

Kia Eke Panuku Critical Conversation Continuum --- Sustainability



School:

Date:

How is our school responding to the kaupapa of Kia Eke Panuku – giving life to Ka Hikitia and addressing the aspirations of Māori communities by supporting Māori students to pursue their potential.					
	1	2	3	4	5
1. GOALS					
Goals	Our school does not have an academic vision, goals and targets focused on improving our agentic response to Māori student attendance, retention, engagement and achievement.	Our school has developed an academic vision, goals and targets focused on improving our agentic response to Māori student attendance, retention, engagement and achievement.	Our school has developed and began to implement an academic vision, goals and targets focused on our agentic response to Māori student attendance, retention, engagement and achievement. We are using specified measures to track progress.	Our school is working to realise an academic vision, goals and targets focused on our agentic response to Māori student attendance, retention, engagement and achievement. Specified measures are showing improved outcomes for our Māori students.	Our academic vision, goals and targets are focused on improving our agentic response to Māori students' attendance, retention, engagement and achievement. Our work is producing equitable outcomes ie: accelerated learning for Māori and disparity is minimal or non-existent.
Coherency of our actions to achieve these goals	We have no actions planned to focus on what we will do to improve educational outcomes for Māori students.	An action plan focused on how we will improve educational outcomes for Māori students has been developed.	We are implementing a collaboratively developed action plan across the five dimensions. The plan has review points focused on analysing the impact of our actions on improved educational outcomes for Māori students. We have begun to engage with mahi tahi.	Our academic vision, goals and targets to improve education outcomes for Māori students reflect the five dimensions. Through our mahi tahi, critical cycles of learning we are seeing increased coherence with the school's planning and reporting.	Our academic vision, goals and targets to improve educational outcomes for Māori students reflect the five dimensions. Mahi tahi and our iterative cycles of planning and reporting at all levels of the school (charter, strategic plan, curriculum and pastoral planning) are linked coherently.
What evidence tells us this?	How will we do this?			Who will action this?	
What areas need improvement?					

3. INSTITUTIONS					
Reforming school systems and structures	Our school's systems and structures are working for most students and teachers and we do not see the need to change them.	Our school has begun to consider how the school's practices around evidence might be more effectively supporting educational outcomes for Māori students.	Our school is using Kia Eke Panuku institutions to evaluate existing policies, structures and systems. In order to support improved educational outcomes for Māori students we are considering what might need to change.	Our school is identifying and changing the school's policies, structures and systems that are not effectively contributing to ongoing educational improvement for Māori students.	Policies, school structures and practices are coherent and explicitly focused on Māori students' educational success as Māori. They are regularly reviewed to ensure they continue to do so.
Mahi Tahī	We are not engaged in the mahi tahi critical cycle of learning, focused on our agentic response to making improvements for Māori students.	Some leaders and/or teachers in our school have begun a cycle of learning, evidence---based inquiry and review of their classroom practice focusing on improvement for Māori students.	Leaders and teachers in our school are engaged in a cycle of learning, evidence---based inquiry and review of their practice. This focus of educational improvement for Māori students has been introduced at both classroom and leadership levels	Leaders and teachers in our school are engaged collaboratively in iterative cycles of learning, evidence---based inquiry and review of their practice. This supports Māori students' educational success as Māori.	Leaders and teachers in our school are working interdependently and at multiple levels in iterative cycles of learning, evidence---based inquiry and review. This collaborative work promotes Māori students' educational success as Māori.
What evidence tells us this?		How will we do this?		Who will action this?	
What areas need improvement?					

4. LEADERSHIP

<p>Agentic and distributed leadership</p>	<p>Leadership roles and responsibilities in our school are hierarchical. Leaders at different levels work separately within a top-down transmission model. This traditional leadership response has shown little recent change in Māori students' improvement.</p>	<p>Agentic, responsive and proactive leadership that is focused on improving educational outcomes for Māori students is becoming a focus in our school.</p>	<p>Agentic, responsive and proactive leadership that is focused on improving educational outcomes for Māori students is developing across different levels and areas of our school.</p>	<p>Agentic, responsive and proactive leadership, focused on ensuring Māori students enjoy and achieve educational success as Māori, is evident at multiple levels of our school.</p>	<p>Agentic, responsive and proactive leadership, focused on ensuring Māori students enjoy and achieve educational success as Māori, is evident at all levels of our school.</p>
<p>Transformative leadership</p>	<p>Some leaders and teachers have engaged with notions of deep and equitable change. We have not offered this opportunity for conscientisation to all leaders and teachers.</p>	<p>We have introduced leaders and teachers to the social conditions that still generate inequities for Māori students and we are becoming conscious of the <i>critical</i> nature of the changes required.</p>	<p>We are discussing with leaders and teachers the social conditions that perpetuate inequity and we are becoming more aware of the <i>critical</i> nature of the transformative changes required of us.</p>	<p>Leaders and teachers across our school are engaging with the <i>critical</i> nature of the transformative praxis required of them if equity of outcomes is to be the new reality for our Māori students.</p>	<p>Leaders and teachers across our school understand the <i>critical</i> nature of the transformative praxis required of us, we are resisting the old status quo and ensuring equity of outcomes is the new reality for our Māori students.</p>
<p>What evidence tells us this?</p> <p>What areas need improvement?</p>		<p>How will we do this?</p>		<p>Who will action this</p>	

6. EVIDENCE					
Using evidence	We have yet to work with our leaders and teachers to consider how evidence of outcomes for Māori students can be more effectively used in planned and determined ways.	We are working with some teachers and leaders to begin using evidence of outcomes for Māori students to inform their planning and decision--- making.	Most teachers and leaders use relevant evidence of outcomes for Māori students to inform their planning and decision making focused on classroom practice	Leaders and teachers collaboratively use relevant evidence of outcomes for Māori students in cycles of learning. These cycles inform planning and decision--- making at different levels across the school.	Leaders and teachers collaboratively use relevant evidence of the impact of their practice on outcomes for Māori students in iterative cycles of learning. These cycles inform practice at all levels across the school.
Changing Patterns of Achievement	We know that in our school, outcomes for Māori students' in terms of attendance, retention, engagement and achievement, are lower than national averages for Māori and are showing no improvement.	We know that in our school, outcomes for Māori students' in terms of attendance, retention, engagement and achievement, are beginning to improve.	In our school, outcomes for Māori students' in terms of attendance, retention, engagement and achievement have shown improvement over time.	In our school, outcomes for Māori students' in terms of attendance, retention, engagement and achievement have shown consistent improvement year on year.	In our school, outcomes for Māori students' in terms of attendance, retention, engagement and achievement are the same as, or better than, national averages for all students.
What evidence tells us this?	How will we do this?		Who will action this?		
What areas need improvement?					

7. OWNERSHIP					
Owned by all the adults in the school	We know that personal agency for improving outcomes for Māori students, no matter the area of influence or responsibility will be a new conversation for many of us.	We know that there are some leaders and teachers in our school who demonstrate that, within their own sphere of influence, they have the agency to contribute to improving outcomes for Māori students.	Most leaders and teachers in our school demonstrate that, within their own sphere of influence, they have the agency to contribute to improving outcomes for Māori students.	In our school we see many, leaders and teachers who can demonstrate that they have the agency to contribute to Māori students enjoying and achieving educational success as Māori.	Leaders and teachers in our school regularly demonstrate that, they have the professional responsibility and the agency to support Māori students to enjoy and achieve educational success as Māori.
Māori Students' Experiences	We know that Māori students in our school enjoy little educational success.	We believe that Māori students are beginning to enjoy educational success in some areas of our school.	According to our Māori students it feels good to be Māori and we see Māori students enjoying and achieving educational success in our school.	According to some Māori students it feels good to be Māori and we see Māori students enjoying and achieving educational success as Māori in some areas of our school.	Many Māori students tell us on a regular basis that it feels good to be Māori and we see Māori students enjoying and achieving educational success as Māori in all areas of our school.
What evidence tells us this?	How will we do this?		Who will action this?		
What areas need improvement?					