

Waitakere Area Schooling Sector Learning Plan Overview – 2008-2010

Key Priority	Key Objectives	Actions	By Whom	By When	Partners	Resources Required
1. STUDENTS FIRST						Budget/ Time
<p>To introduce e-asTTLe into all Pilot Schools to create coherence in student assessment across sectors</p> <p>To create opportunities for schools to begin to develop cross sector dialogue about student achievement</p> <p>To provide NZ based research on the effectiveness of non-mandated, non-competitive cluster based professional development around the use of data to raise student achievement</p>	<p>Student Achievement in reading will be tracked using the same assessment tool in all schools</p> <p>Lead teachers will have developed knowledge, skills and strategies they can use to develop teacher use of this assessment data</p> <p>E-asTTLe data will provide a baseline of student achievement from which to assess effectiveness of teacher P.D in 2009 / 2010 as it relates to improved student achievement data and student knowledge of their learning</p> <p>Improved teacher knowledge of e-asTTLe and how to use information to inform teaching and learning - Improved student knowledge, parent knowledge and Education Sector knowledge of e-asTTLe and how to use information to inform their learning</p>	<p>(a) Principals and lead teachers to participate in four professional development workshops in 2009</p> <p>(b) Schools to trial e-asTTLe and share information, skills and strategies to support each other in the implementation phase</p> <p>(c) Lead teachers to explore the ways e-asTTLe data can be used to inform teachers, students and parents</p> <p>(d) Lead teachers to look to link information from e-asTTLe to programming, planning and school-based teacher professional development</p> <p>(e) Lead teachers from each sector to engage in cross-sector dialogue around the effective use of student achievement data, as it links to transitioning students from one sector to another through workshop days in 2010</p> <p>(f) Principals and lead teachers to present to a range of audiences as appropriate</p>	Principals and teachers in the Pilot School Project	<p>The end of 2010</p> <p>On-going</p>	<p>Ministry of Education</p> <p>The Waitakere City Council</p> <p>Pilot Schools</p> <p>Lead Teachers</p> <p>Teachers</p> <p>Students</p> <p>Parents</p>	<p>MOE funding through the e-asTTLe initiative</p> <p>Local School Funds</p>

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2. LEADERSHIP						
To develop a forum for principals and senior leaders from different schooling sector groups to learn together	Leadership capacity will be strengthened to support the development of teacher capacity	(a) Principals and lead teachers to take part in three workshops over 2009 to develop a collective understanding of research around change management and collaboration as it links to individual schools, the pilot project schools	Principals and teachers in the Pilot School Project	2009	Ministry of Education The Waitakere City Council Principals Senior Leaders Team Solutions personnel	Ministry of Education funding Local School funds
To develop a shared understanding of collaboration and what is required for a group of senior leaders to do to make a Cluster initiative work	Principals and Senior Leaders will develop an informed definition of collaboration as it applies to the future of the WAPA Learning Plan vision	(b) Principals and lead teachers to develop a shared vision for the next phase of the Waitakere Learning Plan to inform future direction (c) Principals and lead teacher to take part in PLG groups each term in 2010, to further develop the collective capacity of all senior leaders in the project		2009 2010		
Learn about change management as it applies to people personally, within schools and across schools in order to enhance positive change management processes that leads to improved student achievement	Principals and Senior Leaders will have applied knowledge and learning around change management – personally, as it applies to their school context and as it applies to the growth of the Cluster capacity to improve student achievement	(d) Principals and senior leaders to link professional development to appraisal goals, focused on the link to student achievement, as appropriate (e) Principals and senior leaders to present to different audiences as appropriate		On-going		

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3. COMMUNITY CONNECTEDNESS						
To enable schools to develop effective transition programmes that support “at risk” students as they transition from sector to sector	For all Cluster schools to have developed, implemented, trialled and evaluated the effectiveness of a school-based Transition Programme	(a) All lead teachers to participate in four one day workshops over 2009 so as to begin to develop, or further strengthen transition programmes in all pilot schools	Lead Teachers School personnel	2009	Ministry of Education The Waitakere City Council Evaluation Associates Ecomatters Pilot Schools Lead Teachers	Ministry of Education Funding Waitakere City Council Funding
For schools to share effective strategies and programmes schools are using that effectively transition students – to inform the development of effective transition programmes and to make transitions between sectors seamless and successful	For Cluster schools to share current practices around Transitions to inform the development of, or strengthening of Transition programmes between sectors	(b) The coordinator to work with individual school personnel to develop effective transition plans each term, using community resources from different Education Sector groups	Facilitator of the Transition Strand Students Parents		Teachers Students Parents	Local school funds
To keep more students in school across all sectors, using a range of strategies developed by the Cluster project	To have less students dropping out of school and “at risk” students transitioning with more support, more successfully	(c) Schools to identify four case study families around improving home-school relationships to support students more effectively in the transitioning process over 2010 using Action Plans developed in consultation with the Initiative coordinator	Personnel from different education sector groups	2010		
To develop a	For schools to have developed a range of proposals /	(d) Schools to have developed a range of strategies or alternative pathways to support excluded students in their learning more effectively through lead teacher participation in two one day workshops - 2009 / 2010				
		(e) Principals and lead teachers to present to a range of audiences as appropriate		On-going		

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<p>range of possible pathways that could be used by Cluster schools to support excluded students to return to school</p>	<p>strategies for schools to use to support excluded students to return to school and / or to an appropriate alternative learning agency</p>					
<p>To use current research on Transitions to inform the development of a range of individual transition programmes that will be trialled in schools in 2010</p>	<p>Transition programmes as they are developed will be aligned with current research around effective Transition theory as it relates to practice</p>					
<p>For schools to link, where appropriate, with different Education Sector groups that could support and strengthen Transition programmes schools develop and trial (Maori, Pasifika, Migrant and Refugee, Adult Education, Careers, Early Childhood, BOT etc)</p>	<p>Where appropriate, schools will have collaborated with different Education Sector Groups to develop transition plans that are appropriate for school/s community context</p>					