES

A report was written for each network to outline developments in more detail than that captured in the Ministry's logistical table. Network leaders, facilitators and LDA's each answered a series of role-specific questions, which captured a wide range of interesting thoughts and perspectives about the network developments. Those reports are attached in Appendix 2. The information reported here is a series of summary statements made by a representative Ministry-Provider team. The team analysed the information in the reports in two ways. The first analysis was in relation to networks in the four phases of development; infrastructure, understanding, implementing and sustaining. The second analysis was against the Ministry of Education's (the Ministry) four benefit outcomes; student achievement, leadership capability, data and self-review capability and embedding lateral learning and change capabilities.

### 3.1. Networks in the infrastructure phase (20 Networks)

The brief description below outlines what happens during the infrastructure phase.

#### What happens in the Infrastructure phase

The infrastructure phase involves groups of schools negotiating with the Ministry to form learning and change networks. Groups of schools approach the Ministry or the vice versa. This activates a Ministry-led analysis of the schools' national standards and other related data to consider suitability. Leaders from the groups of schools that are considered suitable then engage with the Ministry's LDA team to make sense of the strategy, to sign a Terms of Reference and to rate themselves on a leadership capability matrix before being introduced to the provider team and embarking on their journey of learning and change networking.

Analysis of networks in the infrastructure found a state of curiosity among school leaders about networking and through careful Ministry LDA support and negotiation, many of those leaders went on to sign the Terms of Reference and moved into the understanding phase. Some leaders did not proceed to join the strategy. This section outlines main findings during that phase, firstly, for those leaders that advanced to form a Learning and Change Network and, secondly, for leaders who chose not to advance.

#### 3.1.1. Groups of schools that advanced to form Learning and Change Networks

The table below provides summary statements from the analysis of the reports about the networks in the infrastructure that are progressing towards signing the Terms of Reference. Those statements are weaved together into the paragraphs below.

Leaders that enter into negotiations with the Ministry to form Learning and Change Networks have typically been principals of schools. The Ministry has generally accepted principals as entry-point leaders of networks, although board of trustee members have become involved early in Maori medium. Principals usually enter into those negotiations with a genuine desire to better understand issues related to learners struggling with academic learning. They do not tend to talk about priority learners. Rather they tend to refer to all learners. Consequently, they struggle to identify student achievement challenges in the early stages and some are anxious about forming a common focus around student achievement challenges.

Network leaders who have been involved with one another in previous clustering arrangements tend to benefit from their collaborative relationships. Sometimes those

relationships need adaptations to fit with Learning and Change methodology and that can be a challenge at the outset. Network leaders forming new collaborative arrangements have to come to terms with localised challenges such as varied thinking, resource availability and distance.

Ministry of Education LDA role is reported to be a positive support to get things started. LDA's have learned to pay attention to pace for varying circumstances and it would appear that the rushed start-up arrangements reported in the first milestone report have ceased. LDA's have also engaged facilitator support at times to deal with infrastructural matters and that has also been reported as adding value to the initiation of networks.

There is recognition among participants that as networks transition from the infrastructure to the understanding phase, there are several quick adjustments that tended to occur;

- they quickly distributed leadership beyond the principal to include another senior and/or lead teacher,
- there was also a universal shift in thinking around the student achievement challenge as they began their qualitative investigation into the current learning environment,
- Network leaders also started communicating with one another more via digital forms, such as Google Docs, and
- Many networks also began making connections with other networks to learn from one another.

In summary, Ministry support with occasional facilitator input in the infrastructure phase is taking principals as initial leaders of learning and change networks from a state of curiosity to readiness for an extensive investigative inquiry into current learning environments and associated student achievement challenges. Principals are the primary connection to other stakeholders during the infrastructure phase.

#### **LDA & network leader summary statements about infrastructure phase**

- It can take time to create a Learning and Change Network and to progress too quickly can be counter-productive. Each network requires different time frames
- Most networks commence with a desire to understand issues related to priority learners
- Network leaders either struggle to identify a priority student achievement challenge or take a traditional approach of naming a curriculum-content area
- Network leaders often become anxious about their perceived need to identify a common focus
- Cluster that have traditionally worked together often find forming a Learning and Change Network easier as they already know and trust each other. However, for some it does create challenges in working in different ways
- Networks where principals bring other leaders to network meetings have a stronger understanding of learning and change methodology than those that only have principal
- Networks are encouraged to establish systems, e.g. Google docs, to facilitate lateral learning and to make connections with networks with a similar focus
- Networks in this phase are to significantly engage with their parents, families, and whānau in a meaningful way. Most recognise the importance of this and the challenges this will create
- Key challenges networks face (in order of importance) are
  - Some local schools not included that network leaders believe should be
  - Some schools are more engaged than others, consequently some tasks are not completed
  - Finding common meeting times
  - Cost and distance to get to meetings
  - Variety of school size and different ideas
  - Changes in LDA and absence of LDA
- LDA Ministry support is often appreciated and has a positive impact on establishing networks

- Bringing a facilitator on-board during the infrastructure phase has been quite beneficial
- In the transfer into the understanding phase
  - student achievement challenge hunches often change
  - network leaders are surprised as to how much students are able to contribute to their investigations

### 3.1.2. Groups of schools that did not advance to form a Learning and Change Networks

Ten groups of schools considered forming Learning and Change Networks but did not proceed. A major factor for considering forming a network in 7/10 of those groups was a desire to work together, of lesser importance (2/10) was a formal desire to work together to make positive changes for students. However, for varying reasons those groups of schools opted out of the opportunity.

The table below outlines the reasons why those groups chose not to form and Learning and Change Network. Most reasons indicated competing priorities, such as wrong time or too much going on, and seven out of 10 groups would consider joining at later date. There was also concern about costs and the possibility of the Ministry pushing other agendas, such as to promote National Standards.

The Ministry's investment in the ten groups of schools that did not progress to form Learning and Change Networks averaged two formal meetings with numerous phone calls and emails. This investment was similar to networks that did progress. Facilitators were also involved in three of the networks that did not proceed.

#### Reasons why groups of schools did not proceed

- Five of the ten clusters stated that a major factor in a cluster not progressing was the timing being wrong as they had often been approached early in the new year when strategic plans, PLD commitments and budgets had already been set.
- Six of the ten networks were discouraged from forming a LCN by the potential costs involved and the lack of ministry funding to support it.
- Five of the networks were anxious about MOE initiatives especially where National Standard data could be a factor.
- Other factors noted by two clusters that discouraged the formation of a LCN included:
  - a. the extra workload
  - b. already over committed or had PLD commitments
  - c. distance between schools
  - d. couldn't find enough local schools interested in joining a network
  - e. did not like the methodology
  - f. 1-2 Principals dominated a network with other principals expected to follow. This was discouraging to principals who were otherwise supportive of Learning and Change Networks
- Seven of the ten networks made the recommendation to the Ministry that major initiatives like this need to be made to schools in a timely way i.e. Terms 3-4.
- Only three schools made a recommendation to the Ministry regarding the provision of adequate funding to support LCN despite it being stated strongly as a factor for not progressing. It is possible that the timing and the ability to set appropriate budgets may account for this.
- Allowing smaller networks to be formed (initially larger groupings of schools were sought but smaller ones are now considered)
- Seven of the ten networks said they would reconsider forming a LCN at another time and the other three still considered it a possibility.

### **3.2. Networks in the understanding phase (26 Networks)**

#### **What happens in the understanding phase**

Networks in the understanding phase are transferred from Ministry LDA's to a facilitator from The University of Auckland team for primary support. The LDA remains involved with a strong focus on tracking leadership capability, community engagement and impact on priority student outcomes via National Standards. The facilitator guides leaders through a process of learning what to change and planning for change. There are two forms of learning what to change. The first is a qualitative investigation whereby the leaders engage the students, teachers, leaders and families to identify priority student achievement challenges, map the current situation and analyse practice used by all parties in relation to the achievement challenges. The second form of learning what to change is to investigate what is happening outside the network by connecting with other networks around NZ and searching internet sites for evidence of innovative and effective learning environments. Both forms of learning collate a considerable amount of data, which is analysed to find themes that point to change priorities. Those change priorities form the basis of a network plan and nuanced school-based plans. An explicit aim is to link the learning and change network plans to schools' regular planning and reporting. Successful completion of the understanding phase is network leaders as well as students, teachers, leaders and families in all participant schools with a clear view about what they intend to change and why in relation to the priority student achievement challenges.

Analysis of networks in the understanding phase found network leaders, facilitators and LDA's working well together to learn what to change and to create plans for change. This section concentrates mostly on their endeavour to learn what to change, as most networks are still in that phase. Two methods were used to capture how networks are going about learning what to change:

- One method is the analysis of milestone reports of those networks in the understanding phase, and
- The second method is the writing of documentaries by Woolf Fisher Research Centre (WFRC) affiliate Jean Annan (PhD) with Auckland Intermediate Schools, Manaiakalani, Naenae, Te Puke, and Van Ash Deaf Education Centre networks to capture how network activity in the understanding phase.

The next two subsections detail the findings from those two methods.

#### **3.2.1. Learning what to change within networks; the qualitative investigation**

The qualitative investigation involves leaders engaging students, teachers, leaders and families in identifying priority student achievement challenges, mapping the current learning situation and analysing current practices used by all parties in relation to the achievement challenges. The exercise is both in-depth and far-reaching and network leaders are finding it both engaging and exciting. They are also saying that going wider and deeper by including students, families and whānau is a stretch from the past focus on teacher practice. Many are surprised about the expertise that they are discovering within networks. They are also valuing collegial dialogue focused on 'learning' within and across schools and into their communities.

Network leaders typically accept the need for a focus on priority learners, but there is a wide-range of views around how to handle priority learners' achievement challenges in relation to all learners. Hunch tracking shows the difference between assumptions and



actual student achievement challenges. Achievement challenges typically shift through the investigation and across-school visits have been found useful to get clarity about the achievement challenge. Leaders are valuing the deep analysis of the achievement challenge and circumstances that surround it, rather than jumping to solutions in their investigations.

The centrality and critical importance of student, family and whānau voice in those investigations is becoming apparent. There are multiple references to active involvement of students, family and whānau, which reinforce the underpinning appreciative theory of people and capability residing in communities. Student and community voice is considered insightful to the point that leaders can no longer assume professional judgements about students and parents. Although engaging parents is proving to be a challenge for many, there is a new sense of empowerment for all when parents and learners discuss learning. These quotes from network leaders typify the overall excitement from engagement of students, families and whānau:

*"[The investigation] pushed us to do things that we would not have done before e.g. parents talking together about their kids' learning. We are valuing the parents' contribution. **Really** involving parents not just superficially"* (Balclutha Network),

*"the empowerment for all involved that comes from uniting a group of parents and learners to discuss the learning and the challenges. We have never before engaged with parents in such a purposeful way"* (Whitestone Network), and

*"The network leaders have embraced the approach to have across-school visits where learners talk to learners, teachers talk to teachers and parents talk to parents. Participants comment on how much they value these opportunities for collegial sharing"* (Naenae network).

Some leaders believe these developments point to a paradigm shift from traditional school communication to on-going dialogue with students and families about learning.

Network leaders are acknowledging that their investigations are showing current learning environments are not working for our priority learners. A variety of statements indicate that the leaders themselves have considerable change ahead. "We're doing things to priority learners"; "Too many interventions"; "Some hunches are incorrect"; and, "Students have been passive in their learning". These acknowledgements indicate a need for change among school leaders. Those acknowledgements are coming from them, not from government or the ministry or from universities. Leaders are disturbing their own status-quo thinking, which is far more powerful to motivate change than outsiders telling them what and how to think and act differently.

Learning and change investigations in the understanding phase have not all been a bed of roses. There have been three forms of challenges:

- There have been organisational challenges; small number of schools, teaching leaders, non-attendance at network learning meetings, release, clarity of direction, resourcing small schools, across school visits, not capturing data from outset, juggling all the work, deadlines, a desire for PLD, a temporary facilitator to start, change of leaders, weather, remoteness and distance to travel.
- There have been process challenges. Some networks are stop-start as they come to terms with letting go of the traditional professional learning and development (PLD) model in order to create internal network learning and change. Others are confused about the need for LDA and/or facilitator roles and just want to get on with the job as a

collective of schools. Other networks have got bogged down in the investigation and lost sight of the achievement challenge. LDA's and facilitators have worked hard with network leaders to address these challenges are back on track.

- There have also been challenges in connecting with community and getting community input.

Examples of network leader-facilitator-LDA collaborations are successfully addressing challenges have led to several solutions that network leaders are considering useful. Trialling tasks in small groups before going to scale within and across schools is useful for networks feeling vulnerable about the magnitude of the investigation. Core network leader meetings with LDA's and facilitators in between network meetings have assisted to clarify much of the confusion and feelings of being overwhelmed. New strategy framework diagrams have also clarified matters, particularly in distinguishing between the work of network leaders and practitioner-evaluators. Schools are starting to see the need to create a balance of face-to-face meetings and a range of digital communications to deal with the wide-ranging discussions and databases.

Facilitators and LDA's are also learning from the investigations, in particular appreciating the need to listen carefully to networks' views and to be adaptive. They have had to put aside assumptions about participants' knowledge and the state of the current situation and take note of the evidence that comes out of collaborative analysis process. It is a matter of ensuring that all voices are heard and that priorities for change are co-constructed through a process of negotiated decision-making. Databases upon which to make those decisions are considerable and both LDA's and facilitators have acknowledged the need for more training to assist themselves and the network leaders to collate and analyse the qualitative data in relation to the achievement challenge data.

LDAs and facilitators have also learned that it is no easy task to support a qualitative investigation given that network leaders are expected to lead with a focus on lateral learning. A few facilitators have extended their facilitation arrangements beyond standard allocations to become involved within and across-school network activity. This move questions the centrality of network leaders as the drivers of change. Time will tell if those examples lead to stronger internal leadership or dependence. Keeping initial leaders that form the network (principals, enthusiastic leaders & practitioner-evaluators) in the driver's seat is one thing, but learning how to distribute leadership into community and student bodies is a challenge most are yet to think about, let alone take on. Maori medium kura naturally engage community leaders from the outset and a few networks are experimenting with student involvement. However these developments fall well short of a generalised practice developing in this regard. If there is going to be a generalised and accepted practice, or standard, for student, school, family and community/business leadership, it will have to be manufactured.

**Network leaders' comments about growing understanding**

- Most networks were following the conventional approach- with the majority starting the process with either the achievement challenge or mapping the current situation. The mapping activity is reported as being an engaging and exciting entry in- leaders and facilitators.
- Two facilitators - mainly due to proximity and relationships, have been part of all across-school visits as well. Has this made a difference to a) them happening b) the quality of the interactions c) the impact/influence of this lateral learning. So 9 visits- plus many more email contacts.
- The networks that are taking the leadership approach are initially focused on leadership

practices and frameworks and some take longer to involve the students and the families. Network leader report *"The network wanted a different approach-weaving the theory into the frameworks they were already using. Focussing on their leadership role."* Only 1 meeting with this approach. Linking to the leadership BES. Also looking at the hunch and practice analysis. Facilitator - started with the charter and leadership framework.

- In networks where there were Māori medium schools or Māori medium networks – board members were involved in the networks meetings from the outset. One LDA is meeting with a Māori trust board regularly -Hauraki
- Many network leaders valued sharing knowledge and expertise from within the network. Some are surprised at the level of this expertise. Opportunities created for focussed professional dialogue-about learning. Network leaders also valued developing stronger relationships with other schools around learning (not sport, behaviour)
- For existing "clusters" there was some initial confusion around role clarity of the LDA (e.g. why are there here, why do they keep coming- some suspicion initially) and facilitator –thinking they were there for PLD.
- When starting with Mapping the Current situation some networks got bogged down and lost sight of the achievement challenge.
- Networks who have engaged in cross-school visit (many find this a challenge), have gained greater clarity around their achievement challenge.
- The LDA and facilitator have met between set network meetings with key network leaders when there was confusion or a feeling of being overwhelmed. These meetings were to decide on a way forward then to replicate this discussion with the network- there was ownership of the solution. e.g. WAPA and Balclutha, Ohinemuri - Paeroa. The new frames have been used with all new and existing networks and there appears to be less confusion especially around the big picture- where is this stuff heading.
- Networks acknowledge the need to go deeper with their data and analyse qualitative data and the value of doing this. Also concerned about the time it takes to do this. So some analysis is happening at the meetings not with the participants.
- Two networks reported students being part of their meetings Hauraki and Ohinemuri- Paeroa
- A few networks are beginning to include participants from the wider network- Manaikalani, Ohinemuri- Paeroa, possibly Mahurangi. Collective thinking about Ohinemuri issues not just school ones – families and students -causing excitement and engagement.
- Various ways of connecting between visits- cross school visits- when these are happening, email and phone contact from LDA and facilitator, email and phone call from the network co-ordinator (a leader), various on line- Google doc, own wiki, VLN set up, newsletter to communities, staff meetings,
- All mentions of regional training were positive in these reports. Network leaders mentioned them as an opportunity for clarity around the LCN methodology and to meet other networks involved. A few have been in cross network contact.
- Network leaders wanted to get on with it at the start- and have commented they wanted to jump to solutions/assumptions and conclusions. Once started they began to value the task and realise this was different and did take time.
- One network- Whitestone includes-preschool, primary, secondary.
- Balclutha - ex pilot, thought they were getting PLD in maths-has been a bit stop/start. Leaders worked on solving this problem with the LDA and facilitators. Due to the distance travelled often the LDA and facilitators would meet with a core group of leaders the night before to discuss situations-heard about these only when agenda went out. Meeting time changed to 4-7pm- due to small schools no relievers, teaching principals. Visits to schools have occurred by facilitator and LDA.
- Focus on priority learners- usually accepted; one network has a focus on all. One Seaview-comment from high decile principal *'I find the challenge of understanding the MOE belief that you can accelerate progress for children with learning disabilities against their peers (who are incrementally improving as well) somewhat beguiling. Our priority learners all have learning disabilities. While this is a useful challenge I think the MOE needs to review their understanding of who is in the 1 in 5 with evidence based practice and be able to lead schools in supporting practices. For me this is very challenging. While I try to get my head around changing practice to*

*accelerate progress I feel the wider group lacks the expertise to take us further.”*

- Some facilitators based on need have introduced trialling a task with a small group of students/ leaders/ their teachers and their families then coming back to the group to discuss the process and the what they are finding out- how they will upscale and how will they go across schools. Time is given to planning the cross school visits- even setting dates.

**Summary of comments from LDA and facilitator re the entry to networks.** These may have come through in the other summary statements.

- Would listen more- think about the different approach and the level of support for each network.
- Would be more adaptive
- Would find out what they already know and have done
- Make sure all network voices are being heard
- Be clearer about the why of the lateral learning- cross-school visits.
- Co-construct the agenda with the networks
- Networks lead- takes minutes etc.
- Trying to involve more from the school- enthusiasts earlier was a challenge for both LDA and facilitator and sometimes the leaders.
- Positive mention of Jean’s involvement or another facilitator working alongside at the start. And further into the data analysis.
- Transition of a new LDA or facilitator important. Placeholder facilitator at the start not ideal.
- Facilitator *“The facilitation approach of ‘delivering professional learning to teachers’ in schools has been replaced with lateral learning practices that emphasise the inherent capability of the network participants in creating new knowledge and ways of doing things together that improves learning outcomes for learners.”*

#### **Achievement challenge**

- Delving into the hunches, going past teacher practice,
- Achievement challenge has shifted through the analysis process
  - from priority learners in writing, cultural responsiveness and engaging with families to student engagement, choice, flexibility, modern learning environments
  - from engagement in maths to- confidence of students, teacher and parent about maths and making connections between the real world of maths and the kids learning environment out of school.
  - Shift from Boys/Māori literacy to engagement, perseverance- leading to how children can connect laterally.
- Facilitator *“There is similarity in the hunches expressed and some key features are: learning is often teacher directed; students need to be more active in their learning; opportunities for lateral learning should be explored; student initiated learning should be encouraged; lateral learning needs to extend to engaging with whānau.”*
- Using the LCN mapping tool and involving families and students leaders are finding out
  - student and whānau perspective on writing. This is enlightening.
  - we have similar needs across our kura
  - they had been doing things to their priority learners- too many interventions
  - that some of our hunches were incorrect,
  - that teachers need to look past their own practices when considering student learning.
  - the centrality and critical importance of whānau and student voice being sought and listened to in all aspects of any decision making and that this is not considered a “one off” or an event
  - That our students are more passive in their learning than we would want them to be.
- Disparity between learning needs and teaching pedagogy. (Secondary context)

#### **Connecting with the community**

- Student and community voice has been insightful
- Widening our focus listening to students and their families.
- Don’t assume your professional judgement fits with parent.
- **Whitestone** “ the empowerment for all involved that comes from uniting a group of parents and learners to discuss the learning and the challenges” Never engaged with parents in such a purposeful way.

- Balclutha NL-“ *pushed us to do things would not have done before e.g. parents talking together about their kids’ learning. We are valuing the parents’ contribution. Really involving parents not just superficially.*”
- Finding ways to engage with parents about LCN is challenging.
- Traditional school communication systems are not designed to facilitate on-going dialogue about learning. This is seen as a paradigm shift that the network have identified and are working on
- **Foxton:** value of the mapping tool to help with hunch, difference between assumptions and actual, our current learning environment is not working for our priority learners.
- Growing the knowledge around Google doc as part of the learning process.

**Challenges.** Most challenges are organisational and connecting with families.

**Mooloo-** trying to elicit parent voice

**Melville-** Is 3 schools too small?

**Kawhia Moana-** small schools, teaching leaders, change of personnel. Hard to explain to others, in layman’s terms what LCNs are all about. Lateral learning

**Hauraki-** Light on community input- for mapping

**Te Awamutu:** non-attendance, not all on board, financial challenge of release time to do the tasks, to see the difference between previous cluster way of working and LCN

**Kawaha Point- Rotorua Lakes Network-** not being clear where all this was heading, resourcing for small schools, encourage the lateral learning across school visits and the capturing of the data right from the start.

**Te Puke-** making connections with the community, finishing task on time, **data for years 9/10**

**BLENNZ:** pressure to complete tasks, maintaining momentum after change of facilitation

**South Wairarapa:** costs, relievers, juggling all the work, meeting deadlines, aligning it with all our other work, size of the network-12. Length of time between meetings.

**Heretaunga Upper Hutt:** consider ways to involve other teachers to ease the load.

**Big River-** size of network, transition from pilot, want PLD in maths

**Seaview-**temporary facilitator at the start.

**Lower Maitua Valley:** change of leaders.

**Invercargill-** weather

**North Hokianga:** all three reports talk about attendance due to teaching principals, reliever availability, the LDA follows up when leaders miss meetings. Remoteness of area, distance to travel

#### Facilitator reports about growing understanding

##### **Network focus on equitable outcomes for priority learner groups**

- 27 networks are advancing their hunch about their achievement challenge towards setting goals for their priority learner’s challenge. 20 networks are in the initial stages of investigating their achievement challenge hunch, the early stages of the understanding phase. Engagement features in half the achievement challenges. Many networks had more than one part to their challenge at this stage. 6 networks mention community and families in their achievement challenge.
- Half the facilitator reports mentioned priority learners in the achievement challenge. However this is not to say the focus is not on priority learners it rather it was not mentioned.
- One network does not specifically mention an achievement challenge rather ‘re tooling the schools.’
- Some networks have included behavioural and engagement challenges. For example- confidence in maths, anxiety in writing, 21st century learning, more active learners-less teacher control, student ownership of their learning, student autonomy, braille literacy, modern learning environments, engaging in lateral learning.

##### **Building leadership in lateral learning and change capabilities**

- Facilitation includes time to understand the capabilities of the network leaders, to tailor the approach and the level of support required.
- Facilitators have found that most leaders need some intensive training at the outset to carry

out the qualitative investigations to tighten the hunch and set goals around change priorities.

- Facilitator comment on lateral learning: many networks have set up wiki, sites to share within their network- across network on line sharing is not happening at this stage, however other forms of across network learning are starting to happen since regional training. Lateral learning through across-school visits is a challenge especially including parents. When these across-school activities are occurring, most are sharing experiences, as opposed to developing an understanding or critiquing experiences. *(A suggestion- to revisit the purpose and framing of these visits, with facilitators E.g. through the achievement challenge- how to model this at a network meeting).*
- One facilitator is taking a strong leadership lens at entry. There is a focus on leadership practice. E.g. Tasman, WAPA. At this early stage there is no evidence to show the difference in outcomes.

#### ***Building sustainable links between schools/kura/families/communities***

- Networks have struggled to engage parents in the process.
- 5 facilitator network comments mention across-school visits and engaging with the families.
- Concern expressed about family/ community involvement. From brand new to long-time networks. E.g. Auckland Intermediates.
- Manaiaikalani facilitator- positive indications that parents- community more involved.
- A few networks are building a stronger- school- community partnership- and collectively developing plans to raise achievement

#### ***What are the challenges?***

##### ***Organizational***

###### ***Meetings***

- Flights being delayed, weather-fog, snow, ice, wind leads to shortened meetings
- The meeting dates were all set monthly. Finding this may not be the best timing all the time. E.g. trial, then come back maybe only 1-2 with a much shorter time frame.
- Hard to fit with timing of when the network wants to meet < LDA and facilitator diary
- Attendees at meetings. Different people coming- this means things need to be repeated

###### ***Network***

- Size of network- some too big, some too small. This variable why. The big networks, 6 groups of 3 schools- reporting back at meetings takes a long time. Positive- diverse strengths and needs. Is there enough robust discussion with networks of three?
- *Small schools -same people different roles, only leaders coming,*

###### ***Approach***

- New iterations of approach and learning- integrating these into our work with existing networks. So facilitators learning and changing too.
- Being responsive to a diverse group of network participants.
- Keeping the focus on priority students-continually linking to the achievement challenge to support the identification of the change priorities.
- Pace of the work- Depth vs. haste
- Letting go of traditional facilitation- schooling improvement. Facilitating so networks don't feel done to. Facilitators need to listen and make a call on the level of scaffolding required
- Maintaining momentum between visits- whose role is this- lead coordinator, LDA, facilitators
- Encouraging lateral learning-cross school visits impacted on by distance between schools, conveying the worth of this to the network. Some facilitators do not understand lateral learning. Even when it is understood by the network, the facilitator, and then LDA it is not transferring into practice.
- When the cross-school visits do happen they are more about sharing rather than checking for understanding and/or challenge.

###### ***Recommendations for the ministry?***

- Link Manaiaikalani into LCN officially, in all the networks both MoE & privately supported - i.e. Porirua, East Christchurch
- Partnership with MoE and facilitator: please feedback directly to facilitators any concerns or positive feedback.
- There was strong, positive feedback about the partnership of the LDA and the involvement of the SA.

- Involving the facilitator earlier in the last infra-structure meeting seems to be an effective strategy for transition to the understanding phase.
- Greater emphasis on priority learners during the infra-structure phase so this is not a surprise to the networks.
- Approach to Māori medium needs a rethink
- Back up required for both LDA and facilitators when annual leave, study leave and illness.
- An understanding from all about the need for flexibility of who is the facilitator for various reasons- e.g. a change of focus for the network-smooth transition e.g. Kaikohe.
- Important to have consistent facilitation and LDA support, in the earlier more fragile phase. Early phase fragile phases- consistency and LDA
- Small school issues- funding for release, not enough relievers available - often many needed in the same region at the same travel time, 1 person- leader/enthusiast.
- Practitioner evaluators- need more training
- Student achievement data Years 9-10. What are we using for tracking priority students
- Role clarity for the different phases of the LDA.

*Some recommendations for networks?*

- Be active network participants: ask for clarification at meetings, get support between meetings from peers, other networks, LDA and facilitator. This could be on line, emails, phone calls. Don't wait until the next meeting. Be active
- Who is the network? Check you have a shared understanding about who are the participants in the network.
- Role clarity of the leader, enthusiast and probe person
- Engage other staff members, and members of the wider community
- Engaging the community can be hard- maybe this needs to be part of your plan?

*Organisational*

- Facilitation is diverse and ever-changing. There are different approaches to entry to a network, different length of time on tasks, different levels of contact between meetings and level of ownership of the network e.g. who does the minutes, agenda
- Mentoring of facilitators- how does this work within the structure.

*Meetings:*

- Different time frames are needed between meetings- monthly not always the best.
- Do networks meet between meetings without facilitator?
- Timing of meetings to suit LDA, network and facilitator can be a challenge
- Length of meetings is variable- is 2 hours enough? Half day? Different for different purposes.

*What are we learning?*

- Learning to be more adaptive in the facilitation by listening and learning from the network Especially to the network interest.
- To take the time to find out what the networks bring to LCN

*What are we changing?*

- Allowing time within network meetings to check for understanding with the network leaders.
- Changing of approach e.g. from problem based to appreciative inquiry
- The value we place on across school visits -lateral learning
- Data analysis and the importance of capturing the data early.
- The timing of meetings to suit the network more e.g. 8am, 4pm-7pm-
- The length of the meeting and the gap between meetings based on the purpose.
- Networks trialing a task with a small group- then bringing back to the network discuss learning before scaling up the task with more priority students, their families, their teachers and leaders
- Allow time within the network meetings for networks to plan their across school visits.

### 3.2.2. WFRC Documentaries

Appendix 3 contains an introduction and forward to five documentaries written by Jean Annan (PhD) with the leaders of the Auckland Intermediates, Manaiakalani, Naenae, Te Puke and Van Ash networks. The purpose of developing the documentaries was to capture a

range of ways that networks were going about understanding the strategy and what was happening for their priority learners in the current learning environment. The introductory section is outlined below. It reinforces active involvement of parent and community in student learning as an imperative, learning rather than assuming what is going in the learning environment, finding and building on the WOW factor and the importance of manufacturing opportunities for priority learners to step into and succeed in new learning environments. Usage of the documentaries is discussed in the subsection in Section 5 about digital imaging of good ideas via website knowledge sharing. One important finding from this exercise is the need for networks and those supporting networks to learn how to analyse quantitative and qualitative data and themes across data sets to identify change priorities and adjust learning environments for priority learners. Analysing data is not a complex matter but one that must be understood and managed. It is key capability for schools, to know how to discern themes from multiple data sets, to draw out change priorities from those themes and to articulate those priorities clearly in plans with relevant stretch goals.

**Summary of five WFRC Documentaries  
By Jean Annan (PhD)**

*“Within the following stories of five Learning and Change networks there are illustrations of new insights gained through thorough, systematic, contextually applicable and ‘hunch-driven’ data collection. During the course of the projects to date, the network leaders have been able to construct, within a broad situational analysis frame, processes for understanding the learning environments of the students in their schools. Network leaders have shared knowledge with colleagues and have taken advantage of the extended opportunities created to enter into dialogue with teachers, students and parents. Networks have also linked with other networks to learn and share their journeys, including both triumphs and struggles.*

*Although the networks are just nearing the end of the understanding phase, that is, learning about what to change and how to change it, new insights reported are substantial. Some new understandings involve fresh connections with ideas that have been previously known, but not with sufficient meaning to prompt action. An example of this is seen in the way network leaders, who have had numerous calls to collaborate with parents and community and to support their active participation, now report a deep sense of commitment to pursuing these principles. Genuine, active participation of parents and community in students’ education is no longer just a good idea; it is an imperative.*

*The methods of exploring the current learning environments of the students participating in the project have led to the discovery of new interpretations, some which have challenged networks’ original assumptions or hunches about influences on student learning. At times, conversations have generated more questions than they have answered. The more that networks learn, the greater their realisation that there is much more to learn. This is particularly the case where parents and community are involved, when network leaders consider their schools’ cultural and linguistic responsiveness. For example, the Te Puke Learning and Change Network has identified that community and school connection is a key factor in students’ engagement and learning. This is not a new understanding; it is one about which the schools in the area have been mindful. However, through the insights gained in their exploration with students and the families that have engaged with the project to date, they are now acutely attuned to the more subtle influences operating. The Te Puke Network wishes to enhance community involvement. The leaders will gather new information in the coming months, being justifiably cautious about implementing a change strategy in this area until they have the depth of information required. They want to ensure that they make a positive difference. As is the case for many networks in the Learning and Change Strategy, change priorities may include a mix of new strategies and ongoing processes of community collaboration toward mutual understanding, respect and comfort in children’s learning environments. It could be anticipated that much headway in building relationships, mutual understandings and agency in schools and community will take place amidst this*



dialogue.

*Understanding the current and aspirational futures of students lies in the interaction among all parties influencing their beliefs, values, attitudes and knowledge related to learning (see Hargreaves & Fullan, 2012). Among the documentaries is an example of the way a cluster, Manaiaikalani, which has been operating for some time, has engaged with parents and community in the education of their students. The students, parents, community and teaching staff are all an integral part of the Manaiaikalani cluster, a group propelled through genuine collaboration and local and global connection. While clearly each network will have its own way of developing supportive relationships and shared understandings, the experience of the Manaiaikalani cluster reported in this document may help identify some of the questions that networks might ask in order to explore the opportunities for actively working together.*

*Engaging students in activities that position them for relevant learning has been of interest to each of the five networks. As the Naenae network has said, "We need to build on the WOW factor". Children engage best when they are excited by learning activities, when activities and interactions have relevance for their lives, past, present and future (see Gibbs & Poskitt, 2010; Roland, 2012). All of the networks have actively engaged students to identify what entuses them and what they believe is relevant in their lives. van Asch Deaf Education Centre is exploring the contexts in which children who are deaf or hearing impaired are able to engage in learning and are examining participation in learning activities across multiple environments. Waikowhai Intermediate School in the Auckland Intermediate Schools Network discovered students' interest in cars and, after taking the students participating in the project to see cars racing, observed that the students produced substantially better writing than they had done before. Schools have always tried to find what interests students; what is different is now is the emphasis on depth of connection and relevance for students' lives. Students' interests and perceptions must contribute to new directions for their education rather than serving to inform detours along familiar, traditional journeys of schooling.*

*The schools involved in the five Learning and Change networks are preparing their students for a new world. As Dumont, Istance and Beavides (2010) have said, we face an "age of invention" and students will require a new set of skills and knowledge. Global change is rapid and here to stay. What is relevant today may not be tomorrow. Fullan (2013) views that those graduates who are able to adapt and keep up with change will prosper and thrive in the new world. They will require particular skills and learner attributes including passion, purpose and ability to communicate effectively through multiple media. They will need to know how to share and create knowledge within an increasing number of local and global connections available through digital technologies and the increased movement of people around the world. Most importantly, they will need to be prepared to continually discover and create fresh solutions and build their niche in a newly structured environment.*

*Many New Zealand students will make this change naturally as they act on a world of opportunity in schools, homes and community. The Learning and Change Strategy is for those students who may not have optimal chances or who may require support to take advantage of new advances. Each of the five networks has placed students whose learning has been prioritised by the New Zealand Government at the centre of their networks. They will draw on 21<sup>st</sup> Century pedagogy to help them build on the foundation of strength and capability they identify for each student, supporting them as they take their next step toward becoming fulfilled citizens of a new world."*

## References

- Dumont, H., Istance, D., & Beavides, F. (Eds.) (2010). *The nature of learning. Using Research to Inspire Practice*. Paris: Centre for Educational Research and Innovation, OECD Publishing.
- Fullan, M. (2013). *Stratosphere: Integrating technology, pedagogy, and change knowledge*. Toronto, Canada: Pearson Canada.
- Gibbs, J. and Poskitt, J. (2010). *Student Engagement in the Middle Years of Schooling (Years 7-10): A Literature Review*. Report to the Ministry of Education, New Zealand.
- Hargreaves, A., & Fullan, M. (2012). *Professional capital. Transforming teaching in every school*. Moorabbin, Victoria, Australia: Hawker Brownlow Education.
- Rowland, S. (2012). *The enquiring classroom. An approach to understanding children's learning*.

### 3.2.3. Learning what to change from other networks and global developments

Three methods have been used to support networks to learn what to change from developments beyond the networks' internal investigations; learning from the Manaiakalani network, learning through regional training and learning from international developments. All three methods provide examples of people moving towards innovative and more effective learning environments.

- (i) *Manaiakalani*. The first method has been learning from the Manaiakalani network situated in the Tamaki Basin, Auckland. This network has many strong features that are attracting national and international acclaim: school-community-business partnerships; solid schooling improvement methodologies that constantly link developments to student achievement challenges; blended learning pedagogies; and, cultural and linguistic responsiveness. All of these features have led to high behavioural engagement among the mainly Pasifika student population and a sharp community-family-school focus on learning. These features follow on from a long history of low behavioural engagement and despair about the students' learning. Manaiakalani's current student achievement challenge is to leverage off the behavioural engagement to create higher cognitive engagement.

Learning and Change Networks are learning from Manaiakalani in two ways. The first way is by visiting Manaiakalani and the second is Manaiakalani leaders supporting other networks in their own context (explained in Section 4.3.2.). A series of two-day symposia were planned for Term one and three 2013 and then two more in 2014 depending on demand. The Term one symposia was primarily for the Provider and LDA teams as most network leaders were in the early stages of finding their feet in the strategy. Approximately 40 participants attended, which included 12 network leaders. The program was a non-conference mix of visiting classrooms in a variety of schools with pre-briefings and de-briefings, talking to students, teachers, leaders and families, panel discussions and a dinner discussion.

One success from the symposium was that participants learned about the importance of blended learning pedagogies as a primary development for more effective learning environments. A second was the organisation of the symposium; a model of interactive and collegial learning intended for use in the regional training programme. Interest in the next Manaiakalani symposium in term three has been considerable. Maximum number of network leaders is 50, which was reached within days of registration opening and there are over 40 network leaders waitlisted for the next symposium.

- (ii) *Regional training program*. This program was planned as a series of one-day seminars in terms two, three and four of 2013 with four functions in mind; to provide opportunities for network leaders to reflect on their developments, to learn from other network leaders, to learn from experts and to be introduced to new and/or altered elements of the strategy. There was an expectation that 4-8 leaders from each network would attend the training program and that they would take the ideas back to network participants to inform their collective developments. To get

started, the Provider and Ministry teams were in the driver's seat. Overtime, the plan is for network leaders to take more and more responsibility for planning and delivering the program. The meetings will become networking sessions. An overall aim is for the program in 2014 to become focused strongly on across-network sharing and critique around what is working in implementation to grow innovative and effective learning environments that benefit priority learners.

Overall comments in network milestone reports indicate regional training is viewed positively, particularly to clarify the Learning and Change Network methodology and to meet other networks. Everyone was new to the first round of training in term two. It provoked negative feedback from five of the networks that experienced the first two regional training sessions in Northern and Central North regions, some of which was down to the Provider and LDA teams learning to present in a non-conference way. Other feedback indicated confusion and feelings of being overwhelmed about how to integrate the tasks of network leaders and practitioner-evaluators. Alterations were made immediately to the delivery approach and regional training in Central South and Southern regions was a fully positive experience. Another round of regional training in term three received fully positive feedback from all regions. Reasons for the turn-around included:

- Network leaders co-constructed the planning of regional sessions with Ministry LDA's and the Provider Program Director,
- Better understanding of host networks to organise the sessions,
- A new policy intent diagram from the Ministry's National Manager and implementation frameworks from the Provider Program Director provided better clarity about the strategy,
- LDA's, facilitators and network leaders selected to deliver the regional training knew each other better and formed a more dynamic team to non-conference the sessions, which created lots of interactive learning within and between networks,
- Networks leaders were more in-tune and active with the primary purpose of the regional sessions to engage in within and across network interactions.

(iv) *International developments.* There are two strategies in place to encourage networks to learn from international developments. The first and most obvious is for network leaders to simply Google 'innovative and effective learning environments' and do some light online research into what futuristic learning is all about. The second is The University of Auckland's Learning and Change Network website and Twitter account, set up as mechanisms to encourage open-source knowledge sharing among network participants. The website now contains considerable information about the strategy. This milestone report generates more interesting information to add to the existing pool, such as the networks' milestone reports and the five WFRC documentaries. The website is also starting to create links to international sites such as the OECD Innovative Learning Environments (ILE) project and the Global Education Leaders Program (GELP). Those and other links to interesting sites are creating access to global trends that are worthy of consideration to grow better learning environments.

### 3.3. Networks in implementation phase (3 Networks)

#### What happens in the implementation phase

The implementation phase involves network leaders implementing their plans for change and practitioner-evaluators checking for practice improvements and impact on priority learner outcomes. Facilitation support shifts from supporting network leaders as a primary task to supporting practitioner-evaluators. LDA's continue to track leadership capability, to monitor community engagement and to track impact on priority student outcomes via National Standards. A key function of the four lead parties – network leaders, practitioner evaluators, facilitators and LDA's – is to collaboratively critique the impact of the changes on practice and student outcomes and adapt where appropriate. It is a time when adaptive expertise comes to the fore. Adaptations are likely to occur on a continuum from small adaptations to major adaptations of components of the plan or the entire plan. Plans are rarely seen through as a matter of course – things tend to change along the way.

The three networks that have moved into the implementation phase are; Manaiakalani Cluster, Auckland Intermediate Schools Network, and Kaikohe Network

Manaiakalani is a network that is advanced in conducting cycles of learning and change. They have already conducted one round in 2011-2012 and are into a second cycle now. Their qualitative investigation in this second round is far sophisticated as they have contracted the WFRC to conduct in-depth research to identify change priorities for the future. Their financial capability to enter into such sophisticated arrangements reflects their advanced partnership arrangements with community and business leaders. The Manaiakalani Trust is something that many other networks are starting to become interested to learn how to grow school-community-business collaboration. Manaiakalani leaders as part of the Provider team provision are sharing information about their trust during the two-day seminars. They are also gifting the WFRC findings to other Learning and Change Networks. A process for doing so has been planned and will commence towards the end of this year.

Auckland Intermediate Schools and Kaikohe networks also followed rigorous qualitative investigations without a research team to move into implementation. Auckland Intermediates School Network's journey was documented as an example and shared in an OECD Innovative Learning Environments (ILE) meeting in Paris in July of this year. That example is outlined below. Kaikohe Network has followed a similar pathway to the Auckland Intermediate Schools Network but are also benefiting from facilitation support from Manaiakalani leaders.

An interesting and important development associated with the three networks in implementation is that other networks are making contact with them to learn about ways to progress and avoid unnecessary traps. Those leaders are rising to the occasion and offering collegial support willingly. All three networks are contributing, for instance, in interactive presentations to the current round of regional training. In the process of doing so, requests have come through to change the name of 'regional training' to 'regional networking', which was always the primary function of those gatherings. Another success to celebrate, in this case led by network leaders for network leaders.

**Summary Documentary of a Learning and Change Network in New Zealand  
Auckland Intermediate Schools  
Colin Dale, Jill Farquharson, Howard Perry  
Supported by Jean Annan, Woolf Fisher Research Centre Affiliate**

At the beginning of 2012, principals from about 20 Auckland intermediate schools met with the Ministry's national manager with an interest to form a pilot learning and change network. Agreement between the principals and Ministry was quickly reached around their interest to lift student writing as a priority achievement challenge and, more broadly, to lift the profile of intermediate schooling across Auckland. A facilitator from UniServices/The University of Auckland was contracted to support the network leaders to get their network started. The first couple of network meetings focused on marrying together the interests of the principals and the Ministry's policy goals and the facilitator's views about how to operate as a network. Those views focused on communities-of-practice methodology and an appreciative view participant capability to work through a process of learning and change that would benefit priority learners.

Those early theory sessions were tough going for the practically-oriented school leaders but enthusiasm reignited as the participant schools started on three tasks to learn what to change; (i) identify a priority achievement challenge, (ii) map the current situation surrounding the achievement challenge and, (iii) analyse the practices of the students, teachers, leaders and families involved in the current situation surrounding the achievement challenge.

Identification of the priority achievement challenge commenced with principals and lead teachers discussing at a network leader meeting what they thought the students found hard when learning to write. They also predicted what the students would say. Then the leaders went back to their schools to ask the students, the students' teachers and their families what they thought the challenge was around writing. After those in-school discussions, the leaders arranged a series of across-school visits to see if there were any common trends and patterns in the discussions.

At the next network leader meeting, the leaders shared a rich tapestry of challenges around student writing. It was at this point that the leaders started to understand what an appreciative approach was all about. To their surprise, students struggling to write were highly capable of discussing what they found hard and why. If they could articulate their struggles, they were probably equally capable of taking responsibility to address those struggles. On that thought, the facilitator set up the network leaders to go back to their schools to map the current situation surrounding the writing challenges and to investigate the practices of the people involved in the map.

As those analytic tasks were completed, the network leaders were encouraged by the facilitator to identify trends and patterns in the discussions, diagrams and templates that pointed to priorities for change. Student motivation was signaled as an overarching high priority and school plans reflected nuances under that umbrella theme.

Preparation of school plans and thinking about an overall network plan was a turning point for the network leaders. The three principals had secured themselves as core leaders during the understanding phase and took over the facilitator's role to finalize the plans with participant schools. The facilitator was repositioned into a support role, meeting the core leaders in a café from time to time to listen to developments and offer advice. One observation was that the school-based plans tended to assume participants' high interest in growing student agency in the writing process. They had talked a lot about that point but it the plans did not reflect that talk.

In response to that feedback and on-going in-depth discussions among network participants, which is where a great deal of in-depth planning resided (i.e. in those on-going learning conversations), the leaders decided to form a student-based network within and across participants schools. The within-school networks have been established and the leaders and students are looking forward to across-school network activity among the students in the near future.

Recent reflections from the core leaders towards their network developments are quoted below.

- *It allows a group of eclectic schools to process the challenges they have, in our case writing, and share ideas about how we can impact positively on the achievement of our students by better, more effective handling of the task. We can assess and evaluate the effectiveness on what we do and plan an intervention strategy that is meaningful, authentic to the context of the school, and robust by being open to critique.*
- *The disparate nature of the contexts means that careful consideration, planning and funding mechanisms need to permeate the network so that we can sensitively manage the workload and expectations so that all schools are feeling comfortable and successful in the network.*
- *We have learned so much! We have learnt to listen more actively; to understand the construct of productive methodology; to critique respectfully and sensitively; to be OK about being wrong at times; to use theory well but not allowing it to dominate the practicality and reality of each context.*

*In terms of the five development areas,*

*Instructional:*

- We realised that we had become far too academic when we use data and are now collecting both quantitative and qualitative data

*Organisational:*

- Rich conversations occurred that involved active listening, adhering to a productive methodology that developed high levels of relational trust. This allowed for members to critique and challenge on another's practices in a highly interactive way.
- Network became creative in resourcing this strategy in a way that was manageable time-wise, giving consideration to workload, yet holding high expectations for outcomes. We had to be economically creative and often formed sub groups and hold separate meetings in order to carry out specific tasks.
- Creating sub groups meant we had to be adaptive about who needs to be involved on a specific task

*Evaluative:*

- Weaving the evaluative probes seamlessly has proved challenging as we have realised the importance of collecting data. We need to develop our ability to have critical, challenging conversations around this.

*Cultural Understandings*

- There are interesting cultural understandings developing. As yet we have not interpreted cultural responsiveness within the teaching of writing, although we have discussed the need for authentic contexts for writing in a culturally responsive way.

*Parents Family Whānau*

- This has been a difficult aspect for us but we have been hugely influenced and encouraged by our involvement with the Manaiakalani network. Our next step is to apply our understandings to our own network.

## **SECTION FOUR, NETWORK ANALYSIS AGAINST BENEFIT OUTCOMES**

The Ministry of Education have four benefit outcomes for the Learning and Change Networks strategy. The first outcome is to contribute to positive achievement outcomes for priority learners, i.e. Māori students, Pasifika students, students with special education needs and students from low socio-economic communities. The Ministry has also informed participant schools that priority learners can extend to other students who are performing below national standards. The second benefit outcome is to grow leadership capability, the third is strengthening data and self-review capability and the fourth is to grow lateral learning and change capabilities. This section provides some detail around progress in those four benefit outcomes.

### **4.1. Lifting achievement of priority learners**

In the infrastructure phase, the Ministry assesses national standards achievement information for priority learners as part of the entry criteria for schools to join the strategy. The Ministry then informs the school leaders that an important benefit or outcome of the network activity they do is to lift achievement for priority learners. As networks move into the understanding phase, their attention is immediately focused on student achievement challenges for priority learners and that focus remains throughout all phase of implementation. The journey to raise achievement begins by leaders identifying what they believe to be the achievement challenges for priority learners, then verifying that ‘hunch’ with students, teachers, leaders, and families within and across schools. That hunch firms up into a more valid and reliable description of an achievement challenge as those groups map their learning environments and analyse their current practices. It is at that point that plans are made to improve the learning environments and part of the planning is to set goals to lift achievement. Those achievement goals are integrated into the schools’ regular planning and reporting processes and then monitored during implementation of the plan and next-step achievement goals set for the following year. This milestone reports on the early stages of the journey to lift achievement for priority learners as most networks have only just commenced the process.

Two tables of relevant comments from the network’s milestone reports are outlined at the end of this subsection. The first table is about the emerging foci that networks are selecting for the investigation into the achievement challenge. The second is the emerging achievement challenges. A brief summary of those findings is outlined in the paragraphs below.

Twenty-seven networks are advancing their hunch about their achievement challenge towards setting goals to address priority learners’ challenge. Twenty networks are in the initial stages of investigating their achievement challenge hunch in the early stages of the understanding phase.

Half the facilitator reports mentioned priority learners in the achievement challenge. However, this is not to say the focus is not on priority learners it rather it was not mentioned.

Some networks have included academic and behavioural/engagement challenges. For example- confidence in mathematics, anxiety in writing, 21st century learning, more active learners-less teacher control, student ownership of their learning, student autonomy, braille literacy, modern learning environments, engaging in lateral learning. Engagement features

in half the achievement challenges. Many networks had more than one part to their challenge at this stage. Six networks mentioned community and families in their achievement challenge.

There appears to be some confusion about what constitutes a student achievement challenge in relation to the dimensions of development that influence those challenges. Some networks appear to be mixing up the achievement challenge with developmental dimensions. In that case, it is going to be difficult for those networks to set academic outcome goals in relation to goals about development dimensions. This is a common trap that reform groups can fall into whereby development dimensions become the end goal and student achievement challenges remain entrenched. For instance, it is possible for students to experience new blended learning pedagogies (an instructional development goal) and become more motivated to learn (an engagement goal), yet experience little or no improvement in reading comprehension (an academic goal).

One network does not specifically mention an achievement challenge rather 're-tooling' the schools.

<b>Network name</b>	<b>Focus on equitable outcomes for priority learners</b>
Auckland Int.	It allows a group of eclectic schools to process the challenges they have, in our case writing,
Auckland Int.	We are definitely using data to inform what we do although the recent hiccup with e-asTTle is tiresome and we need to share the use of OTJs
Manaiakalani	WFRC have brought us key findings about student achievement outcomes, qualitative findings and cluster coherence.
Manaiakalani	Organisation – If class teacher takes responsibility for the student, the student will have better learning outcomes.
WAPA	There are two clear themes / areas of work the WAPA 2020 LCN group believe need to be a focus to make a difference to target groups of students in our school
WAPA	Deep inquiry needs to be embedded in school systems – it is taught at NAPP; the MOE tried to implement this with an Experienced Principal PD programme a couple of years ago; we will know we have got it right when we make a difference to student learning – particularly of Maori, Pasifika, boys and special needs students in our schools.
One Tree Hill	The level of professional conversation and input of ideas to the group appeared to more focus on student achievement outcomes than what this group had experienced in the past.
One Tree Hill	To look at our learners needs. Listening and seeking student voice in variety of ways.
North Manurewa	Not easy pulling together a LCN around some common student challenges in our community of schools
South Manurewa	Getting everyone in the room on the same day together. Talking about our common student achievement challenges
South Manurewa	That we need to talk with our high schools about where students should be at in relation to their learning e.g. stages with maths in the primary school if students are to achieve at NCEA level 2
South Manurewa	We are wanting to look closely at how we communicate and work with our Pasifika families in a more constructive way – or build onto our good practices.
Auckland Central	Diverse schools identify similar areas of concern in regards to Writing achievement trends.
Papakura	As we are at the entry stage we have not fully committed to a focus but writing is emerging – “we know our teachers are working with the intention of getting results, but the reality is we are not getting the desired results”
Papakura West	It will bring special schools together with a focus on improving outcomes for student



Rodney-Otamatea	We understand the need to reach consensus on a challenge that will be appropriate for all of us, and keen to be part of a robust process to identify this challenge
Rodney-Otamatea	We want to have an approach that is not narrowed down to just literacy and numeracy
Lakes Network (Kawaha Point)	Delve into “hunches” that would not have considered previously because would have stayed with “teacher practices”
Kawhia Moana	Some of our hunches and deep held beliefs were incorrect and we had to rescope our hunches
Kawhia Moana	The focus on raising student achievement - ties in with school targets
Kawhia Moana	Pleased that the focus has turned to writing as this is our school target for the year and very relevant for us
Kawhia Moana	Goals look like they will line up with our school goals in writing
Kawhia Moana	Encouragement to really look at attitudes towards writing
Kawhia Moana	There is a common theme emerging from our cluster with writing
Kawhia Moana	The need to develop a love of writing, taking away some of the ‘structured’ writing and letting the kids develop an enjoyment of just writing. We already do it for reading, reading for enjoyment, so why not writing for enjoyment too.
Te Puke	We have raised student achievement through proven collegial relationships.
Mooloo	What is challenging is the initial “where to start from “scenario, we have the ideas but not too sure how to go about it, we need a practical exemplar
Mooloo	The change is looking at how our tamariki and community benefit and apply the skills and changes that LCN proposed, so that all our Kura are working together with the same priorities to uplift learning through networking electronically
South Wairarapa	Introduced to strategies to review our effectiveness in raising student achievement, especially in relation to data from students, parent and community.
Seaview Petone	Every school speaks about wanting to raise the 20% tail
Seaview Petone	Discovering that we all have similar issues (e.g.: Boys writing)
Seaview Petone	It is always tricky to develop a strategy that will influence change. We have 90% at or above the national standard in reading, writing and maths. I find the challenge of understanding the MOE belief that you can accelerate progress for children with learning disabilities against their peers (who are incrementally improving as well) somewhat beguiling. Our priority learners all have learning disabilities.
Seaview Petone	We are still investigating what might need to change – but we are interested in seeing if there are personal characteristics that can define our successful and priority students. These characteristics may be an awareness of self, resilience, ability to see the big picture etc. etc. The impact on our school could take the guise of a change in the instructional focus. For example, if we determine that success is usually coupled with a particular personal characteristic – (that is not shared by our priority learners) – then this

Priority Student Achievement Challenge	
<b>Northern Region</b>	
Auckland Intermediates	Writing linked to motivation and engagement
Manaiakalani	Manaiakalani are in a process of review to determine their next achievement challenge.
Kaikohe and Districts	Writing linked to 21 <sup>st</sup> century learning competencies

BLENNZ	The network is focusing on the students' acquisition of braille literacy.
Waitakere (WAPA)	Yet to be determined
North Hokianga	Yet to be determined
Bay Lyn (Blockhouse Bay/Lynfield)	Yet to be determined
May Road (Five Flax)	Yet to be determined
One Tree Hill	Yet to be determined
Tāmaki Tū Pakari	Yet to be determined
South Manurewa	Yet to be determined
North Manurewa	Yet to be determined
Auckland Central	Yet to be determined
Harbour (Whangarei)	Yet to be determined
Papakura	Yet to be determined
Northern Special Schools	The network is still clarifying the achievement challenge as the principals have just got together to discuss this. At this stage, the network leaders are considering as a focus the engagement of the students in activities that will further their learning.
Pakuranga West	<ul style="list-style-type: none"> <li>• Overarching question at this stage, very tentative What do we need to do with engaging the wider community – for our schools to be the schools of choice: What is the role of student agency, in this?</li> </ul>
Kaitiāia	Yet to be determined
Northern Wairoa	<ul style="list-style-type: none"> <li>• Very early stages – listening to their conviction “What effect does poverty have on student engagement and achievement, and what strategies do schools need to adopt to overcome barriers to learning?”</li> </ul>
Rodney-Otamatea (Twin Coast)	<ul style="list-style-type: none"> <li>• At this stage they are excited about going through the process of learning what to change... and are quite open minded to where this might lead them. They are thrilled that this is a robust process that may become sustainable.</li> <li>• Asked them about their hunches around achievement challenge. Going to use heat map to guide them with overarching theme.</li> <li>• Using heat map to target capabilities of strength/ need and maybe guide their overarching direction</li> </ul>
Mahurangi	There has been only one initial meeting with the network leaders of the Mahurangi Network, with the achievement challenge focused on promoting academic success and improvement in the literacy outcomes of the Pasifika students within the network schools, who are over represented in the well below and below levels of National Standards. The school leaders expressed that they realise their schools are not serving these students well and that they need to do something different to enable their Kiribati and Tuvaluan students, in particular, to experience greater success at school. The school leaders articulated that there had been a traumatic event involving members of the Kiribati community that had impacted the community's relationship with the schools, and that the schools and the community were still dealing with the after effects of that. The analysis tasks are yet to be carried out.

Central North Region	
Eastern Rotorua	<p>Initial thoughts around achievement challenge meeting 1</p> <p>Lynmore:</p> <ul style="list-style-type: none"> <li>· Boys engagement/writing</li> <li>· Maori Achievement</li> </ul> <p>Mokoia:</p> <ul style="list-style-type: none"> <li>· Blended e-learning &gt; engage boys</li> <li>· Maths – transfer across curriculum</li> <li>· Linking maths/writing/science</li> </ul> <p>Rotorua Lakes High School:</p> <ul style="list-style-type: none"> <li>· All the above – 70% of RLHS Year 9 intake each year are below and well below in Numeracy, Reading and Writing</li> <li>· Look at developing teaching strategies/differentiation. It would be useful for us all to know each other’s testing etc. – be able to “trust” each other</li> </ul> <p>Meeting 2:</p> <p>Eastern Rotorua network does not have a defined achievement challenge as yet but would like to use the heat map firstly within each school and meet before our next meeting to define an overarching focus under which to refine their achievement challenge</p> <p>They have a strong desire to work laterally so I will encourage them to have these conversations across schools - s--p-t-l initial hunches at this stage - family/whānau engagement evaluative capability, transitioning between schools</p>
Kawhia Moana	<p>Achievement and engagement in writing, boys in particular.</p> <p>The ideas thrown around initially were disparate - the emotional shift in transition from primary to secondary, the impact of blended learning, boys' writing achievement, continuity in teaching, some messy relationships and data flow. This morphed into a more focused look at boys’ engagement and capability in literacy and a significant discussion around the links between what happens outside of school and inside school. Likened it to throwing a stone into a pond and the ripples that emanate need to connect. This raised the issue of parent-school relationships, whānau perceptions/reality. A possible perception in the community that they where there is underachievement, it is the expectation the teacher will sort it.</p>
Hauraki	<p>Engagement and achievement in writing. Creating learning environments that reflect, develop and foster life long and life wise learning through a common understanding of the key competencies.</p>
Ohinemuri (Paeroa)	<p>The Ohinemuri Cluster of schools strongly believe they will raise achievement for all students by co constructing with their learners and the community a courageous learning environment which engenders passion and engagement in 21st century learning. Furthermore by utilising current technology in a blended learning environment they will enable their students to emerge from the schools confident global citizens with high expectations for their future able to achieve their dreams in a modern world</p>
Te Puke	<p>The Achievement Challenge for the Te Puke Network is to improve the learning (academic, social and personal) of the students with priority learning needs who are participating in the network’s project.</p> <p>What can we do as a community support student achievement?</p> <p>There was an implied a focus on: Student engagement based on the justified assumption that increased student engagement will lead to academic achievement. NO explicit talk on student achievement data... but all schools except the college had used student data to define their groups for investigation</p>

	<p>By Session 4, Due to explicit facilitation by Jean, each school had named their measurable component of achievement challenge as:  Achievement Challenge: Fairhaven overall achievement; Te Puke Intermediate: Academic achievement Maths; Te Puke Primary: Academic achievement - writing; Te Puke High School: achievement/engagement not yet defined.</p> <p>List of hunches:</p> <ul style="list-style-type: none"> <li>· Teacher practice</li> <li>· Student perception of Self</li> <li>· Leadership</li> <li>· Organisation</li> <li>· Student voice-agency</li> <li>· Expectations – community/school</li> <li>· Engagement</li> <li>· Teacher/ student relationship</li> <li>· Community – parent relationship with school and being part of it</li> <li>· Making the focus of relationships around student learning</li> <li>· Valuing (time, learning opportunities)</li> <li>· Strengthening the input into student learning – parents/students/teachers</li> </ul> <p>These have since been grouped by Jean and she will facilitate the process of deciding the Change Priorities</p> <ol style="list-style-type: none"> <li>1. Organisation <ul style="list-style-type: none"> <li>Leadership</li> <li>Organisation</li> </ul> </li> <li>2. Teaching practices <ul style="list-style-type: none"> <li>Traditional and contemporary teacher practice</li> <li>Exploring more about this at the moment</li> </ul> </li> <li>3. Relationships <ul style="list-style-type: none"> <li>Teacher-student relationships</li> <li>Community/parent/school relationships</li> <li>Active, authentic participation</li> <li>Focus of relationship (learning as well as other social/emotional/cultural)</li> </ul> </li> <li>4. Perceptions, expectations and agency <ul style="list-style-type: none"> <li>Student perceptions of self</li> <li>Student voice - agency</li> <li>Expectations <ul style="list-style-type: none"> <li>· Community</li> <li>· School</li> <li>· Students</li> </ul> </li> <li>Valuing of students' education</li> <li>Feeling valued</li> <li>Valuing – time/learning ops</li> <li>Strength of input into students learning by parents, students and teachers.</li> <li>(Strong foundations for change identified in some of the area noted above)</li> </ul> </li> <li>5. Student engagement <ul style="list-style-type: none"> <li>Engagement in learning tasks</li> <li>Relationship between engagement and academic achievement</li> </ul> </li> <li>6. Lateral learning relationships <ul style="list-style-type: none"> <li>This was not listed but much of the data considered this.</li> </ul> </li> </ol>
Tūhoe Education Authority	Yet to be determined
Whakahuihui Tautoko (Waikato)	Yet to be determined

Melville	Yet to be determined
Eastern Rotorua	Yet to be determined
Rural & Roses (Te Awamutu)	<p>The initial meeting highlighted that most school leaders had difficulty expressing specifics around the achievement challenge. They have engaged in the mapping exercise as an evidence seeking task to further clarify the learning strengths and needs of priority learners. Early network findings shared during the second meeting were:</p> <p>Relationships – we tend to be doing things to priority learners rather than utilising relationships that have been / are successful</p> <p>Priority learners are often engaged in multiple interventions</p> <p>Need a holistic view of students as learners – beyond the school gates</p> <p>Most parents know their children as learners</p> <p>There can be differences between stakeholder perspectives of the child’s achievement</p>
Apanui Network	Yet to be determined
Mooloo	Writing challenge Group carried out mapping but were pretty aligned to start with on a writing context. Now examining their own leadership and analysing teacher and student practices.
Matawhaura (Pikiao)	Yet to be determined
<b>Central South Region</b>	
Naenae LEAP	<p>The Achievement Challenge task was not completed first by the network, as set out in the induction manual. It was considered after completing the task to map the current situation. At that time, network leaders discussed hunches they had around the achievement challenge.</p> <p>Hunches were further refined at subsequent meetings as leaders learned about the tasks to analyse current practices and check the achievement challenge.</p> <p>Individual schools have articulated hunches about the achievement challenge based on evidence and understandings gained from their own school data.</p> <p>There is similarity in the hunches expressed and some key features are: learning is often teacher directed; students need to be more active in their learning; opportunities for lateral learning should be explored; student initiated learning should be encouraged; lateral learning needs to extend to engaging with whānau.</p> <p>Naenae leaders have completed all three tasks and intend to work on the network plan at the commencement of Term 3. At that time, the achievement challenge will be expressed in a way that reflects the shared hunches held by the school leaders. Network leaders understand that the achievement challenge is to raise student achievement and believe the challenge is in engaging learners in less teacher controlled and directed ways and by providing lateral learning opportunities within and across schools, families, and communities both nationally and internationally.</p>
South Wairarapa	<p>It started as “Boys/Maori literacy” but is now expanding to include engagement and e-learning in general terms, feels like it is spread into relevance of the curriculum as well. Grit – is the term now being used – so engagement and perseverance even when learning is not easy.</p> <ul style="list-style-type: none"> <li>· Started as boys / Maori literacy (writing) and disengagement and relevancy</li> <li>· Through further discussion – talked about learning environments and blended learning</li> <li>· Currently through mapping talking about how children connect and learn laterally (and teachers and family)</li> <li>· Culture and what that means for our young people</li> </ul>

Te Awahou (Foxton)	<ul style="list-style-type: none"> <li>• Initial hunch engaging family whānau, with greater empowerment of students in learning.</li> <li>• They have agreed to meet in holidays for the 3rd session to share their mapping the current learning environment and refine achievement challenge. Dates have yet to be set for subsequent sessions.</li> </ul>
Heretaunga (Upper Hutt)	<p>Lift the achievement of our priority learners in writing by focusing on cultural responsiveness and the partnership with parents, whānau and community. We have also discussed student engagement and how central this is – as well and blended eLearning.</p> <ul style="list-style-type: none"> <li>• Started with ideas initially around teacher practice being the hunch about underachievement.</li> <li>• As we discussed this hunch and through mapping we have explored – student engagement, choice and flexibility, a modern learning environment and fundamentally the relationship and the partnership between school, child and community. Collectively creating plans to lift achievement.</li> </ul>
Seaview (Petone)	<p>The initial achievement challenge was writing- with a lens on boys and Māori.</p> <p>The mapping the current learning situation impacted on the thinking around the challenge in schools by</p> <ul style="list-style-type: none"> <li>• identifying barriers to learning <ul style="list-style-type: none"> <li>o passive learners in a teacher dominated environment- lack of student ownership of their learning,</li> <li>o lack of engagement in writing-(possible solution- link to technology)</li> <li>o parent partnership?</li> <li>o lack of vocabulary</li> <li>o students not understanding the purpose for the learning,</li> <li>o lack of resilience- children having clear strategies when stuck</li> </ul> </li> <li>• accelerated learning- what does successful learning look like,</li> </ul> <p>The network emerging patterns were</p> <ul style="list-style-type: none"> <li>• Finding out what engages individuals</li> <li>• Helping them understand the WHY of the learning?</li> <li>• Making connection with whānau and the community</li> <li>• Focussing on surface features – how do we get past this?</li> <li>• Developing self-regulation and student ownership – learner efficacy</li> <li>• Giving quality feedback/feed forward</li> <li>• Using ICT to enhance learning experiences and achieve all of the above</li> </ul> <p>The network leaders have now begun to analyse current practices to add further to the picture.</p>
<b>Southern Region</b>	
Big River (Balclutha)	<ul style="list-style-type: none"> <li>• The initial achievement challenge, when this network was a pilot was around students’ engagement with mathematics. Significant work has been done since then, by the network that has shaped and tightened this.</li> <li>• Hunches were further refined at subsequent meetings as leaders learned about the tasks to analyse current practices and check the achievement challenge.</li> <li>• Individual schools have articulated hunches about the achievement challenge based on evidence and understandings gained from their analysis at their own school. Some further clarity was sort through inter-school visits however this is not across all schools, and if it is it may not include all significant parties – e.g. parents, students and teachers.</li> <li>• When brought together, there is a strong focus on the word ‘confidence’. Confidence of parents to support students, and confidence of the student themselves in mathematics. This word needs further investigation, and a common understanding of what they mean, sort. The group was asked to discuss who they</li> </ul>

	<p>got most of their data from. This allowed gaps to be identified and further investigation back in schools, and between schools, to continue.</p> <ul style="list-style-type: none"> <li>• Using the 'hunch tracker' template it is obvious that the network has significantly tightened their initial achievement challenge, however it has certainly thrown up some interesting patterns which require more clarification and investigation by the network.</li> </ul>
Moutere Hills & Tasman	<p>Engagement of students and community, Parents, family and whānau. This group carried out the mapping and found quite passive learners, some who see learning as silence, for example. Overall, the group wants to see more engaged and active learners and families. Heat map gaps related to family and cultural areas though notably, this group marked themselves developing in all areas. Only when individuals spoke did they identify these gaps but not as a group. Now looking at their own leadership.</p>
Lower Mataura Valley	<p>All schools in the Mataura Network initially identified Maths as Achievement Challenge curriculum area. Across the network there were several 'hunches' about why there was an achievement challenge in this area. They were:</p> <ul style="list-style-type: none"> <li>· Ineffective teacher practice</li> <li>· Transience of students</li> <li>· Lack of home-school partnerships</li> <li>· Instability of home life</li> <li>· Students' fear of failure</li> </ul> <p>Thinking around the Achievement Challenge broadened after completing the mapping task. Across the network the following patterns are emerging:</p> <ul style="list-style-type: none"> <li>· Student engagement</li> <li>· Teacher skill and knowledge/teacher expectation</li> <li>· Parental understanding/expectation</li> </ul> <p>Other hunches in individual schools include</p> <ul style="list-style-type: none"> <li>· Relevance of the learning</li> <li>· Teacher dominated learning</li> <li>· Mismatch between the use of IT at home and at school</li> </ul> <p>The Mataura network are currently analysing their current practice and identifying patterns to add to/strengthen/prove/disprove their current hunches around the Achievement Challenge in Maths.</p>

Invercargill	<p>The Invercargill Network identified Writing as the Achievement Challenge curriculum area. Across the network there were several 'hunches' about why there was an achievement challenge in this area. They were:</p> <ul style="list-style-type: none"> <li>· Inconsistent teacher practice</li> <li>· Lack of standardised testing</li> <li>· Writing is boring and hard</li> <li>· Lack of motivation and engagement of students</li> </ul> <p>Mapping the current learning environment has added to one of the original hunches. A new hunch is also developing. Patterns across the network are:</p> <ul style="list-style-type: none"> <li>· Teacher practice: <ul style="list-style-type: none"> <li>- No clear purpose for writing</li> <li>- A strong focus on surface features in writing programmes</li> </ul> </li> <li>· Technology throughout the whole writing process is not strong</li> </ul> <p>Some other patterns that only appear in individual schools do link into the hunches above. They are:</p> <ul style="list-style-type: none"> <li>· Teacher practice: <ul style="list-style-type: none"> <li>- Feedback and feed forward needs strengthening</li> <li>- The need for a shared responsibility for learning (kids, parents, teachers, leaders)</li> </ul> </li> <li>· Technology throughout the whole writing process is not strong</li> <li>- Are social mediums a barrier for teachers?</li> </ul> <p>Other hunches in individual schools include:</p> <ul style="list-style-type: none"> <li>· Mismatch between parent perception about what good writing is and teacher perception of this</li> <li>· Do we have parent connectedness?</li> </ul>
Whitestone (Oamaru)	<ul style="list-style-type: none"> <li>• The initial achievement challenge for this network was slightly varied for each school. All schools agreed that writing was the context for all. Two schools had a focus on two key specific target groups e.g. boys in writing and Maori boys in writing.</li> <li>• The networks hunches were further tightened through the mapping process within their own schools. The use of achievement data was also referred to in this process and checked against what they were finding during conversations with parents, students, leaders and teachers.</li> <li>• Each school realises the purpose for interschool visits and analysis, and hope to move through this process swiftly at the start of term 3. There has also been an inter-school staff meeting set up to gather and analyse trends in teacher mapping and practice.</li> </ul>
Greymouth (West Coast Way)	<ul style="list-style-type: none"> <li>• Achievement and engagement in writing and/or mathematics. Engagement is affected by lack of self-regulation/autonomy, relevance, the language of learning and grasp of the basics.</li> <li>• Thinking began around the notion that motivation and engagement seemed to be barriers to learning for some students. From the mapping and analysis of these, thinking has started to focus on parents and how well informed they are around the learning happening at school; teachers began questioning their classroom practice and what they think works in relation to what the students were saying. It seems that interventions seem to be much more prevalent in reading than in maths and the way teacher aides are being used is being questioned.</li> </ul>
Van Asch	<p>Van Asch are focusing on the engagement of students This has involved considering what engagement means for the students.</p>



## 4.2. Improved leadership capability

The following leadership-related comments are a synthesis of key messages from the reflective comments in the network milestone reports. A sample of comments is outlined in a table below the leadership commentary.

### *Who leads?*

Leadership in the infrastructure phase is primarily the responsibility of school principals. There is no expectation from the Ministry of wider involvement of boards of trustees or community leaders. The principal is the conduit to other groups in the schools and communities and gets things started.

Leadership of the networks immediately broadens as the understanding phase commences. Principals from each school remain involved along with the enthusiastic leaders to drive the qualitative investigations and practitioner-evaluators and conduct evaluative probes. This leadership arrangement remains predominantly among teaching professionals. There is some parent engagement from the outset via Maori-medium board members and there are a few networks experimenting with students joining learning meetings but, in the main professional leaders have led network activity in learning what to change. They serve a conduit role to engage students, teachers, leaders and families within and across schools. That approach has, in most cases, successfully engaged students, teachers, leaders and families and there is considerable surprise among leaders about what they are discovering.

A success factor of the investigation is that it has ignited enthusiasm on the part of school leaders to engage students and families as active participants in improving the learning environment. Connections with the Manaikalani network are also motivating some leaders to engage community and business leaders to set up supports for network activity, such as establishing trusts for technology infrastructure. Excitement around connections with students and families and the initial links to community and business are successes that should be celebrated. Numerous previous policy drives have not succeeded in that regard. However, the success is probably best viewed as a step in the right direction rather than an outcome. Students and families remain recipients of an investigation into their learning environments led by professional leaders. Is it possible to share or flip the leadership arrangements? That is part of the challenge in planning and implementation.

Leaders of the three networks that have already progressed to implementation have less need for facilitation and LDA support than networks in the infrastructure and understanding phases. This indicates a sense of confidence to get on make changes once a plan is in place. It also signals that the Provider facilitation resource and Ministry LDA monitoring role can be re-positioned for implementation from support to network leaders to greater support for evaluative probes and supporting the creation of family, community and business leadership roles.

### *Leadership priorities*

A quote from Whitestone network sums up shifts in professional leadership thinking that are occurring. The quote indicates a new way of working with a sense of safety to step into the future. It is neither a cry to retain status quo thinking or call for a radical, high-risk leap into future-focused thinking about schooling:

*“After spending the last few years developing a culture of effective pedagogy, reflection on best practice and willingness to change our own practice to best suit the*

*needs of the learners, the LCN has offered the next phase in our growth, encouraging us to look further outside the confines of our own school walls to network, learn and change further with other like-minded colleagues utilising best practice based on authentic research further involving student, parent and community voice” (Whitestone network leader).”*

Comments indicate appreciation of the new collaborative leadership environment. In some cases, it is leveraging off past collaboration and in others it is bringing together leaders with common interests and vision. In other cases, it is a matter of getting buy-in from leaders with diverse views and a lot going on with the high number of contracts already under way. There is a tension that has to be resolved in terms of shared view of the kaupapa and differences of context/opinion/levels of understanding. Those tensions are being worked through within meetings that have an evaluative edge. Situation analysis methodology is ensuring that edge is appreciating strengths and capabilities of participants rather than looking for faults or dehumanising them. That methodology is also reinforcing the strong commitment to inquiry within schools but at a much deeper level than leaders had expected. There is also a strong sense of sensitivity, empathy and trust in the methodology.

#### Summary

Leadership of the networks is clearly in a state of formative development. The strategy started with school leaders in the driver’s seat. That arrangement is not intended to remain constant. The Ministry’s policy intent is for greater student, family and community involvement and an implementation aim stated in the original Provider proposal is to distribute leadership more broadly to include students, families, and community leaders as business. There are early signs of those policy and implementation aims starting to get talked into existence with a few networks but it will be some time yet before it is fully grasped by all networks. They have to walk before they run. Part of learning to walk has been to grow interest around broader leadership rather than be told to do it, as is one of the big messages in the WFRC documentaries. If that success is celebrated and built on, the school leaders are likely to become enthusiastic agents that activate the policy and implementation aims. If they succeed in becoming agents of co-constructed leadership with students, families, community and business leaders – the collective vision forming, which is documented in the first milestone report and in the OECD ILE Monitoring Report will start to be realised.

NETWORK LEADERS LEADERSHIP CAPABILITY	
Auckland Int.	Share ideas about how we can impact positively on the achievement of our students by better, more effective handling of the task
Auckland Int.	Many meetings take place throughout the network – regular leaders meetings; schools arrange their own sub-network meetings with these both preceding and after the observations and in-school activities mostly relating to each school’s action plan. Nearly all of them have an evaluation component.
Auckland Int.	The disparate nature of the contexts means that careful consideration, planning and funding mechanisms need to permeate the network
Auckland Int.	Sensitively manage the workload and expectations so that all schools are feeling comfortable and successful in the network
Kaikohe & Districts	NLs' three schools have a common vision and are working together.
Kaikohe & Districts	NL's have already had whole staff PD together and more planned.
Kaikohe & Districts	Involved/Engaged in planning stage

Manaiakalani	We are pleased to be recipients of the Situation Analysis as our cluster has 'grown like Topsy' and we want to make sure that we have the best possible structure and delivery
Manaiakalani	Most of what we have learned since LCN began has come from sharing our practice, collaborating in our cluster and working with Wolf Fisher Research Centre.
BLENNZ	NL's working together as a national team
BLENNZ	Time commitment for senior staff
BLENNZ	Resource Teachers Vision have contributed extensively – interviewed with questionnaire
BLENNZ	Started off thinking that the project would be about BLENNZ developing pedagogy about teaching braille – still important but is only one aspect.
WAPA	Three of five schools involved have similar levels of leadership capacity; two schools will need support with network activities due to changes in leadership / having less senior leadership capacity in their schools
WAPA	Awareness of the need to lead / model / embed deeper inquiry through strategic planning to strengthen performance management systems (professional development / appraisal) has been part of our network discussions, individually and collectively
North Hokianga	That LCN focuses on our needs as small rural communities with Māori Principals, Māori communities and majority Māori tamariki. That we have similar needs across our kura. That we all share the same or similar kaupapa within each of our kura.
North Hokianga	We are lucky in the fact that we have one of our areas schools as part of our LCN
North Hokianga	Attendance due to teaching principals and responsibilities they have – and difficulty of getting relievers to cover the teaching responsibilities.
Bay Lynn	Getting schools to work together again after a 2 year gap from our EHSAS contract
Bay Lynn	At present this is still at the leadership level. Staff at school are aware of it but don't know much about it
May Road	As a result of dialogue had between schools in LCN there is felt amongst the LCN that, the future professional collaboration will be higher
May Road	They were also networking with individual principals from schools similar to theirs.
May Road	That within the LCN as staff and members are introduced to the LCN that they are a different levels of understanding that needs to be taken into account
May Road	That we all have our own priorities within our schools yet we have made a commitment to work together on a joint achievement challenge and this will take time and understanding from all of us to work together
May Road	As we are newly established and have meet with our Board of Trustees and have already done some work with our students.
One Tree Hill	Collaboration within the network – Secondary with primary schools
One Tree Hill	Not all schools are participating that could be in local network. Two vital primary schools are yet to attend the meetings.
North Manurewa	We are very much at the stage of forming a LCN. We are talking to schools that have not worked together in the past.
North Manurewa	That even if schools don't join the network that they have listened to and discussed educational activities with other professionals in their area.
North Manurewa	Getting stable membership and commitment to the group is a challenge
North Manurewa	Bringing together Principals who have not wanted to work together.
North Manurewa	Having acting principals in positions who are unable to make commitment on behalf of the school.
North Manurewa	The high number of other contracts that local schools are involved with at the moment and for them to see that LCN are also a priority.

South Manurewa	As a result of dialogue had between schools in LCN there is felt amongst the LCN that, the future professional collaboration will be higher
South Manurewa	The level of trust has grown and we have got to know each other in a professional way better
South Manurewa	Working with our secondary schools
South Manurewa	Being on the same page of understanding
South Manurewa	Not having the intermediate as part of the LCN
Auckland Central	We appreciate our diversity in terms of school size, decile level and ethnic makeup provides variety of input, experience and community response.
Auckland Central	One school has decided to withdraw
Auckland Central	At the second network meeting APs and DPs joined the principals in the network.
Te Whanga (Harbour)	We have come together as a local area of principals and we are meeting to challenge our thinking against a common theme/foci.
Te Whanga (Harbour)	It is a positive relationship for building a community of learner
Te Whanga (Harbour)	It feels right to be meeting in today's educational climate
Te Whanga (Harbour)	We want to work collaboratively to achieve educational success for our students
Te Whanga (Harbour)	We are working at settling on a focus but the discussion to date has generated good thinking allowing some common foci to emerge
Te Whanga (Harbour)	Finding a common challenge across all four schools is a challenge
Te Whanga (Harbour)	How much we have to think about as leaders
Te Whanga (Harbour)	That we as leaders will be important to this process.
Te Whanga (Harbour)	We need to be fully engaged and involved with the process
Te Whanga (Harbour)	Teachers are aware but yet to know our focus.
Papakura	The majority of those participating have been part of a cluster of schools working together since 2007 (some even earlier than this) as part of Papakura Achievement Initiative. This has enabled the group to come together more easily based on a sense of trust and collegiality.
Papakura	Possibly the different concerns schools in the group have and how this might become one focussed journey
Papakura	Leaders and their "enthusiasts" have committed to the LCN. They have had an opportunity to engage in discussion and clarify for themselves and their schools the value of the project
Papakura West	The six schools have a track record of working together effectively to implement change across the cluster
Papakura West	Everyone contributes / participates actively in the discussions etc.
Papakura West	Being a vertical cluster is a positive challenge
Rodney-Otamatea	Open to new ideas and great at sharing systems/strategies
Rodney-Otamatea	Leaders very focused on embedding NZC
Rodney-Otamatea	Most members have been meeting regularly over the last 5 years

Rodney-Otamatea	Varied needs across the group
Rodney-Otamatea	Only discussed this with our Principals' Association, school staff and Board so far, but they are supportive of PD and new initiatives that will be effective
Rodney-Otamatea	The staff likes the idea of involving another staff member from our school, just as I do, as it extends leadership, gives another point of view and is a great way to further develop and share ideas
Kawhia Moana	Working together as an already established cluster / network of similar schools – assists with maintaining relationship, focus and momentum
Kawhia Moana	Being able to empathise with principals who have a similar school profile to mine instead of getting lost with bigger schools
Kawhia Moana	Not having to reinvent the wheel
Kawhia Moana	A challenge has been the change of key personnel, especially Michelle who was the main driving force behind the cluster's involvement.
Hauraki	Making connections with other schools
Hauraki	Promoting questions around the challenge, critiquing to gain clarity
Hauraki	Talking across the sectors
Hauraki	Sharing of information amongst schools
Hauraki	Schools have started to visit each other
Hauraki	Developing an achievement challenge has been a challenge.
Te Puke	Strengthening of relationships and a sharing of best practice between teachers and schools.
Te Puke	We are an established collegial network with a number of successful projects behind us.
Te Puke	Established co-operative working relationships
Te Puke	Collaboration/relationship building with other local schools with a common purpose/interest
Te Puke	All schools focussed on implementation
Te Puke	A challenge to continue focus on the goal
Whakahuihui Tautoko (Waikato)	Professional leadership
Whakahuihui Tautoko (Waikato)	Inherent access to research
Whakahuihui Tautoko (Waikato)	Probing reviews and critique
Whakahuihui Tautoko (Waikato)	Commitment to strategic planning
Whakahuihui Tautoko (Waikato)	Gives direction without mandatory
Melville	Networking with other professionals
Melville	Building stronger relationships with contributing schools
Eastern Rotorua	Collaboration
Eastern Rotorua	Opportunity to visit each others school to see what learning is about within their context and to see how the curriculum is taught/delivered in each school
Rural and Roses (Te Awamutu)	Getting together, networking
Rural and Roses (Te Awamutu)	Building on existing cluster

Rural and Roses (Te Awamutu)	Opportunity to upskill and work in a new way
Rural and Roses (Te Awamutu)	Professional dialogue
NorthWest (Fraser High)	To participate in a learning community with contributing schools about learning issues that affected us, as a wider community
NorthWest (Fraser High)	To share expertise
NorthWest (Fraser High)	To build community partnerships
North West	The gathering of Principals and BOT Chairs to listen to how the LCN will assist our tamariki and community as a step forward using technology as the bases of development. The change is looking at how our tamariki and community benefit and apply the skills and changes that LCN proposed, so that all our Kura are working together with the same priorities to uplift learning through networking electronically
Mooloo	Making links with other schools - seeing commonalities and solutions
Mooloo	Can see its solutions based. Providing clarity.
Mooloo	Open sharing of information, processes
Mooloo	Ability to have reflective conversations with a range of people with a variety of expertise
Mooloo	Trust model with established professional colleagues
Mooloo	Developed initially on strong collegial relational trust, rather than geographical cluster
Mooloo	High trust, great conversations about learning and challenges
Mooloo	Opportunity to hone into specific focus
Naenae	Framework and opportunity for deeper inquiry and critique into achievement of priority learners
Naenae	Continues to build on already established effective school and across school practices
Naenae	Builds professional knowledge and capacity
Naenae	Has an appreciative inquiry approach with rigour and challenge integral and critical elements
Naenae	Focussing more on learners voice
Naenae	Our knowledge base has grown and now includes leaders, teachers, students and family.
Naenae	In class mapping, 1.1 discussions, leadership meetings and planning, team meetings and planning, staff learning and professional development meetings, Board of Trustee meetings, Learning Conversations, whānau hui and across school sharing
Naenae	Really positively. I think everyone is feeling more valued in the learning relationship.
Naenae	We are now actively seeking their voice
South Wairarapa	Regular contact with other leaders and developing a whole network self-review process
South Wairarapa	Opportunity to share ideas with colleagues, lateral learning
South Wairarapa	Ideas at set times motivates one to complete tasks
South Wairarapa	Widening our scope of information gathering
Te Awahou (Foxton)	Great to be able to discuss Teaching and Learning as a network and not just sport
Te Awahou (Foxton)	The LCN is increasing communication between schools and reducing barriers between
Te Awahou (Foxton)	Supporting each other as leaders
Te Awahou (Foxton)	Providing support for our other initiatives

Heretaunga (Upper Hutt)	It is really putting the pace on me to change my practice. I am also benefitting from hearing from others about what they are doing and learn.
Heretaunga (Upper Hutt)	Enjoying working with a group of 'like-minded' principals and school leaders, keen to learn about leadership and learning. The group wants to understand more about how children learn at their schools with a view to improving achievement
Heretaunga (Upper Hutt)	Group wants to be challenged, by Jo but also by each other.
Heretaunga (Upper Hutt)	Great to work with a group of similar schools who are facing similar challenges
Heretaunga (Upper Hutt)	The wealth of talent and experience on offer in our small network
Seaview Petone	To work with other schools, meet other leaders and create a sense of shared purpose when planning how we tackle accelerating progress for priority learners
Seaview Petone	Appreciate the chance to think deeply and talk about priority learners.
Seaview Petone	We are establishing good relationships
Seaview Petone	Being part of a focused team
Seaview Petone	Taking the time to look at what needs to change at our school
Seaview Petone	That being involved with this project enables us to have another approach to addressing our identified areas of need. It's good to be moving around different schools for the P.D.
Big River (Balclutha)	Challenging our thinking/practices
Big River (Balclutha)	Transferring into aspects of school
Big River (Balclutha)	We are moving forward
Big River (Balclutha)	Chance to discuss good practice with other schools
Big River (Balclutha)	Maintaining contact and building collaborations with other schools
Big River (Balclutha)	Trust was already established within schools
Big River (Balclutha)	Insight into student perceptions about their learning
Moutere Hills & Tasman	Great opportunity to reflect
Moutere Hills & Tasman	Important to use our local context and be able to weave theory into the frameworks we are using
Lower Matura Valley	It is great to be working in a cluster focusing on student achievement rather than other things such as local sports etc.
Lower Matura Valley	Acknowledgement of the need to make some changes
Lower Matura Valley	Depth of data gathering, importance of student voice
Lower Matura Valley	Cohesion created in some schools with other programmes such as ALiM and ALL
Invercargill	Sharing between schools
Invercargill	Confirming that each school has similar issues
Invercargill	Appreciate the honesty and open conversations
Invercargill	All schools are open to change X the positivity, support, guidance and encouragement from the facilitators very valuable. The expertise from the facilitators as well as others involved in the project have also been very valuable
Whitestone	It has been interesting to talk with others and discover that they are experiencing similar

(Omaru)	trends e.g. boys not engaged in literacy.
Whitestone (Omaru)	The feeling of collaboration and working together is powerful = great to hear other people's points of view.
Whitestone (Omaru)	After spending the last few years developing a culture of effective pedagogy, reflection on best practice and willingness to change our own practice to best suit the needs of the learners, the LCN has offered the next phase in our growth, encouraging us to look further outside the confines of our own school walls to network, learn and change further with other like-minded colleagues utilising best practice based on authentic research further involving student, parent and community voice.
Whitestone (Omaru)	Very positively. The boys involved in the group like the fact that it is them and their friends involved and not them being singled out. The parents were very keen, in fact I saw parents of 8 children within 3 days, they were very willing to come in and talk with me. Our BOT are excited by the project. We will have a change of teacher at the end of this term so it will be interesting to see the impact this will have on our boys??
Whitestone (Omaru)	Very positively as above. LCN Prezie has been shared with staff and board as well.
Van Ash	Working together towards a common understanding
Van Ash	Collecting multiple perspectives
Van Ash	Working together
Van Ash	Pace enables a thorough process
Van Ash	New learning and a new way of working

The following table outlines LDA and facilitator reflective comments about their leadership roles with the networks in terms of what they would do differently if they had the opportunity to start again. Emphasis is on ensuring organisational ownership remains within networks and that all the listening and subsequent action is actually creating lateral learning that finds and utilises internal expertise and knowledge sharing.

#### WHAT LDAs & FACILITATORS WOULD DO DIFFERENTLY

- Would listen more - think about the different approach and the level of support for each network.
- Would be more adaptive
- Would find out what they already know and have done
- Make sure all network voices are being heard
- Be clearer about the why of the lateral learning- cross-school visits.
- Co-construct the agenda with the networks
- Networks lead-take minutes etc.
- Trying to involve more from the school- enthusiasts earlier was a challenge for both LDA and facilitator and sometimes the leaders.
- Positive mention of Jean Annan's involvement or another facilitator working alongside at the start. And further into the data analysis.
- Transition of a new LDA or facilitator important.
- Placeholder facilitator at the start not ideal.
- Facilitator Naenae "*The facilitation approach of 'delivering professional learning to teachers' in schools has been replaced with lateral learning practices that emphasise the inherent capability of the network participants in creating new knowledge and ways of doing things together that improves learning outcomes for learners.*"



### **4.3. Strengthen data and self-review capability**

A clear theme coming out of the feedback from the networks is that qualitative investigation exercise has been invaluable in highlighting the importance of student agency in an inquiry conducted around improving learning.

The main point from the comments is that the more in-depth and rich the data is, the greater the benefit. Networks appear to have found qualitative investigation a way of encouraging integrity around collection, analysis and use of several data sets. That expectation of integrity enables data analysis to go deeper than they have gone previously. The majority of the comments around identifying common themes are focused on them initially being different. However as the network progresses similarities of hunches are becoming more apparent.

Networks are also starting to see how data collection in the qualitative investigation can engage families and whānau. Many networks are finding engagement with those groups difficult to start. However, the response is positive once they start interacting their children's achievement challenge, the maps of the current situation and their support practices for their children's learning. Only a few networks mentioned the importance of sharing the data back with families and whānau or to have them analyse the data. The evaluative practitioner role has yet to be unpacked in some networks and feedback suggests that there is an underlying need to have this role understood at an earlier stage. Recent regional training and follow-up training sessions for practitioner evaluators is addressing that need for early understanding.

Many networks have reached the pivotal point of their projects. That is, drawing on their data to identify evidence-supported dimensions and collaborating about the implications of these for planning changes. The strength of the network and schools' plans will partly rely on the quality of the data collected and interpreted in the networks. In some networks, such as Naenae and Upper Hutt, it is systematic and collaborative, involving all participants who are growing energy among one another through the process. In some others networks, realization of the worth of a robust investigation has been hard earned. In those cases it is often a stop-start affair with blame apportioned to the ministry and/or provider for a lack of funding or a preference for supply driven PLD.

To support the process of collaboration and avoid distancing participants with large amounts of raw data, networks will need to organize information in ways that allow students, parents and teachers to discern the key points made by participants. Ideally, the process of analysis would involve students, parents and community. The information has been collected systematically and recorded, and many networks have tracked the data at the end of each understanding activity through to the planning stage. All facilitators and Lead Development Advisors will need to prepare to support networks in and through the particular processes of analysis and planning applicable for this strategy. Clearly, these points identify an intensive training need for facilitators and LDAs to support networks to analyse multiple data sets and then to plan effectively for change.

In terms of self-review, network and individual school plans for change will become an important activity in the coming months for most networks. This exercise is simply an extension of the data gathering and analysis in the qualitative investigation. It requires networks to synthesize the massive amounts of data collated, find dominant themes for change and work together to prioritise those themes that are most likely to effect the most

significant change. Jean Annan and Linda Bendikson are supporting network leaders, facilitators, and LDAs in the transition from qualitative investigations into planning and to create practical templates that will articulate goals, network activities for change and preferred methods for assessing the impact of the activities on priority learner outcomes. An important part of that network planning is to ensure it is integrated into the schools' regular Schools Planning and Reporting (SPaR) cycles. Linda Bendikson is working with the Ministry to ensure alignment in this regard.

<b>Strengthen data and self-review capability</b>	
Big River	<ul style="list-style-type: none"> <li>• Hunches need to be explored and revisited and based on evidence</li> <li>• Hunches seem to be common across cluster</li> <li>• How to dig deeper into our practice and what is happening in the classroom</li> <li>• Issues are not isolated to any one school</li> <li>• Not to jump to conclusions</li> <li>• Clearer picture of issues</li> <li>• Feel like it is more MOE driven e.g. cheap way to collect data for MOE</li> <li>• Heat Map (Negative)</li> </ul>
BLENNZ	<ul style="list-style-type: none"> <li>• This process has allowed these views to be made explicit. They have surfaced and been unpacked.</li> <li>• Process has given us a process to collect and process data – direction.</li> <li>• Tools for analysing data</li> <li>• Insights into practice as above.</li> <li>• Insights into student experience through listening to student voice</li> <li>• Resource Teachers Vision have contributed extensively – interviewed with questionnaire.</li> <li>• Evaluative – Learned more about data collection and analysis</li> </ul>
Eastern Rotorua	<ul style="list-style-type: none"> <li>• Seems to be a research project at this stage and not what we believed LCN to be</li> <li>• Have asked to complete the capability tool with our individual schools before we complete it as a Network. Have agreed to have completed our individual school capability tool and then meet together as Leaders to complete the Network capability tool based before our next scheduled LCN meeting.</li> </ul>
Hauraki	<ul style="list-style-type: none"> <li>• Sharing of information amongst schools</li> <li>• Promoting questions around the challenge, critiquing to gain clarity</li> <li>• Gathered information from the community</li> <li>• Gathering and sharing of information. Student voice is strong.</li> </ul>
Heretaunga (Upper Hutt)	<ul style="list-style-type: none"> <li>• To really gain a deep understanding about our students' needs before rushing in to fix things</li> <li>• That the mapping exercise is very powerful; it gives very useful information, some of which is most unexpected!</li> <li>• The focus on the act of learning – the how, why, where – is different. So much of what we used to do was just focused on the product and the data</li> <li>• Teacher effectiveness can't just be determined by what they are doing, nor can it be determined by student outcomes alone, but rather by deep reflection and action, on the impact of teacher actions on student learning.</li> <li>• Ensuring that we show that we value parents and children's 'voice' - showing this when we consult, plan etc.</li> <li>• Regularly checking in with whānau face to face- keep the flow of information going</li> </ul>
Invercargill	<ul style="list-style-type: none"> <li>• Confirming that each school has similar issues</li> </ul>

	<ul style="list-style-type: none"> <li>• Moving teachers from focusing mostly on quantitative data to realising the importance of qualitative data.</li> <li>• In recent years we have had a focus on developing teacher practice but with LCN we have started with student voice and then thinking about how this flows onto teacher practice and parental engagement</li> </ul>
Kawhia Moana	<ul style="list-style-type: none"> <li>• Goals look like they will line up with our school goals in writing</li> <li>• Longer than anticipated timeframe – realising the importance of effective data gathering</li> <li>• The value of getting key stakeholders’ views helps validate data and strengthen conclusions</li> <li>• There is a common theme emerging from our cluster with writing</li> <li>• Student voice is very enlightening when the time is taken to really draw out the information and thoughts.</li> <li>• We are still in the information gathering stage as yet. There has been interest in attending network and regional meetings by some students who wish to share what we are doing.</li> <li>• I have worked with them on the ‘cluster’ assignments to gather the data</li> <li>• To be more proactive in surveying student and parent voice – don’t assume your professional judgement matches their viewpoint</li> </ul>
Lower Mataura Valley	<ul style="list-style-type: none"> <li>• Depth of data gathering, importance of student voice</li> <li>• Understand the importance of student voice in understanding teacher effectiveness</li> <li>• Greater initial clarity around the role of the Practitioner Evaluators and the need for them to be involved from the beginning</li> <li>• That data is much more than just standard numerical data</li> <li>• The important role of the Practitioner Evaluators</li> </ul>
Melville	<ul style="list-style-type: none"> <li>• Process - no assumptions - key stakeholders - collect and collate facts to avoid assumptions</li> <li>• That "hunches" are often close to the truth</li> <li>• That there are many hunches to be investigated and most of them are significant for learning</li> <li>• Take time to identify the current situation or organisational factor</li> </ul>
Mooloo	<ul style="list-style-type: none"> <li>• Open sharing of information, processes (Positive)</li> <li>• Ability to have reflective conversations with a range of people with a variety of expertise</li> <li>• A lot of common issues among schools</li> <li>• Process on inquiry to help articulate/unpack our 'hunches'</li> <li>• Mapping exercise supported initial hunches</li> <li>• Other schools in our network are facing similar issues and are using similar methodology to address them</li> <li>• Value and importance of student voice</li> <li>• Asking reflective and challenging questions around student learning. Seek student voice.</li> <li>• Greater student voice, and starting to elicit parent voice</li> <li>• Seeking feedback from students/parents</li> </ul>
Naenae LEAP	<ul style="list-style-type: none"> <li>• Framework and opportunity for deeper inquiry and critique into achievement of priority learners</li> <li>• Has an appreciative inquiry approach with rigour and challenge integral and critical elements</li> <li>• The information this has given us is really valuable. It is really clever that the</li> </ul>

	<p>tasks we have been involved in have given really good information and it hasn't been guessing what is in the teachers' head. There was no right or wrong and I think people have been really honest.</p> <ul style="list-style-type: none"> <li>• Focussing more on learners voice</li> <li>• Our knowledge base has grown and now includes leaders, teachers, students and family.</li> <li>• While the tasks are really good for getting information, we don't know what we don't know so our responses can be limited.</li> <li>• Reinforced the centrality and critical importance of whānau and student voice being sought and listened to in all aspects of any decision making and that this is not considered a "one off" or an event</li> <li>• Takes time to work out change priorities</li> <li>• In class mapping, 1.1 discussions, leadership meetings and planning, team meetings and planning, staff learning and professional development meetings, Board of Trustee meetings, Learning Conversations, whānau hui and across school sharing (Change)</li> <li>• We are now actively seeking their voice</li> </ul>
North Hokianga	<ul style="list-style-type: none"> <li>• The goals/aims/outcomes of LCN How developing learning maps will enable our network to focus on areas of need and develop our future learning challenges and processes. The goals/aims/outcomes of LCN The goals/aims/outcomes of LCN</li> <li>• How developing learning maps will enable our network to focus on areas of need and develop our future learning challenges and processes</li> <li>• How developing learning maps will enable our network to focus on areas of need and develop our future learning challenges and processes</li> <li>• The evaluative capacity is developing. We have appointed three evaluative leaders from the network schools and are developing their role, task, accountability and training needs</li> <li>• The idea of external evaluators from with the network coming in to our network schools has not yet been unpacked!</li> </ul>
Ohinemuri (Paeroa)	<ul style="list-style-type: none"> <li>• Strengthening of relationships and a sharing of best practice between teachers and schools.</li> <li>• Engaging more with parents, whānau and community, their voice will be stronger than it has been before. To get all stakeholders questioning, thinking and talking about the learning in a much deeper way</li> </ul>
Rotorua Lakes Network (Kawaha Point)	<ul style="list-style-type: none"> <li>• Delve into "hunches" that would not have considered previously because would have stayed with "teacher practices"</li> <li>• Collaboration with other schools, listening to others</li> <li>• That some of our hunches and deep held beliefs were incorrect and we had to re-scope our hunches</li> <li>• Starting to learn more about student and family voice and getting their ownership in this journey</li> <li>• The importance of these voices is paramount for change to occur</li> <li>• Through the data gathering and mapping activities (Whānau and Community Engagement)</li> <li>• To get all stakeholders questioning, thinking and talking about the learning in a much deeper way</li> </ul>
Rural and	<ul style="list-style-type: none"> <li>• Opportunity to up skill and work in a new way</li> </ul>

Roses (Te Awamutu)	<ul style="list-style-type: none"> <li>• Importance of collecting qualitative and quantitative data</li> <li>• Importance of involving our families/whānau from the first mapping activity</li> <li>• Evaluative- an area where we need support as a Network</li> </ul>
Seaview (Petone)	<ul style="list-style-type: none"> <li>• Discovering that we all have similar issues (e.g.: Boys writing)</li> <li>• Working out what the learning challenge is and then gathering the data (challenging)</li> <li>• Environmental scans are a great tool – the in-depth discussions we have held with student’s teachers, families have dispelled some long held assumptions.</li> <li>• It is easy to fall into busy routines (with the best intentions) that may not be allowing our priority learners to make the most out of school. We have a plethora of talents within, between and around our schools that are a relatively untapped resource. By pooling our collective knowledge and “unlearning” some of our institutional practices we may become more aware of how our priority learners can be given leverage to succeed in the schooling environment.</li> <li>• The value of listening to student and parent perspectives which has challenged our assumptions</li> <li>• Getting teachers involved in interviewing all target students and parents in their class</li> <li>• We are still investigating what might need to change – but we are interested in seeing if there are personal characteristics that can define our successful and priority students.</li> <li>• Students and parents interviewed by enthusiastic practitioner</li> <li>• Teachers and students are beginning the interview process, some parents have been selected to trial our research. We enjoy exceptional community support and never have issues with lack of engagement. Teachers are beginning to get a “Buzz” in terms of discussions and findings from our interviews.</li> <li>• So far really positively .I had 100 % response from the parents to the map drawing exercise and to allowing their children to be involved.</li> <li>• Parents that we have interviewed were very pleased to be involved.</li> <li>• Students seemed quite ‘chuffed’ to be singled out for interview.</li> </ul>
South Wairarapa	<ul style="list-style-type: none"> <li>• Regular contact with other leaders and developing a whole network self-review process</li> <li>• Widening our scope of information gathering</li> <li>• Introduced to strategies to review our effectiveness in raising student achievement, especially in relation to data from students, parent and community.</li> <li>• Lack of clarity especially at the beginning, clearer expectations e.g. around Practitioner Evaluators</li> <li>• The value of really digging deeper into data and student voice</li> <li>• The value of network discussions and lateral learning</li> <li>• The quality of the conversations in collecting all the data</li> <li>• Enhancing the use of student voice to inform our decision making</li> </ul>
Te Awahou (Foxton)	<ul style="list-style-type: none"> <li>• Developing the hunch (Challenge)</li> <li>• The value of the Mapping Tool to help understand the hunch</li> <li>• Difference between our assumptions and the actual</li> <li>• Student views are quite different from what we had expected in some areas</li> <li>• Evaluative – we need to dig deeper into the data and seek a greater range of</li> </ul>

	data.
Te Puke	<ul style="list-style-type: none"> <li>• Important of working together and gathering community voice</li> <li>• Student leaders involved in gathering data and analysis</li> <li>• More emphasis needed on learning conversations with students and their families</li> </ul>
Moutere Hills and Tasman	<ul style="list-style-type: none"> <li>• Great opportunity to reflect</li> <li>• Hunches are important as a starting point from which our investigations develop</li> <li>• Some earlier interventions had little impact especially for our priority learners.</li> </ul>
WAPA	<ul style="list-style-type: none"> <li>• Each of the five schools are in very different contexts, are at different stages of development and serve different types of communities – so processes and strategies each school develops through their respective inquiries will be interesting learning for everyone.</li> <li>• To date three schools have gathered data from teachers, students and parents, while two schools have data from students and teachers.</li> <li>• Finding the ways to engage with parents in dialogue about LCN is the most challenging aspect of the process because traditional school communication systems have not been designed to facilitate on-going dialogue about learning.</li> <li>• Deep inquiry needs to be embedded in school systems – it is taught at NAPP; the MOE tried to implement this with an Experienced Principal PD programme a couple of years ago; we will know we have got it right when we make a difference to student learning – particularly of Maori, Pasifika, boys and special needs students in our schools. Awareness of the need to lead / model / embed deeper inquiry through strategic planning to strengthen performance management systems (professional development / appraisal) has been part of our network discussions, individually and collectively.</li> </ul>
Whakahuihui Tautoko	<ul style="list-style-type: none"> <li>• Probing reviews and critique</li> <li>• Collecting rich data about who students think is detailed and time consuming process</li> <li>• Empowerment of students and articulation of their expectations</li> <li>• Collected data/stories from whānau of priority target students.</li> <li>• Students driving informed change in their learning context and their expectations</li> <li>• Drilling down is important in establishing teachers and students understanding.</li> </ul>
Whitestone	<ul style="list-style-type: none"> <li>• It has been interesting to talk with others and discover that they are experiencing similar trends e.g. boys not engaged in literacy.</li> <li>• It has reinforced how powerful it is to include student voice/parental or community voice, Principal and teachers perspective.</li> <li>• I have enjoyed mapping the learning environment and analysing it with parents has been fascinating for all involved.</li> <li>• It is so easy to come into situations with preconceived ideas and solutions – I am learning to hold off, gather extensive evidence/data and going wider for this before jumping in! Taking time to analyse the data and discuss with it with others is also important. LCN has reinforced this to me.</li> <li>• Instructional: developing an awareness of critical pedagogy as the basis of instructional capability and the commitment to seek new and innovative</li> </ul>

	<p>pedagogy to better meet the needs of our PL's</p> <ul style="list-style-type: none"> <li>• Parent, family, whānau: We have a commitment for PFW to have an evaluative capability of practice within the LCN</li> <li>• Evaluative Capability: We have a commitment to develop the evaluation capability of all members within the LCN in order to contribute effectively to innovative solutions</li> </ul>
Bay Lyn	<ul style="list-style-type: none"> <li>• The critical importance of student voice</li> <li>• The role of parents, family and whānau. Underutilised in all school I believe</li> </ul>
May Road	<ul style="list-style-type: none"> <li>• That we all have our own priorities within our schools yet we have made a commitment to work together on a joint achievement challenge and this will take time and understanding from all of us to work together.</li> </ul>
One Tree Hill	<ul style="list-style-type: none"> <li>• To look at our learners needs. Listening and seeking student voice in variety of ways.</li> <li>• To look at the transitions between schools x What is an innovative/effective learning environment</li> <li>• We have all done a mapping exercise and some schools have made changes as a result of these activities.</li> <li>• We have shared our experiences between schools also</li> </ul>
South Manurewa	<ul style="list-style-type: none"> <li>• Talking about our common student achievement challenges</li> </ul>
North Manurewa	<ul style="list-style-type: none"> <li>• That even if schools don't join the network that they have listened to and discussed educational activities with other professionals in their area.</li> <li>• To easy pulling together a LCN around some common student challenges in our community of schools.</li> <li>• We have not yet completed the Capability Tool – yet our needs have identified the Parent, Family and Whānau, Cultural responsiveness, Written Language, Oral Skills, as common needs.</li> </ul>
Auckland Central	<ul style="list-style-type: none"> <li>• Diverse schools identify similar areas of concern in regards to Writing achievement trends.</li> </ul>
Te Whanga (Harbour)	<ul style="list-style-type: none"> <li>• It is opening our thinking yet respectful of the contexts which the thinking arises in.</li> <li>• Although our location is common our communities we serve are very different so this will stimulate needs and analysis thinking.</li> <li>• Finding a common challenge across all four schools (Challenge)</li> </ul>
Papakura	<ul style="list-style-type: none"> <li>• It is evident to us that the capabilities are linked to effectiveness.</li> </ul>
Rodney-Otamatea (Twin Coast)	<ul style="list-style-type: none"> <li>• We understand the need to reach consensus on a challenge that will be appropriate for all of us, and keen to be part of a robust process to identify this challenge</li> </ul>
Mahurangi	<ul style="list-style-type: none"> <li>• It will build research and review capability across our cluster</li> <li>• That we all have a similar learning challenge with our Pasifika students</li> </ul>
West Coast Way (Greymouth)	<ul style="list-style-type: none"> <li>• Challenging, open, honest, reflective conversations.</li> <li>• The mapping focused us.</li> <li>• Not 'adding on', but integrating the learning network activity and learning.</li> <li>• Learnt a lot about our own schools through analysing the current situation in a rigorous way.</li> </ul>

	<ul style="list-style-type: none"> <li>• That we have a shared challenge – common to everyone.</li> <li>• Only leaders analysed the data.</li> </ul>
Van Asch	<ul style="list-style-type: none"> <li>• Working together towards a common understanding</li> <li>• Collecting multiple perspectives</li> <li>• Importance of capturing the student voice, parent voice</li> <li>• Importance of collaborative approach</li> <li>• Power of people gaining multiple perspectives</li> <li>• Through data collection (Whānau engagement)</li> <li>• Discussion on outcome of data collection (Whānau engagement)</li> </ul>
Auckland Intermediates	<ul style="list-style-type: none"> <li>• We can assess and evaluate the effectiveness on what we do and plan an intervention strategy that is meaningful, authentic to the context of the school, and robust by being open to critique.</li> <li>• We have learnt to listen more actively; to understand the construct of productive methodology; to critique respectfully and sensitively; to be OK about being wrong at times; to use theory well but not allowing it to dominate the practicality and reality of each context.</li> <li>• Many meetings take place throughout the network – regular leaders meetings; schools arrange their own sub-network meetings with these both preceding and after the observations and in-school activities mostly relating to each school’s action plan. Nearly all of them have an evaluation component.</li> <li>• The instructional aspect is developing we have at times been far too academic, especially me. We are definitely using data to inform what we do although the recent hiccup with e-asTTle is tiresome and we need to share the use of OTJ to overcome the problems of being able to accurately assess progress. The use of a critical dialogue in all aspects of assessment is developing although I suspect that more informed understandings could help the dialogue – the challenge is how do we do this</li> <li>• Recent information on Evaluative probes is challenging. I like the content of the probes – the time and the context of the probing, as well as the funding, remains an area that we need to discuss further.</li> <li>• It would be fair to mention that the level of deep reflection has grown considerably, far more attention to the detail of what is happening both in schools and as a network cluster.</li> <li>• Sharing knowledge with the student about how we should teach writing from an andragogical perspective needs to be addressed so that students can respond with a degree of confidence in knowing what they might not know.</li> <li>• The evaluative capacity is developing. We have appointed three evaluative leaders from the network schools and are developing their role, task, accountability and training needs</li> <li>• While we are committed to cascading this evaluative capacity we have yet to find a programme or methodology as to the ‘how’ without damaging the trust and expectations of the network members</li> <li>• The idea of external evaluators from with the network coming in to our network schools has not yet been unpacked!</li> </ul>
Kaikohe	<ul style="list-style-type: none"> <li>• Three schools have a common vision and are working together.</li> </ul>
Manaiakalani	<ul style="list-style-type: none"> <li>• We are happy to be part of the Evaluative Probes as inquiring into our practice is a big part of our focus.</li> <li>• We are enjoying sharing our practice with other networks and clusters.</li> <li>• Most of what we have learned since LCN began has come from sharing our</li> </ul>



practice, collaborating in our cluster and working with Wolf Fisher Research Centre.

- WFRC have brought us key learning's about student achievement outcomes, qualitative findings and cluster coherence.
- We have increased our attention to and focus on student voice.

#### 4.4. Lateral learning and change capabilities embedded

This section pulls together information from the network milestone reports about the growth of lateral learning and change capability. The information is less about growth and more about identifying learning and change capabilities at this stage. The table outlines capabilities under seven headings. The first two are the generic headings of learning and change. The rest relate to the Ministry's preferred five development areas. They are listed in order of the volume of comment referred to in the reports. Growing student agency linked to strong connections with families, whānau and community is by far the development area of most interest. Instruction and blended learning, evaluative capability are also of interest but to a lesser extent. Cultural and linguistic responsiveness and inclusiveness gets a mention, but only from a few networks. It is well worth browsing through the sections in the table to find out what participants are saying about learning and change capabilities. A few brief comments in the paragraphs below pull together some of the priority points.

##### *Learning*

There are several generic points about 'learning' from the network activities. There is an element of discomfort in being in "no-man's" land as network leaders discover things are not what they appear to be. Learning to listen more actively to students and families is a learning feature: *"Student views are quite different from what we had expected in some areas"* (Heretaunga, Upper Hutt). Bringing students positions of active learning alongside teaching professionals is a new activity that is creating considerable energy to engage in the learning and change process. The learning process is also linking student agency to family and whānau connections: *"Reinforcing the centrality and critical importance of whānau and student voice being sought and listened to in all aspects of any decision making and that this is not considered a 'one off' or an event"* (Naenae network).

Everyone is busy but the process of learning takes time and it is important not to jump to conclusions. Rather, hunches need to be explored and revisited and conclusions based on evidence by collecting and collating factual information. Theory also needs to be used well without letting it dominate practicalities. The mapping tool to analyse priority students' learning environments in an appreciative way has been both engaging and exciting. Also, understanding the difference between routine and adaptive expertise has had practical application. One network suggested that if the ideas do not impact on the practicalities of learning, teachers will not engage and the likelihood is neither will students or families and whānau, so the theory-practice balance is crucial.

##### *Change*

A considerable number of changes have already been made even through most networks are only at the beginning of the learning and change process. Networks are finding that the change process actually starts the minute the new policy and implementation ideas are

introduced and understood. Network leaders report that meetings are now far more interactive with fewer didactic sessions. Investigations are utilising different types of evidence that assist leaders to: *“look for the achievement challenges that face students through student eyes and working with students to work out ways to surmount those challenges” (Seaview)*. The investigations are also moving teachers from focusing mostly on quantitative data to realising the importance of qualitative data. The processes are leading to considerable progress with relational trust

In addition to the numerous references to changes being made about the notion of student voice (to student agency) and parent/community engagement, there are also many references to change in digital technologies. Some networks are talking about the need to totally rethink IT strategies to increase student control of their own learning. There is a push for more self-directed learning and more choice using internet resources. This interest in systemic technology-focused changes is timely as schools become connected to the national network for learning.

<b>LEARNING</b>	
Collection of comments from the networks	NL's learnt to listen more actively and to understand the construct of productive methodology
	NL's Learnt to be OK about being wrong at times
	NL's learnt to use theory well but not allowing it to dominate the practicality and reality of each context
	Tools for analysing
	Insights into practice as above
	Insights into student experience through listening to student voice
	Sharing knowledge and expertise in areas of e-learning
	Made progress in gaining clarity and collaboration around MOE, LCN and school partnership roles have been defined
	Creating a shared / common purpose for this project and defining the “value added” this work will provide participants, who also operate within a wider network, has taken time (and this group started with some shared core beliefs about principles of effective networking for learning)
	How developing learning maps will enable our network to focus on areas of need and develop our future learning challenges
	School are going to explore the opportunities of sharing knowledge and expertise in the areas of e learning
	The powers of setting up a Trust can create for the LCN schools.
	It is opening our thinking yet respectful of the contexts which the thinking arises in.
	The purpose / and processes behind LCN - the commitment we will need as schools
	Everyone is very busy
	Using Google docs is not everyone’s preferred communication too
	Collaboration with other schools, listening to others
	Not being clear about where we were heading
	The uncomfortableness of being in “no-man’s” land
	I’ve learnt about student and whānau perspectives on writing
The value of getting key stakeholders’ views helps validate data and strengthen conclusions	
Student voice is very enlightening when the time is taken to really draw out the information and thoughts.	
After learning about the views of my students I have adjusted my teaching approach to provide scaffolding and support for those who appeared to need it.	

To be more proactive in surveying student and parent voice – don't assume your professional judgement matches their viewpoint
Reflect on how teaching style affects learning styles, especially for boys
Building trust between schools – takes time to develop.
Gathering and sharing of information. Student voice is strong.
Bringing students into the meetings to present and participate.
Negotiating a collegial pathway/cluster direction.
That the process takes time.
Balancing the theory and how in practice it works within the cluster ensuring useful practical applications.
If it doesn't impact directly on learning, our teachers will not engage
Gained an understanding of different perceptions of our learning environments
Hoped difference between reality and ideal → students to be at the forefront
Important of working together and gathering community voice
Bigger picture behind LCN.
A coherent strategy is vital for success
Collecting rich data about what students think is a detailed and time consuming process
Disparity between learning needs and teaching pedagogy
More scaffolding required
More focus on learning
A lot of student/teacher voices
Enhanced consistent scaffolding learning of Te Reo led by students
Students driving informed change in their learning context and their expectations
Drilling down is important in establishing teachers and students understanding.
Process - no assumptions - key stakeholders - collect and collate facts to avoid assumptions
Importance of collecting qualitative and quantitative data
Importance of LCN processes and tool
Diversity of needs/communities - although this can also be a strength
A lot of common issues among schools
Process on inquiry to help articulate/unpack our 'hunches'
Theory of Action - basic format for inquiry
Mapping exercise supported initial hunches
Other schools in our network are facing similar issues and are using similar methodology to address them
Formalising strategic planning and processing
Value and importance of student voice
Asking reflective and challenging questions around student learning. Seek student voice.
The information this has given us is really valuable. It is really clever that the tasks we have been involved in have given really good information and it hasn't been guessing what is in the teacher's heads. There was no right or wrong and I think people have been really honest.
Like the structure, it is a level playing field, we are all learning together and feel we have ownership of it
Moving from the security of knowing the "whys" and "hows" of established cluster practice to the unknown and different
That everyone sees and understands the relevance to their particular role and that they see the specific links to every aspect of their day to day practices of teaching and learning

While the tasks are really good for getting information, we don't know what we don't know so our responses can be limited.
Reinforced the centrality and critical importance of whānau and student voice being sought and listened to in all aspects of any decision making and that this is not considered a "one off" or an event
In both strategic planning and shorter term decision making the opportunity and ability for active (as against passive) involvement by everyone must be provided if self -regulation is to be achieved
That our students are more passive in their learning than we would want them to be.
Takes time to work out change priorities
Initiating change
The value of really digging deeper into data and student voice
The value of network discussions and lateral learning
Importance of cultural responsiveness and how this can positively impact upon student achievement
Starting to engage with Parents/Family/Whānau
Concept of Adaptive vs. Routine experts has been useful
Making cohesion from all that is happening
Developing the hunch
Understanding the whole idea took some time
Finding the time to do the work with so many other priorities
The value of the Mapping Tool to help understand the hunch
Difference between our assumptions and the actual
Student views are quite different from what we had expected in some areas
Our current Learning Environment is not really working for our priority learners
Developing the hunch
Understanding the whole idea took some time
The value of the Mapping Tool to help understand the hunch
Difference between our assumptions and the actual
Student views are quite different from what we had expected in some areas
Our current Learning Environment is not really working for our priority learners
To really gain a deep understanding about our students' needs before rushing in to fix things
That I learn other things incidentally like more about blended learning thanks to Nigel's UH principal cluster workshop and blog. - Thanks Nigel!
That for children, teachers, parents, leaders, learning' has many different levels. In order to positively affect it and improve achievement, we need to understand what is happening and how we all learn
That the mapping exercise is very powerful; it gives very useful information, some of which is most unexpected!
That teachers, children and their parents really enjoy the mapping exercise.
The focus on the act of learning – the how, why, where – is different. So much of what we used to do was just focused on the product and the data
How to use the VLN
Environmental scans are a great tool – the in-depth discussions we have held with student's teachers, families have dispelled some long held assumptions.
It has highlighted for us the imbalance of perceptions about the importance of surface and deeper features in writing (particularly between those who are priority learners and those who already achieve highly.

	The value of listening to student and parent perspectives which has challenged our assumptions
	Everyone's voice needs to be heard
	Not to jump to conclusions
	Things aren't what they appear to be
	Hunches need to be explored and revisited and based on evidence
	It's OK for schools to be at different stages and have varying levels of commitment
	Hunches seem to be common across cluster
	How to dig deeper into our practice and what is happening in the classroom
	Pushed us to do things we would not have done before e.g. parents talking together x Good understanding of workings of primary and secondary schools x Issues are not isolated to any one school
	Hunches are important as a starting point from which our investigations develop
	Characteristics of leadership, linking the BES Leadership to our work
	Listening to our families is important
	Understand the importance of student voice in understanding teacher effectiveness
	That data is much more than just standard numerical data
	The important role of the Practitioner Evaluators
	It has reinforced how powerful it is to include student voice/parental or community voice, Principal and teachers perspective.
	The empowerment for all involved that comes from uniting a group of parents and learners together to discuss learning and challenges. Moving from a one to one parent interview situation to a group meeting scenario truly surprised me – the buy in from the parents was huge and the learners themselves were proud to share their mapping with their parents. We have focussed on parent voice in a big way at school but not with such a purposeful learning focus.
	The immense value in having the opportunity to network outside your own school and engage purposefully with other schools, more than just 'sharing' of practice but having a planned approach through the facilitators.
	It is so easy to come into situations with preconceived ideas and solutions – I am learning to hold off, gather extensive evidence/data and going wider for this before jumping in! Taking time to analyse the data and discuss with it with others is also important. LCN has reinforced this to me.
	Organisational: A greater awareness of the need to seek innovative solutions to addressing PL challenges within the LCN e.g. The Manaialalani learning's
	How to load stuff onto a wiki.
	Learnt a lot about our own schools through analysing the current situation in a rigorous way.
	That we are not alone.
	That we have a shared challenge – common to everyone.
	Importance of capturing the student voice, parent voice
	Importance of collaborative approach
	Power of people gaining multiple perspectives
<b>CHANGE</b>	
Collection of comments from the	We have learnt to be far more interactive in our meetings – fewer didactic sessions
	We have made huge progress with relational trust – people really feel to be part of the network with a few exceptions whom we need to work with.

networks	Differentiated We have learnt to focus on specific groups within the network for different occasions so as not to waste people's time – sometimes it is for principals and leaders; other times for lead teachers in schools and other times for students.
	We know that we need to change teacher practice and we have sub-groups visiting each other to make this possible. The sub-groups success in observing practice varies but all arte on the path to making this happen.
	The process has been slow
	It's challenging getting consistency of delivery across schools and across classrooms. "Scaling the pockets of excellence" is a direct challenge our researchers have given us.
	Adding new schools has meant working hard to bring them on and get them all performing at a similar pace and place as the rest of us
	This process has allowed these views to be made explicit. They have surfaced and been unpacked.
	Engagement with our parent and community
	Teachers and students participated in mapping tasks
	Seeking feedback from students/parents
	Leadership roles for teachers
	Ensure that we are inclusive in all our practices; that we have equally high expectations of ALL learners – Maori/ PI
	Looking for the challenges that face student achievement through their eyes and working out ways to surmount them
	Increased control given to students of their own learning
	Incorporating choice into classroom programmes
	Trying to include parents, importance of 3 way
	Learning pathway (Maths) has to be clearer for
	Teachers/students/parents
	More self-directed learning using internet resources
	Really involving parents, not superficially and actually planning to use their ideas
	Thinking about changing delivery system
	Affirmed delivery programmes are working through interviews.
	Change must be planned and allow time for embedding before new initiatives are added
	Catering for staff change
	Some earlier interventions had little impact especially for our priority learners.
	Better understanding of the challenges transitioning to College
	Need to totally rethink our IT strategy
	Students know about what we are doing but most teachers are only just beginning
	Understanding different types of evidence
	Moving teachers from focusing mostly on quantitative data to realising the importance of qualitative data.
	Through data collection
Discussion on outcome of data collection	
Contact with Principals and leaders of the schools	

<b>FAMILIES, WHĀNAU &amp; COMMUNITY</b>	
Collection of comments from the	Clearer picture of issues
	NL's learning from each other is powerful
	Whānau interviewed

networks	Next month talking with students and families
	Family/Whānau – We have learned about the extent to which the whānau would like more support to support their children in braille literacy
	To date three schools have gathered data from teachers, students and parents, while two schools have data from students and teachers
	Going back to each group to discuss findings, possible options and next steps is the next part of the process
	Finding the ways to engage with parents in dialogue about LCN is the most challenging aspect of the process because traditional school communication systems have not been designed to facilitate on-going dialogue about learning
	To find new ways to develop on-going dialogue with parents is a paradigm shift that we, as a network, have identified and are working on
	Created learning maps through staff meetings with teachers, through Board meetings with parents, whānau hui and students in class. Share the LCN kaupapa in school newsletters
	The role of parents, family and whānau. Underutilised in all school I believe
	Sharing what our goals are with our schools and communities
	Openly talking about our needs for our staff, students and parents
	Creating smooth pathways in education for our students and families.
	To look at the transitions between schools x What is an innovative/effective learning environment
	Simple mapping exercise with our students about their learning. Looking at both their challenges and the factors that contribute to achievement and progress from their point of view.
	We plan to 'listen' to the other groups as we move into Learning and Change activities as individual schools and our network.
	We have all done a mapping exercise and some schools have made changes as a result of these activities.
	There are a number of options to still look into so that we are able to see the opportunity that exists for schools working together
	Although our location is common our communities we serve are very different so this will stimulate needs and analysis thinking
	BOT's are informed through signing of MOU but are yet to know our focus
	Starting to learn more about student and family voice and getting their ownership in this journey
	The importance of these voices is paramount for change to occur
	Connections made through data gathering and mapping activities
	Finding out the student and community 'voice' has been insightful
	I have worked with them on the 'cluster' assignments to gather the data
	I have found it difficult to 'explain' in layman's terms what LCN is all about (e.g. ended up copying and pasting from TKI to explain concept to the Board) – mainly because I am still processing how it all works myself – so not sure how 'engaged' they are
	As above but I have had very little response or interest in the LCN from parents
	My interest in hearing the viewpoints of whānau has increased which has resulted in holding a Maori community consultation meeting
	How we effectively gauge and use student, whānau voice.
	Gathered information from the community
	More community organisations are joining in the network.
	Board and community awareness of the cluster relationships, collective thinking around Ohinemuri issues rather than their own school.

Some student and parent voice has been collected to assess the current situation.
All stakeholders are looking forward to the opportunities the network presents.
Underlying excitement about re-engaging with other schools and communities.
Engagement with all stakeholders begins with action and their response to it – using this as a reflective cycle.
Engaging more with parents, whānau and community, their voice will be stronger than it has been before.
Holistic reflection throughout our community. Parent/student focus group.
Leaders responding to the community on a continual basis
Teachers, children and parents, what they are saying about learning, leaders respond on an on-going basis. (Incorporating an action learning cycle)
Board buy in and understanding. Principals to discuss with boards and explain in order to get buy in.
A challenge to engage community/making connections
A challenge making connections with target groups and their families
Actions groups have found this as a great first step in self review
Student leaders involved in gathering data and analysis
Community engagement → whānau and families of priority learners → How to involve?
More emphasis needed on learning conversations with students and their families
Empowerment of students and articulation of their expectations
Collected data/stories from whānau of priority target students.
Exploring what students think has been exciting and confirms our "hunches"
Want to work more with families/whānau but still not confident about how - talking with Rose about this
Want to change our thinking about family/whānau engagement but we are still struggling to find out how to achieve a greater level of engagement
Student and family/whānau voice is important
Importance of involving our families/whānau from the first mapping activity
The change is looking at how our tamariki and community benefit and apply the skills and changes that LCN proposed, so that all our Kura are working together with the same priorities to uplift learning through networking electronically
The need for our tamariki, school community, community to network positively and to share and not become blasé about only MY SCHOOL but to work towards a IWI goal for all in schools, firstly.
We have only introduced the concept to the Board and in the School Panui with very limited understanding by our school community, I think we need to be hands on and more proactive, it is difficult
The change is looking at how our tamariki and community benefit and apply the skills and changes that LCN proposed, so that all our Kura are working together with the same priorities to uplift learning through networking electronically
Developed awareness of including perspectives from all stakeholders
Greater student voice, and starting to elicit parent voice
Maintains instructional and relevant focus for our wider learning community – families, students, teachers, leaders
The engagement of all parties in the discussion about student achievement.
Engaging parents in the process X Building the plane as we go
Teacher directedness, teacher PL to address
Active vs. passive learners



<p>Within each of these capabilities there is the need for active involvement which requires everyone to ultimately assume responsibility for decisions and actions. The confidence to risk take and the ability to successfully problem solve through trial and error which is supported by the minimum amount of scaffolding and time that results in independence and improved achievement is the underpinning premise.</p>
<p>The quality of the conversations in collecting all the data</p>
<p>Greater awareness of the importance of Cultural and Linguistic Responsiveness and Inclusiveness capabilities</p>
<p>Need to develop a greater understanding of 'culture', not just Maori or Pasifika but also music, technology, and language etc. these students use.</p>
<p>Enhancing the use of student voice to inform our decision making</p>
<p>The reaction of parents, students and teachers has been similar – positive but a little fearful</p>
<p>The positive response from parents/whānau to date</p>
<p>Early days for this network, but positive feedback has been received the students, parents/whānau and teachers to date.</p>
<p>Family/whānau are a priority for us to connect with</p>
<p>The positive feedback from our children and parents when we work with them on the mapping exercise</p>
<p>Great to put the focus back on kids and the community rather than teachers as the change agents</p>
<p>The importance of involving the parents and student voice</p>
<p>Baby steps- have had meetings with students and whānau to explain the project and complete mapping</p>
<p>With parents and children, listening and talking more – actively looking for ways of doing this</p>
<p>Ensuring that we show that we value parents and children's 'voice' - showing this when we consult, plan etc.</p>
<p>Actively reaching out into our wider community</p>
<p>Regularly checking in with whānau face to face- keep the flow of information going</p>
<p>Encouraged us to prioritise discussion with children and parents about their learning.</p>
<p>A different way to assess learning needs. That having family involvement not just teacher and students brings another important dimension to addressing the needs. In discussion with our children who are 'successful' learners and 'unsuccessful' learners there are clear areas of difference, particularly in confidence and self-esteem around the learning context</p>
<p>Inclusiveness – particularly in relation to the involvement / engagement of parents</p>
<p>Nothing yet – but looking at changing teaching to engage particularly our target students getting teachers involved in interviewing all target students and parents in their class</p>
<p>Students and parents interviewed by enthusiastic practitioner</p>
<p>Teachers and students are beginning the interview process, some parents have been selected to trial our research. We enjoy exceptional community support and never have issues with lack of engagement. Teachers are beginning to get a "Buzz" in terms of discussions and findings from our interviews. So far really positively. I had 100 % response from the parents to the map drawing exercise and to allowing their children to be involved. X BOT is very positive about it.</p>
<p>Parents that we have interviewed were very pleased to be involved. X Haven't really involved teachers yet apart from interviewing teachers of particular target students - they were interested.</p>
<p>Students seemed quite 'chuffed' to be singled out for interview.</p>
<p>More buy in from parents</p>
<p>Engaging our stakeholders</p>

	Mapping the current situation x Talking to parents more, valuing their contribution, they now feel valued x Interviews/discussions with students and teachers especially, some parent interviews x Open days x Cross school exchanges x They have been completely engaged and honest with their sharing
	Early days as yet but we understand the disconnect between their views is important to unpack.
	How better to communicate with our parents
	Engaging with some parents has been a challenge
	In recent years we have had a focus on developing teacher practice but with LCN we have started with student voice and then thinking about how this flows onto teacher practice and parental engagement
	We are just at our early stages, our Enthusiasts have done considerable work around student voice and engaged some parents
	Keeping teachers informed of the practices we are learning
	I have enjoyed mapping the learning environment and analysing it with parents has been fascinating for all involved.
	We have a commitment for Parent, Family & Whānau to have an evaluative capability of practice within the LCN
	Staff/community analysing the data.
	Mapping, interviews, surveys with community and students.
	Some families are wondering why they were asked!
	Only leaders analysed the data, not families.
	Community involvement – i.e. developing connectedness (e.g. gap in what parents/school see as good learning).
	Yes, it has made us reflect on the way we work with our family/whānau.
	Hand in hand with Collaboration for Success
	Parents feel part of the process

<b>INSTRUCTION</b>	
Collection of comments from the networks	<ul style="list-style-type: none"> <li>• We now need to develop an understanding of what is good pedagogical practice by agreeing to ideas from the schools – I have a pedagogical tool that will help this process – however how we do this without being too threatening is still to be established.</li> <li>• Gained insights into current practice in braille literacy</li> <li>• Learned the perspectives on braille literacy are more closely aligned than expected</li> <li>• Centres are more interested in literacy learning than primarily the teaching of code. The process has confirmed this for us.</li> <li>• Instructional – thinking about getting teachers to look beyond their own teaching practices to other influences and the impact of those on the learning</li> <li>• Awareness of positive potential for sharing both with students and teachers within this cluster. A re-ignition of energy to engage with other professionals outside our own school.</li> <li>• Instructional Changes – emphasise the need to shift focus away from Surface features to help priority learners appreciate the value of deeper features</li> <li>• Instructional: developing an awareness of critical pedagogy as the basis of instructional capability and the commitment to seek new and innovative pedagogy to better meet the needs of our PL's</li> </ul>
<b>BLENDED LEARNING</b>	
Collection of comments from the	The Manaikalani model is a good model for us to use but personalise.
	We have been challenged with operational processes for quick turn-around with break/fix of student 1:1 devices

networks	Sharing our practice has forced us to tidy up the 'Retooling School' facilitation to make it succinct and logical for others. Our own internal collaboration has constant feedback/feed forward that brings new learning to cluster on a regular basis. Much of this inquiry is focused on how the new media enable changed pedagogy in respect of time, place, space, pace and people.
	Readings on line –placed by the Enthusiastic Leader and read by RTVs
	The proposed timeframe for setting up, developing, monitoring and evaluating individual and network inquiries has seemed unrealistic – a mental model presented is that blended learning / e-learning technology will speed up this process – which may prove to be right, but not perhaps in the 'exploring' phase of the project
	The possibility of a philosophical difference in e- learning between schools. For example some are in favour of bring your own devices and one school is against it.
	Moving as a collective group around forming a Trust and the delivery of blended learning within the LCN and their individual schools
	Capability around introducing Blended Learning within our LCN and schools
	Remain aware of the individual cultures of schools
	E- learning is fundamental. How are we addressing this through the project so that students are engaged and involved in using. ICT in their learning?
<b>EVALUATIVE CAPABILITY</b>	
Collection of comments from the networks	We can assess and evaluate the effectiveness on what we do and plan an intervention strategy that is meaningful, authentic to the context of the school, and robust by being open to critique
	We need to work with the trainers of the evaluative probes as their contribution to date has been problematic and we have received very negative feed-back from our network members who have listened and worked with them to date
	We are happy to be part of the Evaluative Probes as inquiring into our practice is a big part of our focus
	Evaluative – Learned more about data collection and analysis
	The evaluative capacity is developing. We have appointed three evaluative leaders from the network schools and are developing their role, task, accountability and training needs. We are committed as leaders to support this and have a meeting already to listen to the concerns and to make suggestions as to how we might proceed at this point.
	We have a strong capability for this as a cluster, we need to capture this by documenting it. This is where we need help, i.e. John Clark to help with this.
	Evaluative- an area where we need support as a Network
	Evaluative – we need to dig deeper into the data and seek a greater range of data.
	Greater initial clarity around the role of the Practitioner Evaluators and the need for them to be involved from the beginning
	Encouraged to have a Practitioner Evaluator in each school
	We have a commitment to develop the evaluation capability of all members within the LCN in order to contribute effectively to innovative solutions
	Student directed learning using a blended learning approach
<b>CULTURAL AND LINGUISTIC RESPONSIVENESS AND INCLUSIVENESS</b>	
Collection of comments from the networks	Engaged with the Hauraki Maori Community Trust Board. Engaging into the Hauraki curriculum, engaging with other projects, looking at other opportunities.
	Acknowledging diversity within the network and catering for this, our schools are: rural, urban, special needs, Christian, Primary and Secondary, a range of decile 1-4; are examples of the variety of schools involved.
	Wider pedagogical focus offers an umbrella for a wider group of people to be involved.

	<p>Given that our values and beliefs underpin our behaviour, changing erroneous self-beliefs and reprioritising values is key to leaders and teachers changing their behaviour. It would be helpful to have manageable, reflective tools to support leaders and teachers, in considering their value positions particularly in regard to being culturally responsive.</p>
	<p>We have the commitment to develop an evaluative capability that ensures that CLRI is implemented in practice</p>

## SECTION 5, STRATEGIC DESIGN AND IMPLEMENTATION

Ministry and Provider leaders have invested heavily in working together to create more coherent, manageable and practical implementation processes and tools. There are some successes to report and also some challenging design elements ahead. This section reports two design successes; a new strategy model and implementation framework, and the capability to diversify the approach from the conventional one to satisfy the interests of a broad range of groups. It also reports on plans for web-based knowledge sharing, which are in the early stages of development, and three adjustments that are being considered based on progress against the benefit outcomes; more rigor in tracking student achievement, intensive support to network leaders, facilitators and LDA's in analysis and goal setting and extending network leadership arrangements beyond teaching professional roles to include student and community leadership roles.

### 5.1. New strategy model and implementation framework

Strategy leaders of the Ministry-Provider partnership have worked hard over the past six months to re-think how to communicate the policy intent and implementation methodology in more practical ways to participant stakeholders and to the wider education sector. Ministry National Manager for Learning and Change Networks, Jackie Talbot, has created a practical and easy-to-understand strategy model that represents the policy intent. Program Director for the Provider team, Brian Annan, created an overarching implementation framework under which the layers of detail around what and how to do things and why is more clearly understood. The strategy model and implementation framework are outlined in the next two

#### 5.1.1. Strategy model

A strategy model was designed from a demand on the national manager and her team to clarify at multiple levels in the system the policy intent of the strategy. It took time and many debates at all levels in the system to create the model. That was a good thing because it incorporated the views of all the stakeholders. Now when those stakeholders see the model and hear about it from a trusted Ministry official, they see themselves in it and they are energised and interested to take on an active role in the strategy.

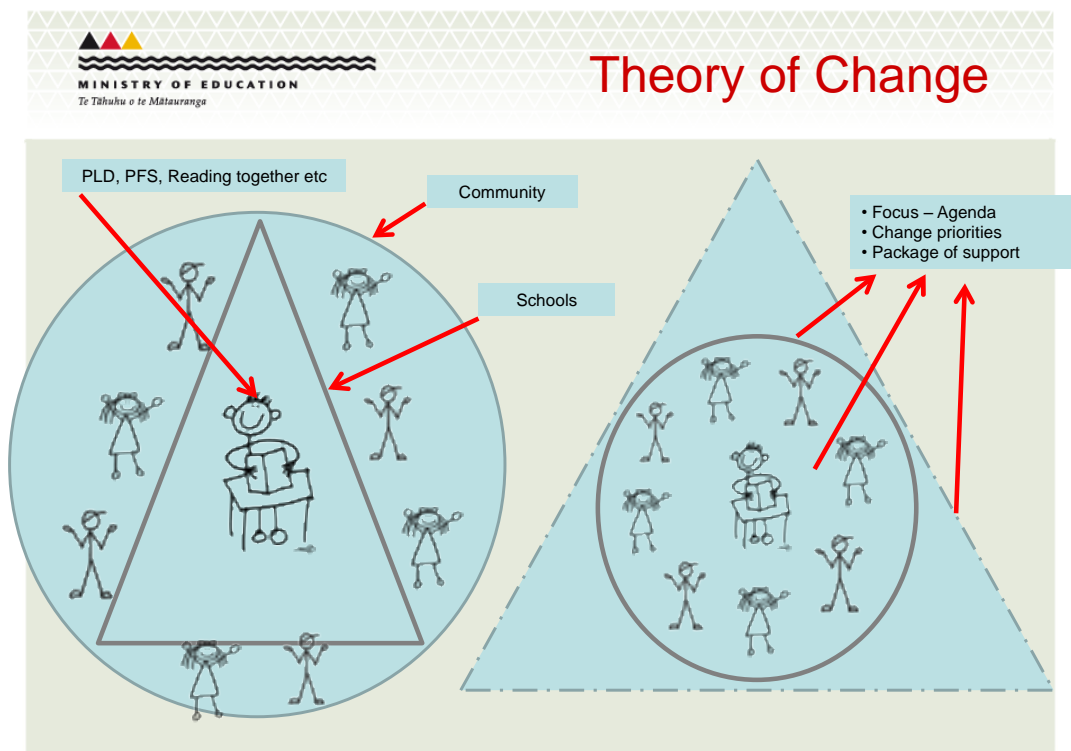
Policy intent of the strategy around demand-driven student agency in learning connected to strong family support is articulated in numerous operational policy documents and in the contract with the Provider team. It is also spelled out in many national policies, such as the New Zealand Curriculum for English-medium schools and Te Marautanga o Aotearoa for Māori-medium schools. It is also articulated in policy documents for all schools, such as Ka Hikitia and Tātaiako. Yet attempts to transfer the intent for students to be positioned as active learners closely connected to supportive families, whānau and communities have only been realised in pockets across New Zealand.

The model developed for this strategy as well as the learning and change processes designed to enact the model have the potential to create systems-wide transfer of the policy intent. The two diagrams below show the desired model on the right. It is presented as a theory for change. The theory is about a shift from supply drive education to demand-driven connected learning. The diagram on the left is a typical supply-driven model. The students are at the centre and the triangle represents the schooling system, which is wrapped around the student. It supplies things to students, mostly through adult-dominated supplementation programmes such as professional learning and development. Family, whānau and

community are on the outside as bystanders on the peripheral of the system interested in and advocating for their own children.

The diagram on the right is the intended demand-driven strategy model. It has the students at the centre and has family, whānau and community surrounding them in a rich community-focused learning environment. They take change of setting the focus for learning, identifying change priorities and draw on community-based skills and knowledge to provide appropriate support. The schooling system does not become a peripheral bystander by any means, rather it provides just the right amount of scaffolding and becomes one of many interrelated sites of learning to satisfy youngsters enthusiasm to learn.

### Strategy Model of Policy Intent – Theory of Change



#### **5.1.2. Implementation framework**

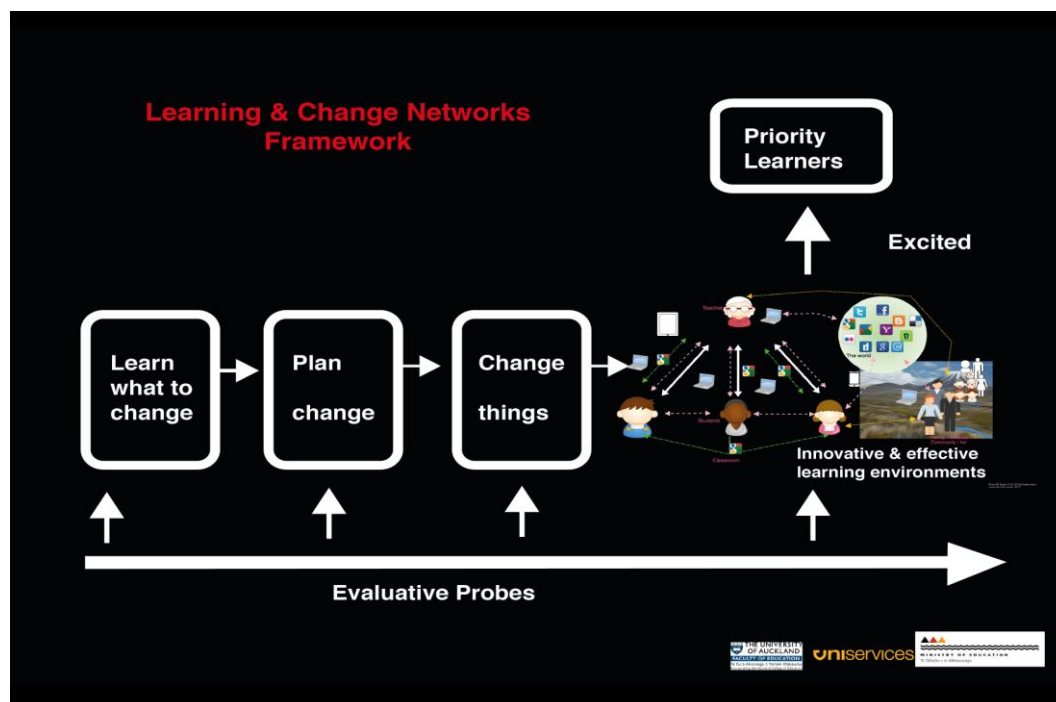
An overarching implementation framework displayed below plus a series of more detailed frames outlined in Appendix 4 provide process guidelines about how the policy intent, or theory for change, will be realised via network activity. Implementation frames explain role clarity, network leader tasks, practitioner evaluator tasks and principles for involvement.

The main reason for the design of the implementation framework was because there was growing confusion and feelings of being overwhelmed as the networks got started with the planned network activities. There were so many things for the network leaders to understand at once. For starters, they needed to understand the purpose and theory of networking, how to network and the expected commitment to join this particular network strategy. A considerable number of academic papers, PowerPoints, templates and processes were available to pick and choose to grow that understanding. Most networks were quietly going about figuring out what and how to do things but there were signs that some groups

were getting lost. Then at a series of regional training sessions set up to discuss common interests and challenges as well as to introduce the evaluative component of the network activity, leaders of several networks gave critical feedback that the strategy was becoming confusing, overwhelming and unmanageable.

Based on that feedback and a directive from the Ministry’s national manager to simplify things, the Provider program director created a framework that would respond to the growing state of confusion and reinvigorate the high levels of enthusiasm at strategy initiation (See framework below). The framework is based on a theory that it is best to learn what to change then plan, implement and evaluate the change with the people for whom the change is supposed to benefit. There is an element of formality and discipline for participants to go through the development phases to grow innovative and effective learning environments. There is also an element of freedom and creativity around which development area to prioritise for change, the pace of development and revisiting early phases to alter the change priorities. Sitting underneath the development process is an evaluative process whereby practitioner-evaluators within the network assess the extent to which network activity grows learning and change capabilities that accelerate priority learner student achievement.

Learning and Change Network Implementation Framework



At first glance, the Ministry request for such a framework appeared to be a communication issue and as things have played out that is proving to be true. The assumption was that the content of delivery was fine, that it was just a matter of communicating the content in better ways. However, the request also proved useful to check that each component of the strategy added up to a coherent whole. That check found some duplication of effort, some planning for rather than with networks and some competing theories that needed to be resolved. Without dealing with those design and content issues, a communication strategy on its own was unlikely to address the presenting challenges.

**5.1.3. Success of the strategy model and implementation framework**

The new strategy model and implementation frameworks have been tested with multiple audiences. Their clarity and practical application coupled with the appreciative theory underpinning them is energising people within and across the networks. Network leaders, provider team members and local Ministry officials in New Zealand have been introduced to the model and framework and they are starting to use them with successive layers of participants within and across schools, kura and communities. They are equally well accepted in Maori medium settings as they are in English-medium settings. For instance, they were introduced to Maori medium kura in the Kura-a-Iwi network in the Waikato, Apanui network on the East Coast and Matawhaura network around Lake Rotoiti. All network leaders, including parents in early meetings, found the model and framework easy to understand.

The model and framework are also attracting international attention. OECD officials, global consultants and participants from other countries in the *Innovative Learning Environments* (ILE) project consider the appreciative approach to grow high student agency with strong connections to community a major innovation for the world to follow. One prominent global leader commented that people at every level are able to see themselves strategy intent and immediately start discussing the current learning environment and possibilities for the future.

These efforts to create clarity and communicate intent in ways that energise people rather than overwhelm them represent a significant success story for the Ministry-Provider partnership.

## **5.2. Reflections on progress against the four benefit outcomes**

An integral aspect of the Ministry-Provider strategic partnership is to constantly reflect on and adapt frames, processes and evaluative arrangements to get closer to achieving the four benefit outcomes. As well as the policy intent model and implementation frames, there are three additional adjustments that the partners are thinking through since the first milestone report.

*The first adjustment is in relation to tracking the lift of student achievement.* The Ministry's national manager for Learning and Change Networks voiced concerns that processes to track student achievement trends are too loose. There are processes in place to track student achievement trends and the question is: are they sufficiently robust? Tracking points to review and refine are,

- Ministry tracking of national standards data about priority learners to inform decisions about accepting schools into the strategy or not,
- Rigor around identification of student achievement challenges in the initial qualitative investigation,
- Academic achievement goal setting in network and school plans,
- Accuracy in measuring progress against academic goals during implementation,
- Longitudinal judgements of achievement trends to identify when to keep working on the current change priority and when to move on to the next priority

In part, there is a need for network leaders, the provider team and Ministry officials to trust the process of network participants setting goals for change then tracking the extent to which the changes lifted student achievement.



However, experience from previous interventions, such as EHSAS and schooling improvement clusters, suggest that trust alone will not suffice so some encouragement is necessary to assure robust tracking of lifts in student achievement. The Ministry has already started that encouragement by producing and sharing school-specific national standards data at facilitated network meetings. That move is a general step in the right direction and invitational. A more specific step that needs to be made is to produce, share and critique national standards data about the priority students involved in the network activity – student-specific data in relation to all student data. That move would be best made by network leaders and in partnership with regional office senior advisors. It is possible that LDA's could broker that arrangement, which would be useful in building capability and partnership arrangements between schools and the Ministry's regional offices.

*The second adjustment is to provide more intensive support for network leaders, facilitators and LDAs to use more robust data analysis methodology in the final stages of the qualitative investigation and in identifying priorities for change and goals to insert into network and school plans. Those processes involve a series of steps that require considerable discipline;*

- Collating data sets about the achievement challenge, maps of the current, learning situation, current practices of students, teachers, leaders and families,
- Identifying themes across those data sets,
- Creating a set of dimensions for change from the themes,
- Prioritising the dimensions so there is one big idea for change attached to a few others that together will create significant improvements to the learning environments for priority learners,
- Setting student achievement goals in both the academic and behavioural engagement domains,
- Agreeing on measures to track progress against those academic and engagement goals.

Integrity around those steps and completed with students, families and whānau are far more likely to lift student achievement than general or quick-fix analysis processes. To achieve high levels of integrity, there is a need for some intensive training and supervision. It can be delivered in a practical and engaging way so that energy and excitement is built rather than taken away via 'death by analysis'. There is considerable interest in this alteration and should not be difficult to roll out the training with strong expertise in this regard within the Provider team via Jean Annan and Linda Bendikson.

*The third adjustment is in network leadership arrangements.* At this stage, the leaders of most networks are principals and other teaching professionals. Students, families, whānau, community and business leaders are not leading network activity, outside Manaiakalani, Auckland Intermediate Schools and a few Maori medium networks that have included board of trustee members from the outset. Entry-point leaders are mostly principals, then other professional leaders join them to expand the leadership arrangements. Students, families, whānau are still recipients of what professionals plan for them. On the positive side, the professionals are working hard to include those groups as active participants in the network activity. In this regard, professional leadership mindsets have shifted. That shift calls for celebration.

With that mindset shift among professional leaders with positional authority, it now becomes possible for students, family, whānau and community and business folk to take leadership roles. Some networks, such as Manaiakalani and Auckland Intermediates, are showing other networks the reality of that possibility. Manaiakalani has strong leadership from all groups and Auckland Intermediates is progressing strongly with student leadership.

Both of those took a year or two for those developments to emerge and the student leadership within the Auckland Intermediates Schools network is still in the very early stages of development – i.e. still within school and not across schools.

Next steps in spreading leadership beyond professional leaders will require a combination of both invitational encouragement and scaffolded support. There also needs to be meaningful tasks attached to any invitation to those groups to lead. It is one thing to invite students, parents or board members to meetings – it is another to ask them to lead the framing, implementation and evaluation of tasks. Can students and parents, for instance, become part of the evaluation team – so we have student-evaluators and parent-evaluators alongside practitioner evaluators?

### **5.3. Broader delivery approaches; Conventional, Manaiakalani, Kura-a-Iwi, Leadership and NZPF**

There are now six approaches for implementation sitting underneath the strategy model and implementation frameworks. This array of approaches represents a willingness of the Ministry-Provider partnership to be responsive and adaptive. The first three approaches – Conventional, Manaiakalani and Kura-a-Iwi, were planned by the Provider team as part of implementation from the outset. The other three approaches, Leadership, New Zealand Principals Federation (NZPF) and Mutukaroa are responses to demand from school leaders to pursue approaches suited to their preferred implementation styles. NZPF and Mutukaroa models also involve ministerial support. As Ministry national manager for learning and change networks said: “It is best to build many roads to Rome to meet diverse interests” (Talbot, 2012).

The networks’ milestone reports were not analysed in line with these six approaches, rather they followed the conventional approach as the other approaches are only just getting underway or are yet to start. It will be useful to analyse and compare developments and impact on outcomes in these various approaches in the next milestone report.

This section is descriptive about design and start-up developments in the six approaches

#### **5.3.1. Conventional**

There are 38 networks following the conventional approach.

Detail about the conventional approach is captured earlier in this report in Section 3.2, Networks in Understanding Phase and 3.3, Networks in Implementation Phase. The approach is called ‘conventional’ because it works through the standard set of tasks designed in line with the implementation framework. That set of tasks includes;

- a qualitative investigation into priority achievement challenges, current learning environments and related student, teacher, leader, family practices,
- analysis of themes from the investigation to identify priority change agenda,
- transferring the priority change agenda into network and school-based plans,
- making the changes and checking for impact, and
- reviewing what to sustain, what to eradicate and next steps.

A significant development in the conventional approach identified by the Ministry and the Provider facilitation team is the need for some intensive training around;

- making sure links are being made to the student achievement challenges at every step along the way,
- creating more discipline in the analysis of qualitative and quantitative data and identifying change priorities, and
- integrating the roles of network leaders, practitioner evaluators, facilitators and Ministry LDA's for negotiated decision making to reach agreement on
  - A sharp focus for network activity
  - Change priorities
  - Impact measures and associates alterations
  - Components to sustain, eradicate, and next steps.
- learning how to draw out cultural and linguistic responsiveness as a change priority

### 5.3.2. Manaiakalani

Manaiakalani leaders are providing direct facilitation services to the May Road network, Kaikohe network and Greymouth Network. They are also in negotiations alongside the Ministry LDA to provide services for a Kaitia network of four kura. Manaiakalani leaders also provide less formal facilitation services to a wide range of networks, both within and beyond the Learning and Change Network strategy. Appendix 5 outlines their facilitation arrangements within this strategy.

It is also useful to note that the Manaiakalani leaders are providing facilitation services to a network in Porirua (Shine), another network in East Christchurch and advice and support to the greater Christchurch network. They have suggested formalizing some or all of these supports under the umbrella of Learning and Change Networks. National manager for Learning and Change Networks has approved discussions to commence in this regard but a process is yet to be put in place to initiate those discussions.

Russell Burt, the coordinating principal for Manaiakalani, completed a description of the way Manaiakalani leaders will provide facilitation services for networks. The description is outlined in the box below.

Manaiakalani works with Networks or Clusters (depending on how the groups label themselves) who have invited us to do so because they have already identified a direction that they feel we can contribute to.

We start with people/groups, after hearing their story and sharing part of ours, by suggesting they consider their governance and leadership model. i.e. how does their group work and how do they want it to work. We have some content we use based around the question; "Why Cluster?" That expands on the benefits of collectivising in a new kind of education partnership involving community, schools, whānau/aiga, commerce, philanthropy, government agencies and volunteers. We spend quite a bit of time on this and the notion of partnership at macro and micro levels, using Te Titiriti o Waitangi as the principle framework. We spend time considering clusters/networks as new entities for partnership and the resourcing of schools. This is the lens or framework for all subsequent work.

When groups have signaled their intent to collectivise and partner laterally as well as vertically, we invite them to consider the governance/leadership model and expose ours for them to look at/discuss.

When some degree of clarity has emerged regarding governance/leadership we ask networks what their galvanising or catalytic activity is going to be. (Without an inspiring catalytic activity the governance/leadership and indeed the network or cluster has no reason to exist and nothing will really change).

If their catalytic activity is Re-Tooling School, then our group has a reason for continuing to work with them. We make it plain that if they want help to set up this new kind of organic "defacto school district" that we're happy to help with that, but if their galvanising activity for that group is a different area of work from the one we're engaged in, they'll be working with others on that activity.

If their galvanising activity is something we would naturally help with (what we refer to as Re Tooling Schools), we have a narrative content input that supplies "why", "what", "how" and leads to next steps.

For groups that show readiness for implementation we have a much shorter version that lists and enlarges to some extent the seven concurrent work streams or development strands that schools or groups of schools need to be engaged in to reach their "go-live" moment in a coherent fashion for a 1:1 retooling rollout. This is very concrete and practical support.

We have a simple worksheet for each strand, so that groups can decide who they need to partner with and how this will happen. They need to learn how to engage their community of learners and decide on the nature of the practical preparation required.

Typically this will generate quite an eclectic set of stuff to go on with.

The seven concurrent strands are:

- Governance & Leadership
- Community Development
- Pedagogical Development
- Cloud solution development
- Device identification, procurement and provisioning
- Infrastructural development
- Operational baselines

The first three take a lot of time and work. The second three are much faster now, as we are able to offer and scale this out quickly and can be the result of judicious partnering with appropriate commercial concerns. The seventh one is faster than the 1st 3 but requires number 1 to be working well.

### **5.3.3. Kura-a-Iwi**

Kura-a-Iwi have 21 kura involved in their umbrella network and leaders plan to create three Learning and Change Networks within that membership to get started and may grow to five networks over time. They have a sub-contract with The University of Auckland-UniServices to provide internal facilitation. The sub-contract is ready to be signed and implementation will commence on 1 September. Their plan of action is attached in Appendix 6. Cath Rau and Erana Hond-Flavell are two providers working with Kura-a-Iwi who are likely to fulfil the internal facilitation roles. Arihia Stirling has also briefed and brought several senior staff from Kura o Nga Tapuwae to induction training to learn about facilitator implementation frames and routines.

Alongside the sub-contract, Kura-a-Iwi leaders have arranged a direct relationship with the Crown via the Ministry to monitor developments. This arrangement will ensure that monitoring arrangements for Kura-a-Iwi's Learning and Change Network developments are in synch with SAF and other specific arrangements the network have with the Ministry.

A more detailed report on these kura-a-Iwi developments will be included in the third milestone report.

#### **5.3.4. Leadership**

There are five networks following the Leadership facilitation model; WAPA, Mooloo, Melville, Whakahuihui Tautoko, Moutere Hills (Nelson). The University of Auckland Centre for Education Leadership (UACEL) via Linda Bendikson is providing facilitation services to five networks that have 'leadership capability' high on the agenda. A leadership approach is emerging as some groups of school leaders prefer a leadership lens over the conventional model. It is not through lack of understanding, rather interests in leadership theory and frameworks. A creative element of this approach is to ensure alignment between the leadership theory and frames and the principles for academic and engagement achievement challenges for priority learners, lateral learning and appreciation of participants as capable people.

Linda is inducting a new facilitator by the name of Gary Pearce to support her in the facilitation services. It is anticipated that Gary will take some of the load from Linda's facilitation services and also become a conduit facilitator to the NZPF strategy.

A more detailed report on these leadership developments will be included in the third milestone report.

#### **5.3.5. New Zealand Principals Federation (NZPF)**

The Ministry has negotiated with NZPF to establish up to five Learning and Change Networks using the NZPF brand of "Maori Achievement Collaborative".

This is an exciting development from highly interested stakeholder that has Ministerial support. The Ministry is in the process of negotiating this arrangement and the Provider facilitation team will come into play sometime in the second half of 2014. NZPF has indicated their desire to grow facilitators from within their membership and have requested support from the Learning and Change Network provider team to assist to training their internal facilitators. As the focus is on Maori students, it will be useful to build in Maori facilitation.

It is proposed that lead facilitator Mary Wootton, with support from Program Director Brian Annan, will work with NZPF leaders to conceptualise facilitation services, to transfer useful frameworks and guidelines and to maintain a strategic relationship between the NZPF and UniServices teams.

A more detailed report on the Maori Achievement Collaborative approach will be included in the third milestone report.

#### **5.3.6. Mutukaroa**

Mutukaroa is a new strategy being launched out of Sylvia Park School, under the guidance of principal Barbara Ala'latoa. At this stage, one group of schools have formed to collaborate with Sylvia Park School and its facilitation will be under the umbrella of the Learning and Change network strategy.

This strategy is exciting because of strong stakeholder-driven leadership and, once again, has support at Ministerial level. It is a new development and will take some time to identify the most appropriate facilitation arrangement. Brian Annan, Mary Wootton and Rae Si'ilata, a Pasifika member of the Provider team with considerable knowledge in cultural and linguistic responsiveness and family-community engagement, will represent the provider team to negotiate with Mutukaroa strategy leaders the most appropriate facilitation arrangement.

A more detailed report on the Mutukaroa strategy in relation to the Learning and Change Networks strategy will be included in the third milestone report.

#### **5.4. Development web-based knowledge sharing**

The Learning and Change Network strategy is starting to accumulate information and develop ideas that are worthy of dissemination across the networks and into the broader sector.

##### **5.4.1. Web-based knowledge dissemination**

Provider team planning followed by a strategy design discussion with the Ministry's team. The networks as well as the Ministry and Provider teams are now accumulating considerable useful information for dissemination; we have operational policy, implementation frameworks, five WFRC documentaries, milestone reports from networks as well as OECD ILE reports and other relevant documents and links to international sites. That information plus ideas growing within the networks are worthy of imaging and sharing more broadly through the Learning and Change Network website at The University of Auckland. The plan is to link that site as well as the LCN twitter account with network websites as they develop. From those developments, the Ministry can select information that they consider relevant to reside on Te Kiti Ipurangi (TKI). The intent is to create a network of web-based information that will accelerate understanding and uptake of futuristic ideas and innovative and effective learning environments.

Approval has been given for two Provider team members, Rene Burton and David Copeland, to work together to create web-based imaging of the strategy. It is proposed that;

- Rene and David meet with relevant Ministry staff to create alignment between network website, The University of Auckland website and TKI.
- Rene Burton leads the creation of a web-based digital road map for the strategy. It will incorporate the policy intent and implementation framework then go successively deeper into the details. This will allow the user to click on an area of interest then go deeper and deeper into that area to find more and more detail. This work will occur within the fixed-term UniServices contract with Rene; and
- David Copeland uses the strategy policy and implementation frameworks, the Milestone 2 network reports and the WFRC documentaries of five networks to script and create photograph/video web-based imaging of the strategy. Our thinking is that David will complete three phases of imaging;
  - Phase one – August to November 2013 – Theme “What is this sort of networking all about”, with key tasks to plan, make times for capturing images and interviews, complete footage and publish,
  - Phase two – February to June 2014 – Theme – “Plans for change and glimpses of implementation”
  - Phase three - July to December 2014 - Theme - “Successes, challenges and thinking about next steps”

We anticipate that some footage captured and not used in the first phase will be useful in the second and third phases, thereby creating efficiencies. We also anticipate that the exercise will generate wrap-around additional information from the networks that takes readers to related websites.

We need to agree on a quantity of footage, say up to 40 minutes, in the form of short clips

within a budget of up to \$80,000.00 for phase 1. We also need to assess phase one product before finalising plans for phase two.

#### **5.4.2. Woolf Fisher Research Centre research findings from Manaiakalani**

In the original Provider proposal, the plan was for the WFRC to diffuse their research findings from the Manaiakalani network. There are some emergent research findings that suggest it is time to activate this diffusion process at the beginning of 2014. We also suggest that the diffusion process is closely linked to Rene and David's digital knowledge sharing. Aaron Wilson, lead WFRC researcher, has identified an ideal school-based WFRC affiliate to work with him in leading the diffusion process. Key tasks include transferring findings via;

- regional networking sessions
- facilitator training sessions
- digital imaging via Rene and David

Content of dissemination will include a combination of the following aspects with an emphasis on the first aspect

- Findings about blended learning pedagogies
  - Affordances of blended learning pedagogy that have enabled Manaiakalani to create positive learning environments with high behavioural and affective engagement
  - Aspects of pedagogy that need refining so that cognitive engagement is deepened and student achievement is accelerated e.g. picking up the pace, text complexity, depth, open-ended authentic questioning and tasks, critical literacy
- Findings about effective interventions
- Findings about profiling and evaluation

## SECTION 6, POINTS OF POSSIBLE POLICY INTEREST

There are at least three points of policy interest associated with the content of this milestone report.

### 6.1. Effective transfer of policy to practice

The first point is related to the policy-to-practice approach to grow student agency in learning connected to strong family, whānau and community support. Policy interest will probably be ho-hum about the policy ideas of student agency and community connectivity, as the first idea has been around as a policy intent for over a decade and the second for over a century (it was part of NZ's first Education Act in 1877). Numerous policy documents have advocated those intents, yet the transfer process has not been successful for priority learners, particularly among teaching professionals in English medium mainstream schools. Maori medium kura and schools focused strongly on students with special education needs seem more naturally aligned to connected student-family-whānau-community learning.

Something has happened in this strategy that is diffusing the policy intent into all stakeholder groups where other strategies have not.

What has activated interest among teaching professionals to grow student agency and community connectivity? We might consider the following possibilities.

- The vision and associated models and frameworks
- The qualitative investigation that involves students, families, teachers and leaders in the process of identifying achievement challenges, mapping learning environments and analysing current practices
- Collegial and lateral critique and challenge throughout the process of learning what to change
- The underlying appreciative theory
- A combination of all the elements above.

What we do know is that many policy-to-practice encounters from the past do not work. They tended to be hand-over encounters (B. Annan, 2007). Distribution of documents or a few seminars delivered by supply-oriented contracted agents or researchers do not create the sense-making and desire for action that is evident from the combination of models, frames, investigations, collegial critique and theoretical underpinnings in the Learning and Change Network methodology. It is the learning and change encounters among genuinely interested partners that are proving to transfer policy intent and useful research findings into practice.

An important point here is about understanding the processes that activated interest among network leaders to think and act differently. Part of the success of those processes was not doing things for the networks, rather making participants including students active in design, in implementation and in evaluation. Critical to those processes is 'situation analysis' methodology (J. Annan, 2005), which underpinned their qualitative investigations and ignited new thinking and action. That methodology is something that is typically not well understood and loosely talked about and acted upon in light-touch analyses that do little to identify powerful priorities for change. In this strategy, the methodology guided the identification of change priorities with the very groups that the strategy was designed to



support. It was a matter of learning the methodology by doing it, rather than lecture, conference or document-based learning.

There appear to be two possibilities to introduce situation analysis beyond Learning and Change Networks for systems-change:

- it would be interesting to use situation analysis methodology to assess the extent to which current and future policy pushes are planned as hand-over encounters or learning and change encounters. Conducting a 'situation analysis' in that regard may be a worthwhile investment to avoid more documents with the same policy intents sitting on shelves gathering dust; and
- regional office staff could use situation analysis methodology to support schools in the regions. It is an ideal methodology to break the mould from 'needs analyses', which position schools as needy organisations and priority learners as needy young people. A systemic training program for regional office staff could be useful. This possibility would only be worthwhile if the regional office staff fully understood the rationale for learning about and using situation analysis and were interested in proceeding.

## **6.2. Student, family, community, business leadership from the outset**

Learning and Change Network methodology to date has involved teaching professionals as leaders of network activity from the outset. Students, families and whānau have remained recipients of that leadership. The only change from the past is that those groups are active rather than passive recipients of what professionals plan for, and more commonly these days, with them. Implementation logic planned to engage community and business partners down the track. Is it possible to accelerate the involvement of students, families, whānau, community, iwi and business? Can those groups move into pivotal and meaningful leadership roles from the outset? Or, do those groups need scaffolds to find the right spaces and level of confidence to succeed as leaders?

What would happen if the Ministry as the initiating agent of the strategy insisted on entry-point meetings involving representative students, teaching professionals, families, whānau, and community and business leaders? Would those groups attend, understand the intent, be available for active roles? These questions push boundaries in manageable starting points and role clarity. Glimpses of Manaia Kalani and Auckland Intermediate Schools pushing those boundaries suggest it is possible but in manageable bites, not all up front. They built interest, energy and motivation among those groups first then set them up for leadership roles to implement plans for change.

It could be possible to speed up the process of engagement of students, families, whānau, and community and business leaders by distributing leadership among them from the outset. Rae Si'ilata and Arihia Stirling from the Provider team have been suggesting that point all along: *"if those folk are not involved from the start, they are going to be done to"*. There is a caution in making that happen. The roles need to be active leadership of meaningful tasks and not representation for the sake of it. Could students and parents, for instance, become evaluators alongside practitioner-evaluators? It may be that those networks that are most advanced believe that it is necessary to ease students and parents into leadership roles over time. However, students and parents who are oblivious to the process of being eased into leadership roles may be comfortable to assume leadership roles from the outset with appropriate scaffolds.

We could trial an attempt to engage broader leadership from the outset within some of the last networks to come on board, i.e. NZPF and Kura-a-lwi. If the leaders of those networks were open to such a trial, they may be useful incubators for policy developers to follow.

### **6.3. System-wide coherence**

Learning and Change Networks is a strategy that could contribute to system-wide coherence in New Zealand's education system. On-going collaborative dialogue between the various parties involved in the strategy, from Ministry officials to network and school leaders to teachers to students and families, is talking into existence a set of common ideas about future-focused school-home-community-global learning environments. A policy question that might be of interest is how those useful network ideas can be diffused into all 2500 schools and associated communities. That is a considerable step up from the 450 schools that will be involved in Learning and Change Networks strategy by the end of 2013.

One possible way to step up and create system-wide coherence is to engage global experts who know a great deal about 'diffusion' as distinct from the traps of 'scale-up'. New Zealand's involvement in the Global Education Leaders Forum and the OECD Innovative Learning Environments (ILE) project provides an opportunity to access global experts who have that expertise. David Albury, based in the Innovation Unit in London, is one such expert. He will be in Australia often over the next few years. The Ministry could contract David to assist Learning and Change Network strategy partners and senior Ministry officials to diffuse useful ideas across the system.

## SECTION 7, RECOMMENDATIONS

1. There is a need for Ministry and Provider strategic leaders to continue to shape and communicate the strategy model and implementation framework. Those actions are desirable to diffuse the ideas more broadly. Proposed web-site developments will assist in achieving broader communications but there are additional avenues such as; Gazette articles, interviews on national radio, SET articles co-authored by Provider team with network leaders, conference presentations co-presented by network leaders with Provider and Ministry team members.
2. Consider carefully the possibility of integrating some data sets that networks are expected to deal with as they progress through the phases of learning and change. The most advanced networks, i.e. Manaiakalani, Auckland Intermediate Schools and Kaikohe, did not have to manage all the data sets that are now proposed for the majority of networks. Leaders of those networks retained interest and energy throughout the process. They are now enjoying implementation and are motivated to check for impact.

Ministry-Provider partners need to be mindful that through genuine enthusiasm for robust processes, they could inadvertently position newer networks to experience data analysis overload and a cluttered agenda. Networks are asked to:

- a. Complete the Ministry's Leadership Capability Tool at network leadership level in the infrastructure phase and then complete it with all stakeholders in all subsequent phases,
- b. Complete the qualitative investigation and deal with three qualitative data sets, the student achievement challenge, learning environments maps and the student/teacher/leader/family practice analysis data. Many networks are considering follow-up collection and analysis of some or all of those data sets to assess change and improvement in progress towards more innovative and effective learning environments,
- c. Complete network and school plans for change then implement the changes
- d. Complete the evaluative probes at each stage in the process and integrate interpretive statements from those data sets into the decision-making process to agree on the focus at the beginning, the change priorities in the planning phase and assessing impact during the implementation phase, and
- e. Work with the Ministry LDA team to monitor trends in national standards and to assess capability in cultural and linguistic responsiveness and to complete any other policy priorities that the Ministry brings to the table.

Quality time needs to be allocated to each of those tasks if they are to be completed effectively. Ministry-Provider partners are cautioned against

- causing overload in expectations of network activity
- taking over network leaders' ownership of network developments
- competing for agenda items and facilitation rights in network meetings

There are ways to keep things manageable.

One way is to channel the Ministry's priority development needs (cultural and linguistic responsiveness and family, whānau and community connections) through network plans

and implementation and not to create add-on agenda items. That approach fits with the planning and implementation design logic advocated by the Provider. The downsides of add-on agenda items are well documented and well worth avoiding.

Another suggestion is to re-visit evaluative probes three and four to consider student and family-whānau evaluators operating alongside practitioner-evaluators. That will immediately broaden leadership beyond professionals. Student and family-whānau evaluators need to conduct meaningful probes if we are to consider this possibility. One possibility is that criteria in the Ministry's Leadership Capability tool is re-worded in such a way that it is interesting and engaging for students and families – then the student and family/whānau evaluators conduct probes into student groups and their families to review capability against the new version of the Ministry's Leadership Capability tool, which will have versions that are student-family-whānau friendly. The current tool would be of little interest to students, family and whānau because it was designed for network leaders and used a lot of professional jargon.

There are other possibilities to keep data sets and related decision making processes manageable but most take away the very essence of growing lateral learning and change capability within communities and schools; more facilitation support, more funding to schools, longer timeframes to complete phases, eliminating deep analysis and thinking to inform decisions. Those possibilities all revisit mistakes made in the past. As one network leader mentioned in the process of developing this milestone report, the learning and change process is a clever design. That impression will not last if network leaders get bogged down in too many data sets and agenda items.

3. Ensuring that data sets are aligned and spreading leadership responsibility beyond professionals are important recommendations but not sufficient for network participants to make the best possible decisions about what to change and why. There is a need for participants to become more knowledgeable and skilled in data gathering and analysis processes for both the qualitative and quantitative data exercises through the learning and change network process and beyond. Those exercises include important decisions about entry-point achievement focus, plans of priorities for change and the evaluative probes around improvement.

The Provider team has repositioned Jean Annan from the WFRC affiliate role re documentaries to a UniServices employee to extend the support that she is already providing to some networks, facilitators and LDA's in this regard. This move is an intentional one to create some needed training, but more importantly to establish collegial supervision in data literacy and self-review. Collegial supervision is different to training. It is colleagues keeping colleagues honest around integrity of data analysis and use in self-review, implementation and evaluation. Colleagues in this instance are colleagues at all levels in the system; network leaders conducting macro reviews as well as students, teachers, families and whānau conducting micro reviews. It is important that all those groups are capable in dealing with data and trend analysis, identifying dimensions for change, setting goals to lift priority learner achievement and engagement and to shift student/teacher/leader/family practice around learning.

4. There is an opportunity to align and leverage off New Zealand's involvement in the Global Education Leaders Program (GELP) and the OECD Innovative Learning Environments (ILE) project. The Ministry's national Manager is involved in the ILE project and her immediate manager and deputy secretary is involved in GELP. The LCN

program director is also involved in both of these international movements.

What does alignment of GELP and ILE mean? GELP is focused on systems change and coherence in each participant country. ILE is focused on one strategy in each participant country that could contribute to systems change and coherence. Learning and Change Networks is the strategy that is NZ's focus in ILE. OECD is particularly interested in the strong student agency linked to family, whānau and community within the strategy. The design of collegial evaluative probes is another interest. The question is how do we go about diffusing the processes to activate those ideas across the system? The ideas themselves are nothing new. It is the activation of them that is new and needs to become more systemic. Everyone talks about student agency, family-whānau-community engagement and collegial evaluation but activation of those features is limited to pockets across the country.

Is it possible that the Ministry's team and sector leaders involved in GELP and ILE supported by the GELP and ILE consultants (who are the same people) can diffuse a few important development principles across the system and, in the process, create greater coherence in the diverse strategies that are operating across NZ? Recent history would suggest that this is not possible. Useful development principles get lost in a sea of principles many of which are competing with one another and generating mediocre developments.

Some jurisdictions have managed to create coherence around principles for development across diverse strategies; Ontario, Shanghai, British Columbia. Some jurisdictions are also using lateral learning networks as a strategy to grow coherence around useful development principles, e.g. New York and South Africa. British Columbia and New York are involved in GELP and South Africa is involved in ILE. There is an opportunity to connect with and learn from those countries to grow our thinking about lateral learning networks and how to take development principles from that networking activity and diffuse them across the system.

Opportunities for systems change through united involvement in GELP and ILE will only be realised if the teams involved collaborate and if we dedicate time to put plans in place with deadlines around some challenging stretch-goals.