

# OUR JOURNEY





# About us





# Why we started this process



- Data
- Levels of success in standardised testing
- Attendance
- Expectations
- Respect
- Opportunities



# Staff voice





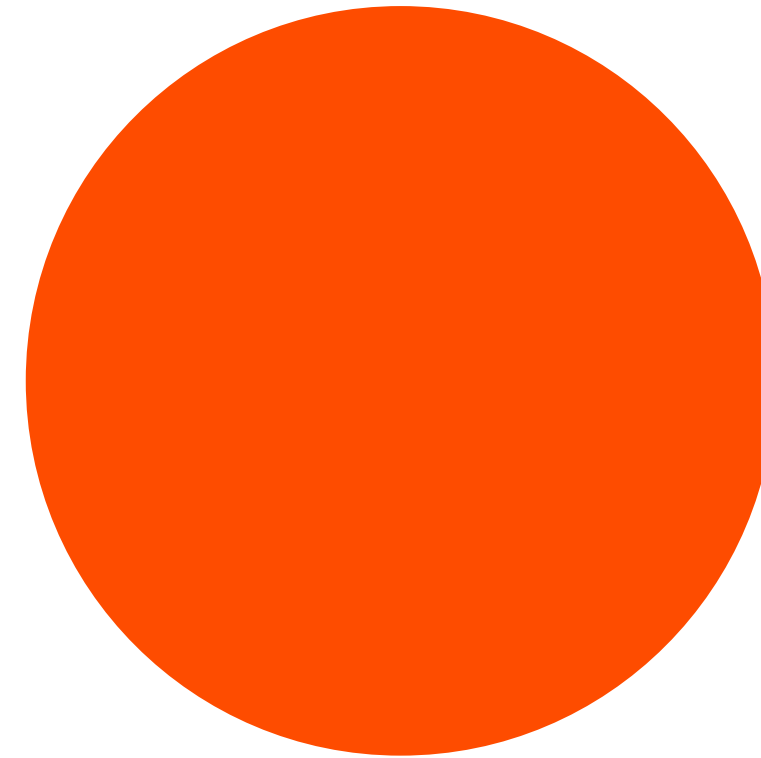
# First areas to work on



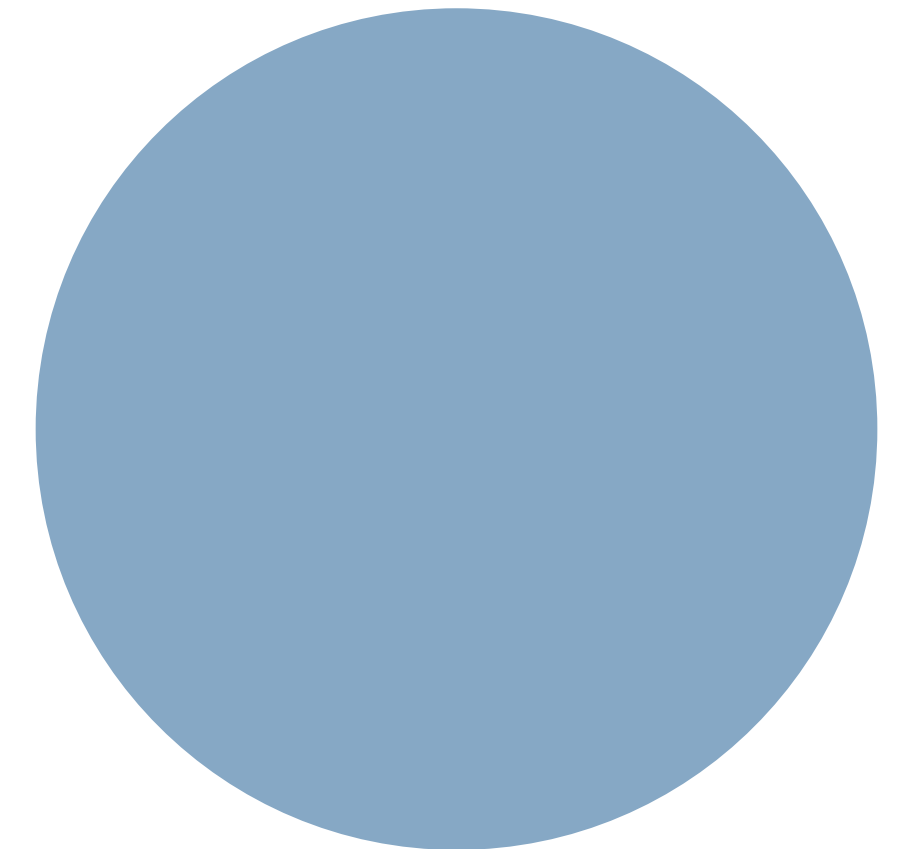
- Uniform
- Positives
- Speaking politely to adults
- Failure
- Success



# How did we start?



Belonging and  
connecting



Building Te Ao  
Māori









# Data?

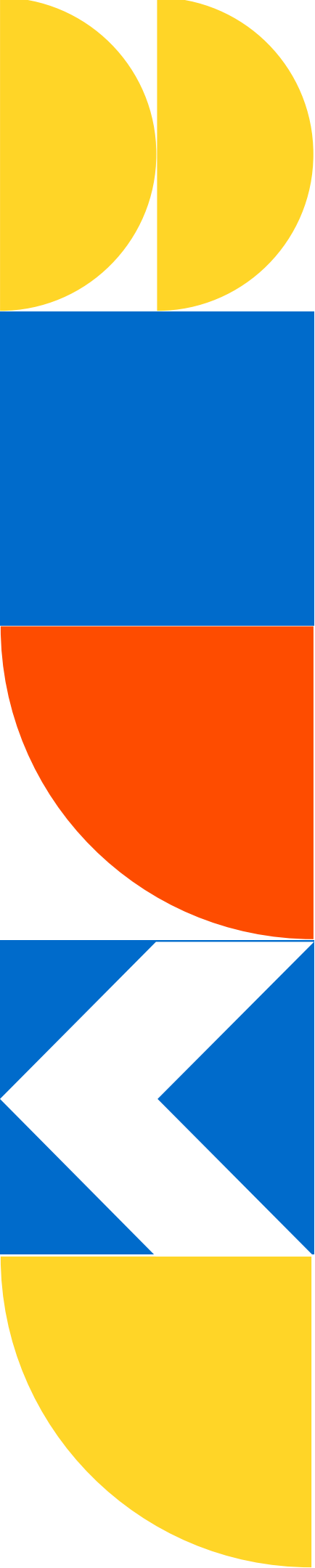


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# Reflection on data?







Leading *by*  
Learning

## Two-day workshop



**LEADING** *by*  
**LEARNING**

VIVIANE ROBINSON  
**VRC**  
CONSULTING



Just me 2023



# Theory-of-action



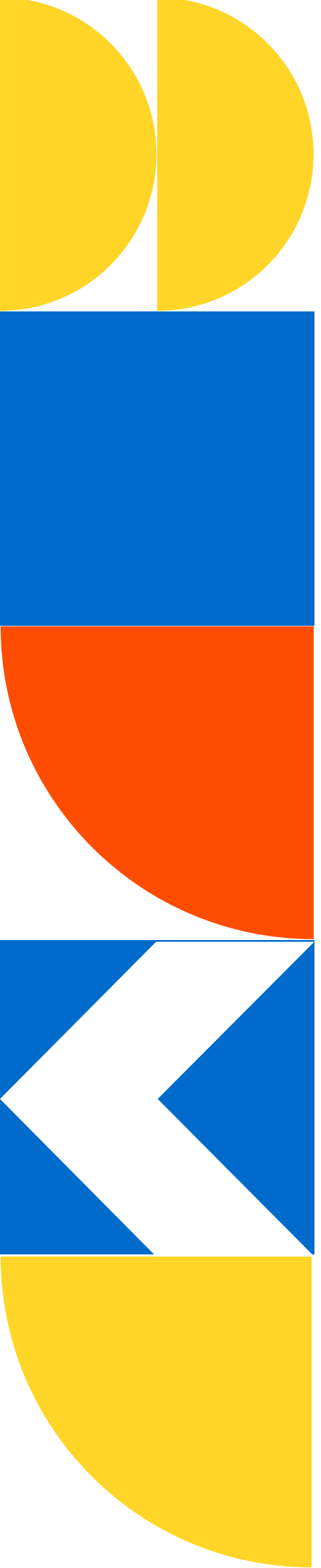
Theories-of-action explain the links between what people do (actions), the beliefs and motivations that explain their actions, and the consequences of those actions, both intended and unintended.





| <b>Beliefs- Person<br/>- Issue</b><br><i>I believe and need to check</i>                                                                                                                                                                                                                                                                                                           | <b>Motivations</b>                                                                                                                                                                                                                       | <b>Action</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | <b>Consequences- Outcomes</b>                                                                                                                                                                                                                                                                                                                            |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> <li>• Staff focus on progress over achievement</li> <li>• Staff have not examined what the rate of progress is and if it is an appropriate rate.</li> <li>• This appears to have led to an assumption that any progress is enough</li> <li>• This may unintentionally lead to deficit thinking limiting the way we approach learning</li> </ul> | <ul style="list-style-type: none"> <li>• Seek valid information</li> <li>• Surface beliefs about our learners</li> <li>• Examine if beliefs are impacting how we design and deliver learning</li> <li>• Create a plan forward</li> </ul> | <ul style="list-style-type: none"> <li>• Clearly state that we are looking at progress data to help ensure that we are meeting our students needs and helping them live up to their own potential</li> <li>• Inquire into their thoughts and wondering that came from their team meetings</li> <li>• Surface that in our previous conversations comments have been made that focused on progress of students making the A, Below data being ok- I noticed in previous conversations comments where made when we looked at, Below etc comments were made like "Oh that child has made some progress- like they now add fullstops" or "yes there are more below than idea but at least they have all made some progress" I wonder if we are thinking that any progress equates to success and when I look at this data we can see that rates of progress are not acceptable.</li> </ul> | <p>surfacing of beliefs about our level of progress.</p> <p>An open conversation about beliefs about the potential of our students and how this could impact practice.</p> <p>Leaders willing to look into their own practice and how this continues these beliefs and how to surface them in their teams.</p> <p>Ownership and commitment to change</p> |





Have the hard conversations...

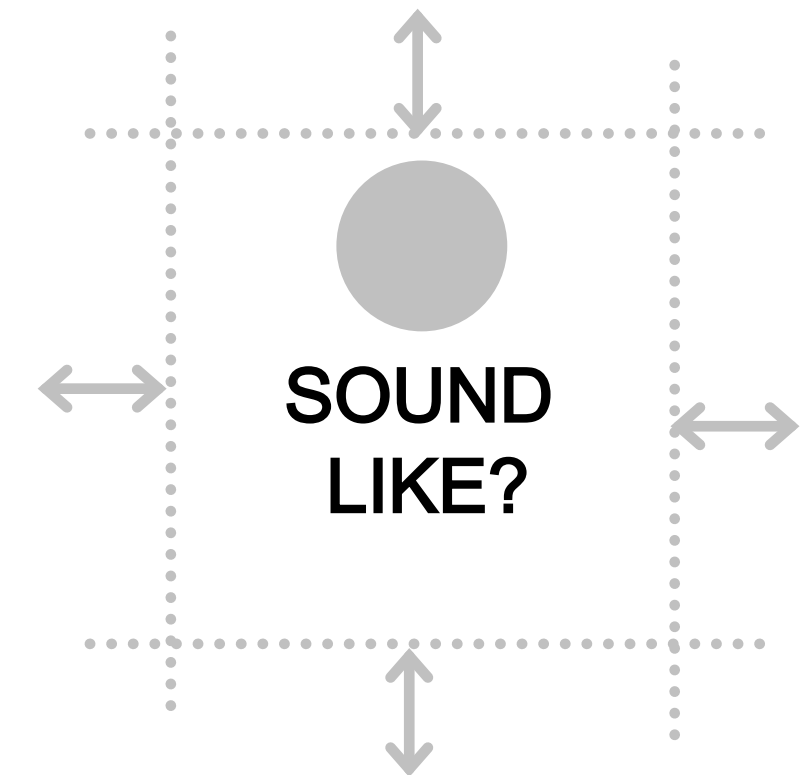
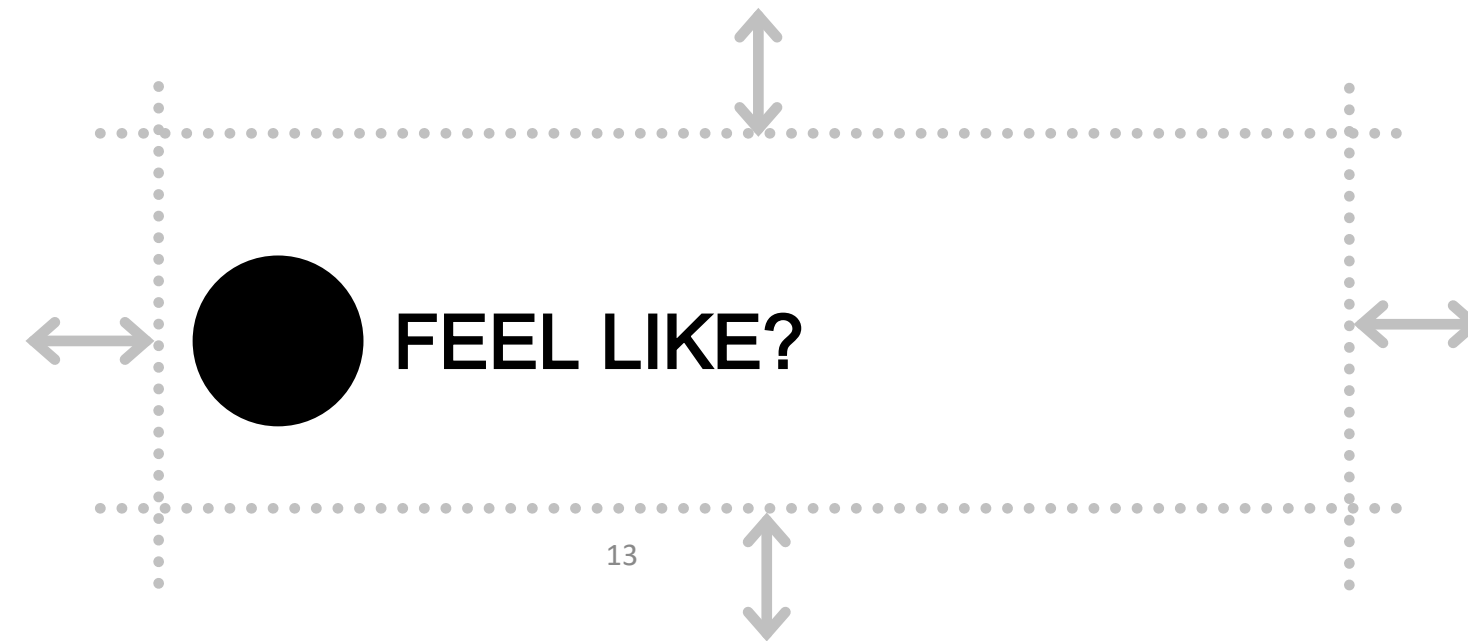
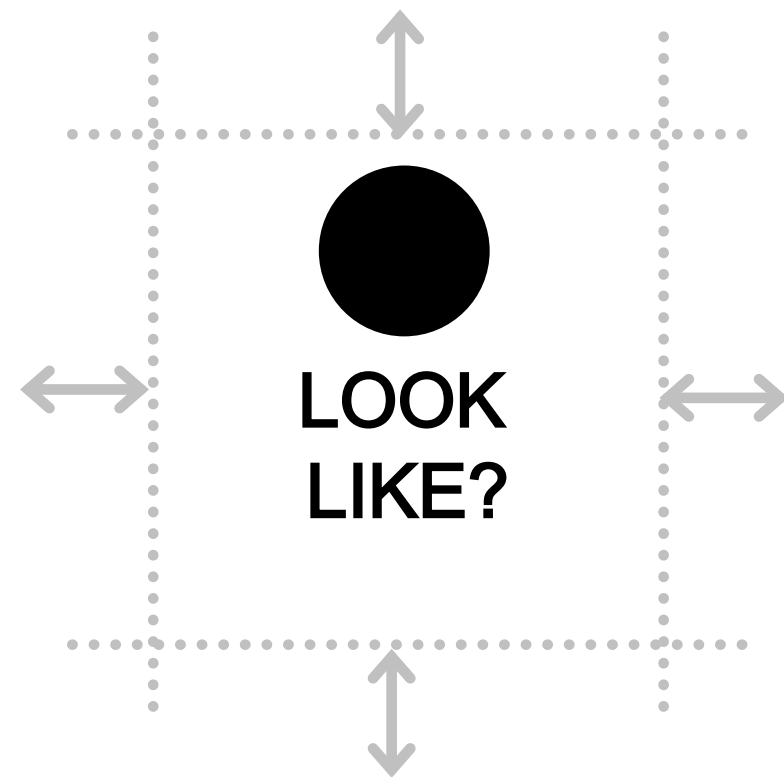
*“ do you think we might have  
lowered our expectations? ”*

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Lifting the Lid - Training fleas



# What does a classroom with a lowered lid and a raised lid....





## How to lift the lid

- \* Being organised <sup>reorganising timetable</sup>
- \* Knowing the curriculum
- \* Knowing the children
- \* Setting expectations high + always
- \* Planning ahead
- \* Variety of experience in which they can achieve
- \* Consistency
- \* Ask how the <sup>①</sup> want to achieve
- \* Giving <sup>②</sup> ownership
- \* Time <sup>Repeating, re-doing, re-trying</sup>

## Unintentional

- \* Wrong uniform
- \* Assembly entrance
- \* Little behaviours
- \* ability grouping
- \* Focusing on one group <sup>Target kids</sup>
- \* Tidying up
- \* No follow through <sup>conversations with parents</sup>
- \* Time <sup>Continuing to teach while <sup>③</sup> are talking</sup>
- \* Body language

## Lifting the lid?

- \* positive intent <sup>developing our knowledge</sup>
- \* know the curriculum
- \* trusting our kids <sup>(self managing)</sup>
- \* strong relationships <sup>community</sup>
- \* knowing our kids <sup>relationships - involvement</sup>
- \* clear + high expectations
- \* removing unnecessary barriers
- \* resources <sup>time</sup>
- \* responsive
- \* flexible timetable
- \* taking risks

## How do we lower the lid unintentionally

- \* fear - unknown - how to challenge or extend
- \* rigid timetable
- \* groupings
- \* teacher-driven classroom
- \* lower level questioning
- \* inconsistent - not following through
- \* no choice
- \* time <sup>other responsibilities</sup>
- \* not being active listeners <sup>preconceived ideas</sup>
- \* lack of <sup>communication</sup>

## STAFF

- Identify future leaders
- Encourage/support staff who want to do course etc.
- Growth mindset - 'fun days' etc. → address it directly
- Communication - Going directly to the source
- Continue 'Buddy Classes' - Tuakana/Teina.
- Share staff meeting/team meetings
- Making sure we are looking at meeting loads and focused. <sup>Curriculum refresh</sup>
- Break down with staff what it means to 'Lift the Lid' <sup>little things can build up to dropping the lid eg. covering room</sup>
- TA - Support staff <sup>Spending time in other teams - strategic</sup>
- Coaching
- Continue to include support staff in P.D
- Positive vocab - putting actions back onto them <sup>"Is it something you can solve?"</sup>
- Unpacking expectations. <sup>How do we wear our uniform?</sup>

## Sounds

English

Everyone talking  
Multi directional  
Questioning, sharing  
Students revising, thinking  
Justifying, argumentation  
Banter  
Chaos  
Frustration  
More student voice less teacher  
Children asking the questions  
Noisy

- Prove it
- Does it always work
- Effective questioning
- Why does this work?
- Multiple louder conversations

## Feels

Being in the <sup>lost over weekend</sup> bottom of pit  
Connecting to the 'real world'

Team work  
Aah! Moments  
Making meaning  
Ideas are valued <sup>has something to offer</sup>  
Challenge  
Risk  
Deep learning  
Fun  
Competitive <sup>Involved supported</sup>  
No feels like these context are relevant to me.  
Making connections and growing the knowledge had.

## Looks

Chaos  
Children working together  
On task  
Roving teacher  
Multiple visual presentations  
Materials  
Use of resources.  
Mess - that is reconnected at the end  
Fun

## What can we do

Inspiring  
Passion  
Growth  
Success

- Build positive relationships <sup>Students/whanau teaching team etc.</sup>
- Class Climate - mistakes are ok!
- Knowing what and/or above look like
- Setting clear on consistent expectations
- Communication <sup>sharing your belief in tamariki</sup>
- Teach the skills for student agency
- Develop leadership skills
- Show what success looks like
- Planning - momentum of learning
- UDL/scaffolds available for every learner

## How might we accidentally lower the lid.

- Don't interact with seniors
- Accept enough rather than what they are capable of
- Unaware of what at/and above look like
- Have a pre formed opinion that limits what your expectations might be
- History <sup>experience</sup>
- Gender <sup>looks</sup>
- Ethnicity <sup>positive</sup>
- Poor communication or lack of with whanau <sup>negative</sup>
- Inconsistent expectations
- Not planning / planning low
- Not restoring relationships after resolve. <sup>passing a line edge - especially to challenging behavior or seniors.</sup>
- Confidence in yourself as a teacher eg: maths
- Refusing to show yourself as a learner <sup>eg: learning & growing alongside your class</sup>
- Not being open to challenge ourselves.
- Poor curriculum knowledge
- Openly labeling tamariki
- Ability Grouping

## STUDENTS

- Going over expectations with students. <sup>understanding buying co-construction of goals. Attendance</sup>
- Pushing regular council meetings <sup>House captain</sup>
- Leadership for Yr 6. <sup>Part of conversation on lifting the lid. messages Yr 4</sup>
- Transition - into new teams - practical activities.
- Student know where they are - goals etc. <sup>what are we doing about it. How are you getting better?</sup>
- Student agree/teach other teams. <sup>know what we are aiming for</sup>
- Buddy class, connections across school, team, whole school, service badge? <sup>community services for school - consequence and positive</sup>
- Review assemblies - what will happen? <sup>How to celebrate success?</sup>
- Visual token system <sup>rewarding positive</sup>
- Termly fun days. eg wheels, pet day, mud day etc.

## LEADERS

'Lifting the Lid'

- Clear we are on the same page <sup>Knowing your team and learners.</sup>
- Walking the talk <sup>Positive</sup>
- Continue to develop utilising leadership skills.
- Communication with leaders <sup>Teams & TA</sup>
- Checking in with each other. <sup>looking after own wellbeing</sup>
- Build the ability to have open/difficult conversations <sup>support</sup>
- Open to accepting the feedback/conversations.
- Building a strong culture. <sup>pyramid</sup>
- How do we continue building the leadership capabilities of others?
- Cross team leader collaboration - math sessions
- Data conversations with agreed actions. <sup>modelling</sup>
- Minutes? - Leadership



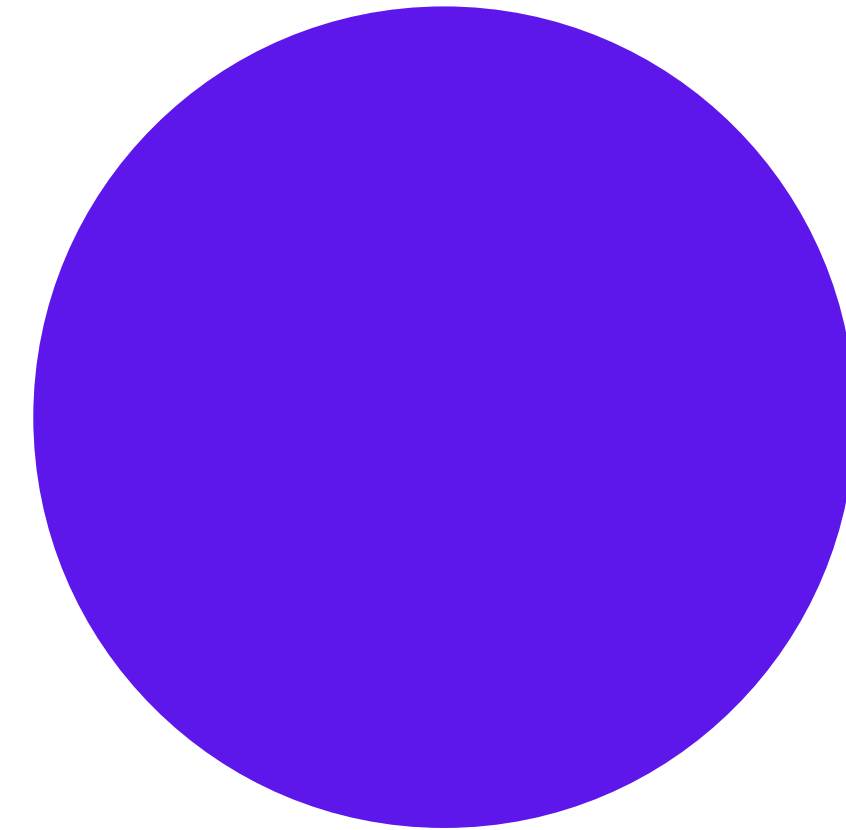
# Work we did

## Assessment for Learning PLD with Ben



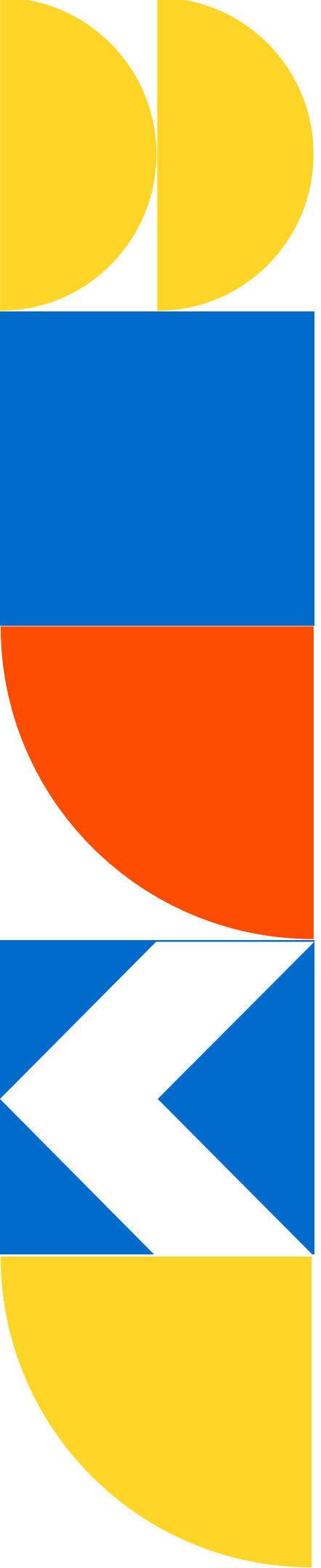
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2022 - now



What is our  
starting point?





# Data

## *Issues:*

- Inconsistency about levels
- Teachers dropping students T1/2
- What they can show **me**
- Deficit thinking
- Standardised testing does not count<sup>16</sup>
- Lack of urgency
- No discussion when we disagree with a previous teacher
- Large gaps between OTJ and standardised testing



# Data 2021

## Reading

|       | Term One Well Below |     | Term Four Well Below |    | Term One Below |     | Term Four Below |     | Term One At |     | Term Four At |     | Term One Above |    | Term Four Above |     |
|-------|---------------------|-----|----------------------|----|----------------|-----|-----------------|-----|-------------|-----|--------------|-----|----------------|----|-----------------|-----|
|       | No.                 | %   | No.                  | %  | No.            | %   | No.             | %   | No.         | %   | No.          | %   | No.            | %  | No.             | %   |
| Total | 49                  | 25% | 18                   | 8% | 93             | 47% | 50              | 21% | 44          | 22% | 113          | 47% | 11             | 6% | 57              | 24% |

At/ Above 71%

## PAT: Reading Comprehension

| Year level ( <i>ref year</i> ) | Number of Students (Completed) | Mean Scale Score | Standard Deviation Score | Mean Stanine |
|--------------------------------|--------------------------------|------------------|--------------------------|--------------|
| 4(5)                           | 26 / 26                        | 28.5 (35.8)      | 10.1 (13.2)              | 3.9 (5.0)    |
| 5(6)                           | 27 / 27                        | 39.6 (45.0)      | 11.1 (12.7)              | 4.1 (5.0)    |
| 6(7)                           | 48 / 48                        | 45.1 (53.2)      | 9.7 (12.6)               | 3.6 (5.0)    |
| 7(8)                           | 38 / 38                        | 48.7 (60.4)      | 13.9 (12.3)              | 3.1 (5.0)    |
| 8(9)                           | 29 / 29                        | 54.2 (67.0)      | 8.6 (12.2)               | 2.8 (5.0)    |

Average stanine 3.5

# Reading

# Writing

# Maths

[illegible]

# Orange - not moved

**Yellow - more than expected progress**

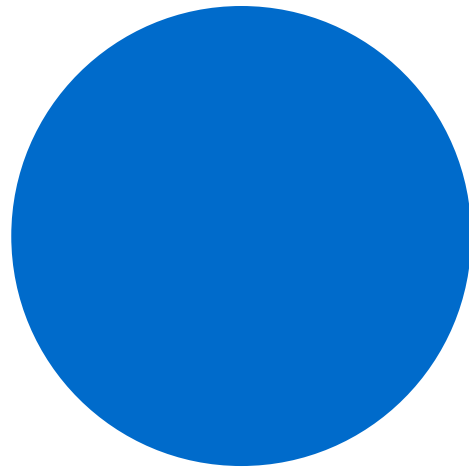
## Red- moved back



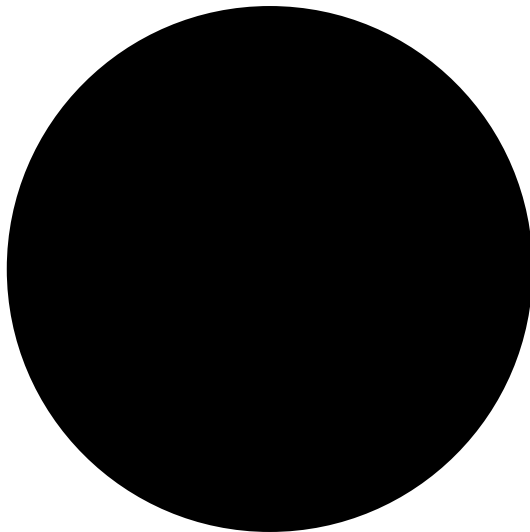
# Work we did

2022-2024

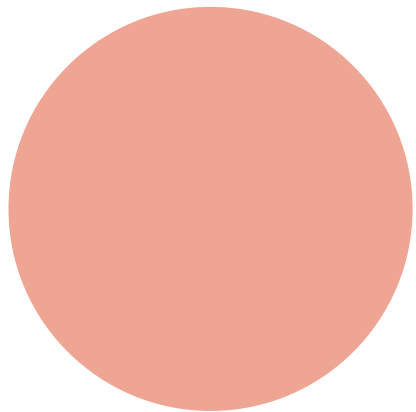
## Actions



Identified  
students not  
making expected  
progress



Tracked those  
students and  
shared with staff



Looked at the  
data we use  
to make a  
judgement

# What we found

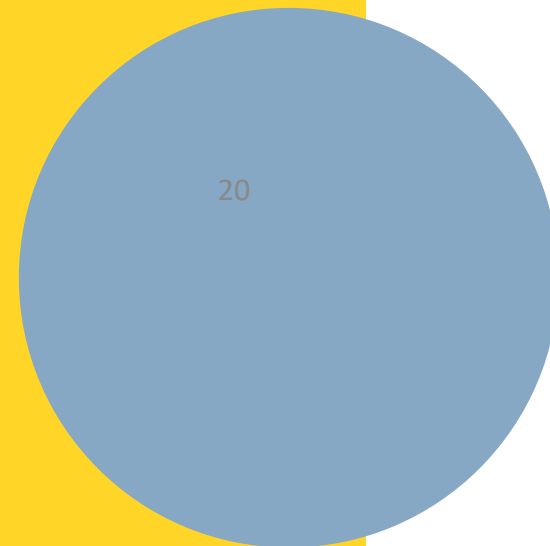
- Everyone agreed that all children can make a year's progress in a year
- End of term 3 we heard... ..



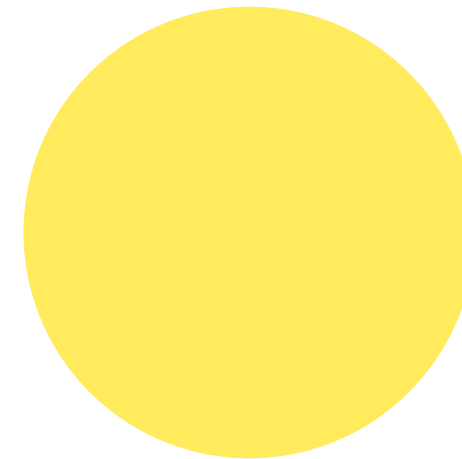
“They have moved inside the level”



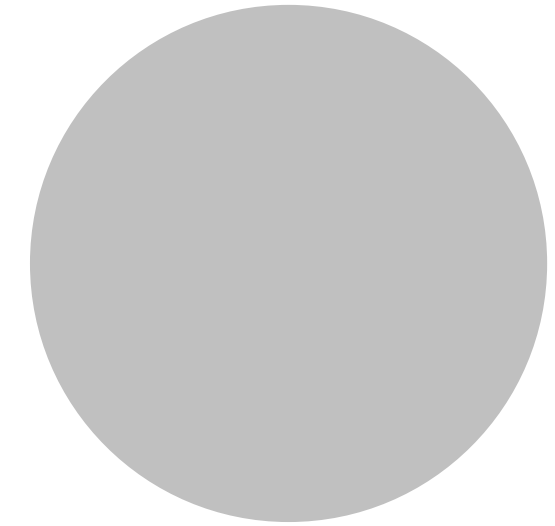
“Ohhh but they have ADHD or trauma”



“I never agreed with the last teacher's OTJ”



They are away a lot and we can't expect them to move



“Our kids never do well at PATs”

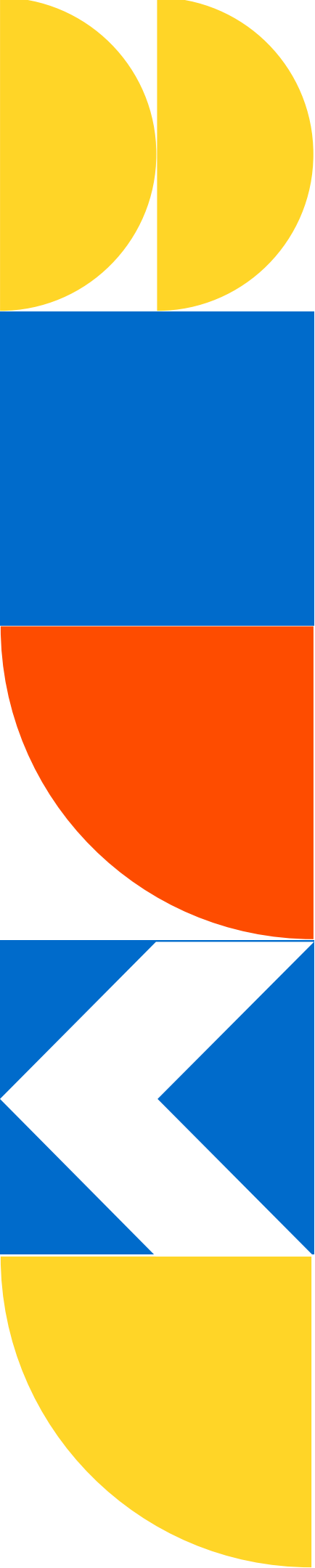


# Still low data









Leading *by*  
Learning

## Two-day workshop



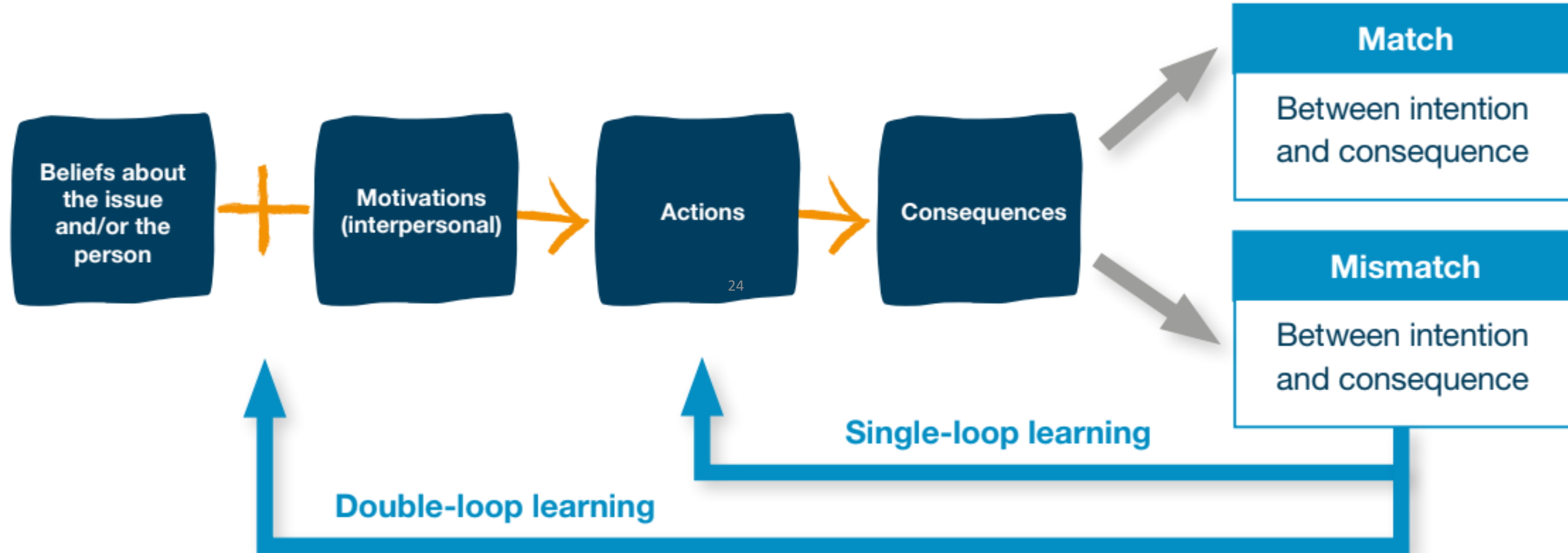
VIVIANE ROBINSON  
**VRC**  
CONSULTING



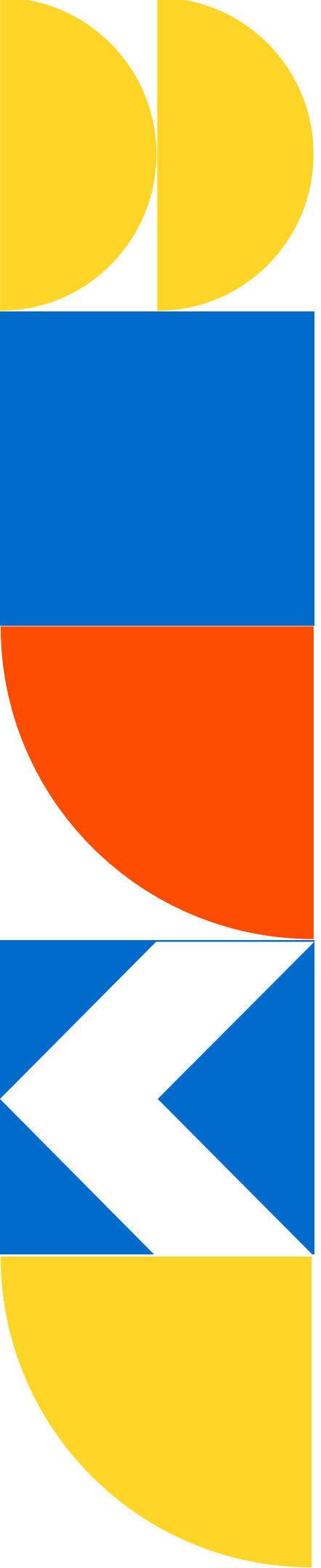
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All of our leadership team Nov 2023

# Single-loop and double-loop learning







# Double loop about data

- What is data?
- How do we use data and why?
- What are your beliefs about data in school and teaching?

# What we found

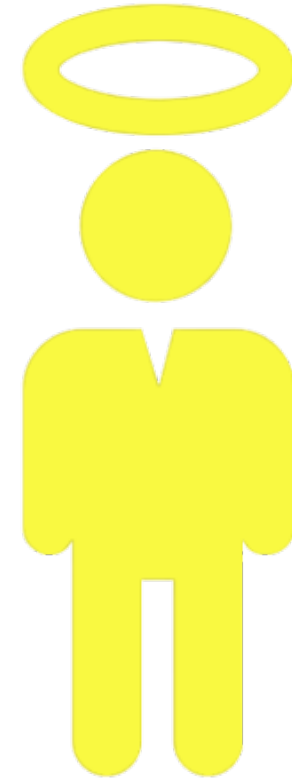
**EVIL**



**Data**

**Versus**

**GOOD**



**Assessment**



# Big attitude changes!

- People moved students back
- Contacted whānau
- Used a wide range of data
- Understood we want our tamariki to show their knowledge everywhere in all situations

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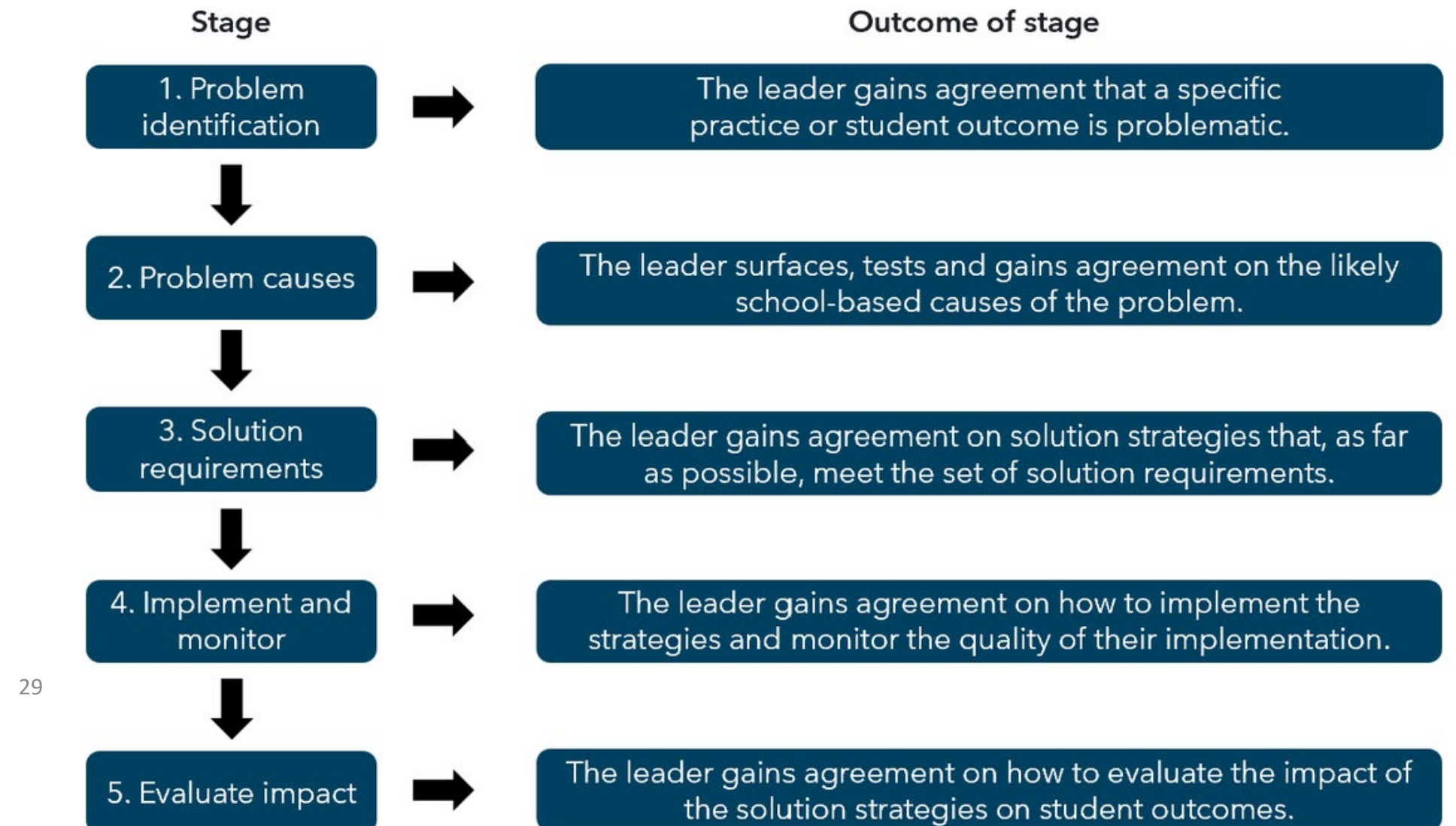
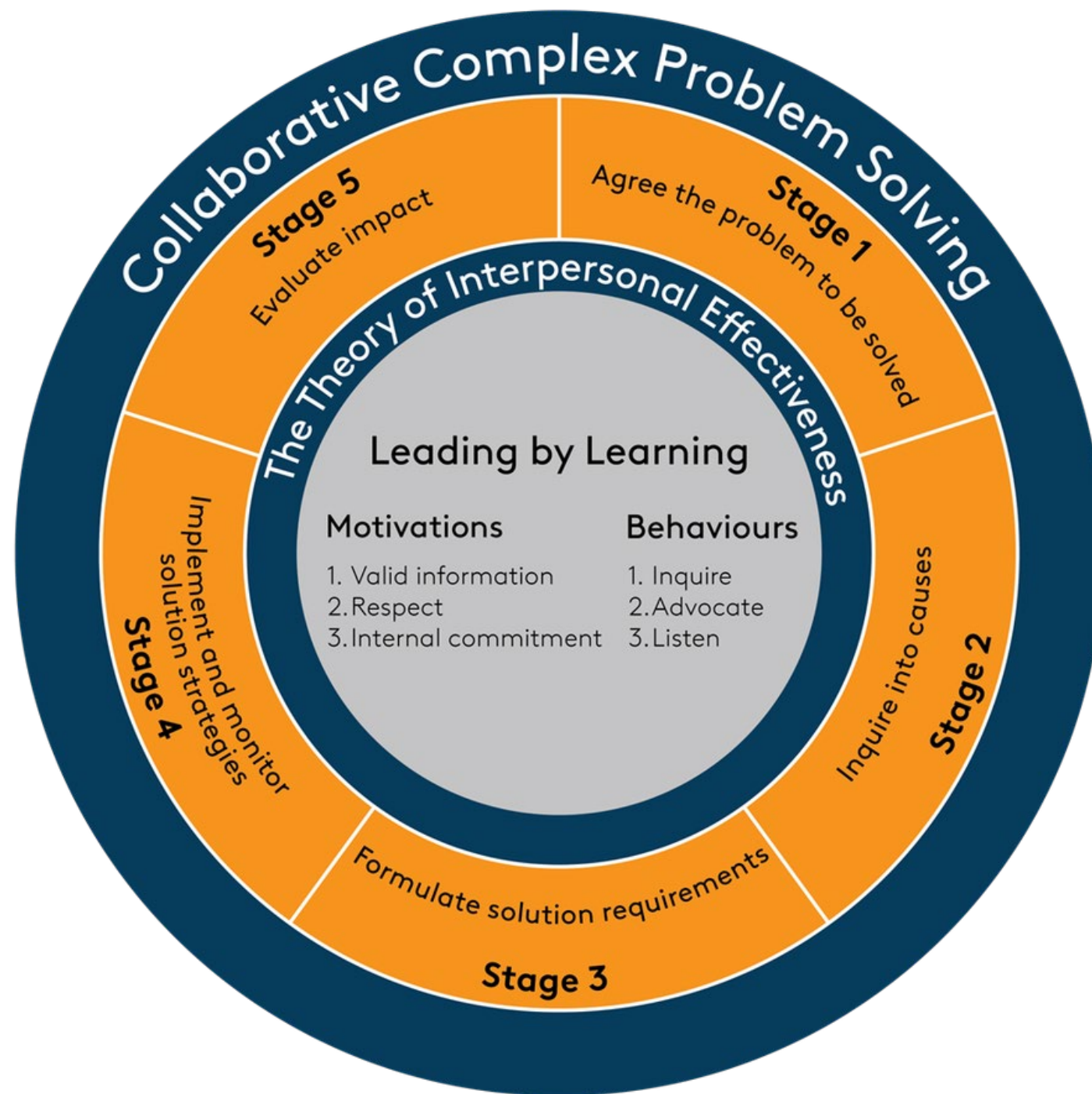
BUT.....data kept dropping





# Collaborative complex problem solving

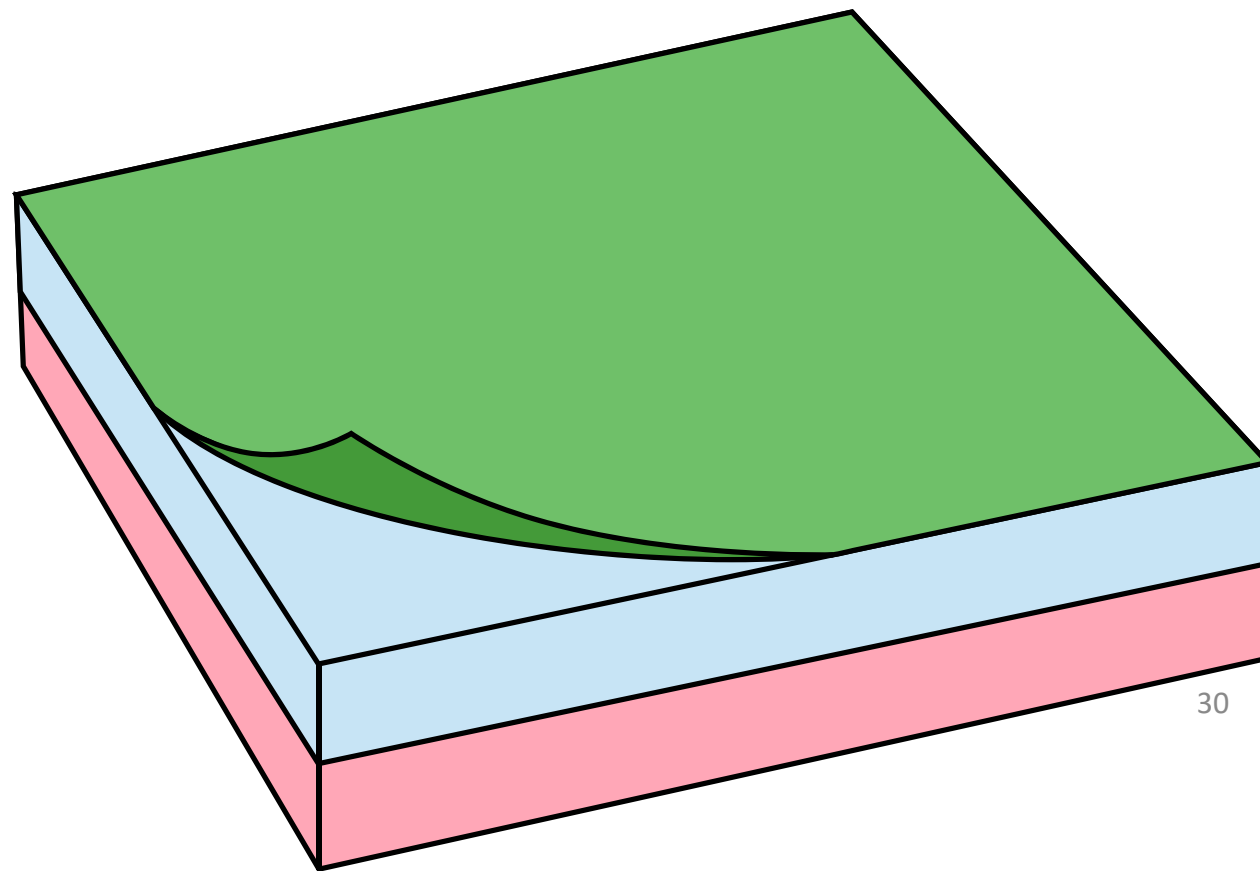
CCPS is a five-stage, research-based process designed to tackle complex educational challenges — especially those connected to student outcomes.



# What did we do?

Our issue:

Not enough of our students are making expected progress. Why?



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**Who?**

Teachers, support staff, Hui, BoT

Then each team had answers grouped, themed and double checked by them



# Leadership

# Whānau Hui and BoT

| Teachers                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                  | Beliefs                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Time                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Staff Time Management                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Home and School Relationships                                                                                                                                                                                                   | Expectations                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Student Development                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"><li>Do we have a full grasp on what levels look like?</li><li>Are teachers able to question their own ability?</li><li>Teachers are not working as teams to collaboratively solve a problem deeply.</li><li>Do we know what is an effective progress to be able to monitor?</li><li>Curriculum knowledge is not strong enough to keep a sense of urgency.</li><li>Do we know what explicit acts of teaching are?</li><li>Writing is not assessed to a national normal assessment.</li></ul> |                                                                                                                                                                                                                                  | <ul style="list-style-type: none"><li>Our planning is not based around explicit acts of teaching.</li><li>Do we know the right level of push / pressure to put on students or the right way?</li><li>Teachers not monitoring the effectiveness of programmes / interventions soon enough.</li><li>Using enough forms of assessment to get accurate data.</li><li>Is there a belief that our kids aren't capable of 'normal' rates of progress and achievement?</li><li>Are we equating bad behaviour with bad progress?</li></ul> | <ul style="list-style-type: none"><li>Frameworks</li><li>Do we have a sense of urgency?</li><li>Teachers not maximising time during the day?</li><li>The team way.</li><li>Do teachers feel they can speak up if there are barriers or things impacting class sport, shows, events?</li><li>Not speaking up when there is too much time spent on other things.</li><li>4 weeks wind in - Term Learning lost - 4 weeks wind down</li></ul>                                                                                       | <ul style="list-style-type: none"><li>Teachers stretched too thin - not enough time to work 1 on 1.</li><li>The need for teachers and TA catch up.</li><li>Not enough math equipment used in lessons.</li><li>Only teaching how some kids learn (again lack of time for teachers to work with others)</li><li>Teaching the whole class rather than groups in their levels (reading levels, writing levels etc)</li><li>Science not being taught which boys will engage more with - helps in reading, maths, writing.</li><li>Clash in time table between T.A's</li><li>Whole class teaching rather than small groups</li><li>Too much done for the</li></ul> | <ul style="list-style-type: none"><li>Have homework again.</li><li>Very little homework done - basic facts, spelling, reading.</li><li>Parents need to be told about progress so they can help, not leave for a year.</li></ul> | <ul style="list-style-type: none"><li>Not ready - not having the right equipment to learn.</li><li>Children not being extended in some areas - just cruising along.</li><li>Expectations have been lowered.</li><li>Different expectations - between teacher and teacher aide.</li><li>Some kids aren't taking pride in their work and it is accepted, so they think that is okay.</li><li>Not being challenged enough.</li><li>Inconsistency of expectations between the teachers as far as behaviour / classwork / environment etc.</li><li>Sometimes students just put it in the 'it's too hard basket.'</li></ul> | <ul style="list-style-type: none"><li>Not starting at the beginning. Example - writing when children can't even form letters correctly but doing info reports.</li><li>Speech</li><li>The same students always picked for the same outside activities - e.g. robotics</li><li>Up against it when children start school with huge speech issues.</li><li>Moving on to the next thing before kids understand the last thing they learnt.</li><li>Children choosing groups they wish to be part of but not having the knowledge to be in that group. Creates too much variation for teachers to get to all students.</li><li>Medical - do we have the knowledge?</li></ul> |
| Support staff                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| Health                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Environment                                                                                                                                                                                                                      | Learning                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Teachers                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| <ul style="list-style-type: none"><li>Neurodiversity</li><li>Underlying health issues</li><li>Hearing problems</li><li>Getting children engaged</li><li>Children's interests - do we engage children?</li><li>Learning Difficulties - teachers not trained to deal with them.</li><li>Hearing / Sight disabilities that haven't been picked up.</li></ul>                                                                                                                                                                     | <ul style="list-style-type: none"><li>Cultural relevance</li><li>Setting</li><li>Are we culturally responsive?</li><li>ESOL</li><li>Language</li><li>Are we doing too much during the day in and out of the classroom?</li></ul> | <ul style="list-style-type: none"><li>Different levels of what's important in learning</li><li>Class distractions</li><li>Learning Times <sup>31</sup></li><li>Sport commitments being the priority</li></ul>                                                                                                                                                                                                                                                                                                                     | <ul style="list-style-type: none"><li>How well do teachers know the curriculum?</li><li>Teacher Knowledge</li><li>Is their data correct / consistent?</li><li>Do teachers fall back into old habits of teaching?</li><li>Do teachers give themselves enough time to focus on their students - not given to T/As?</li><li>Are the names visual and at the forefront of learning?</li><li>Unwavering belief that children will learn.</li><li>The way teachers engage.</li><li>Do teachers know who these students are?</li></ul> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |



# Themes across all groups

- Teacher Aides
- Assessment and data
- Planning
- Time
- Expectations
- Curriculum Knowledge
- Pace and sense of urgency
- Relationships
- Behaviour
- Learning needs/ Neurodiversity
- Teachers
- Consistency
- Other



POSITIVE

| Timetabling                                                                                                                                                                                                                     | Beliefs                                                                                                                                                                                                                           | Positive                                                                                                                                                 |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> <li>There is a belief that too many things are being continuously added into our timetables/days and this is negatively affecting learning time and the progress of our students.</li> </ul> | An overloaded/busy t/s timetables impacts negatively on teaching and learning.                                                                                                                                                    | <p><del>Timetabling is purposeful + valuable learning focused and includes links to our school targets/objectives.</del></p> <p>align</p>                |
| <ul style="list-style-type: none"> <li>There is a belief that some students are involved in so many activities and interventions (and they sometimes clash) that this negatively impacts their progress.</li> </ul>             |                                                                                                                                                                                                                                   | <p>Timetabling is purposeful, valuable and learning focused and aligns to our school targets</p>                                                         |
| Timetabling                                                                                                                                                                                                                     | Beliefs                                                                                                                                                                                                                           | Positive                                                                                                                                                 |
| <ul style="list-style-type: none"> <li>There is a belief that too many things are being continuously added into our timetables/days and this is negatively affecting learning time and the progress of our students.</li> </ul> | <p>While we believe extra curricular acti/interventions positively enhance learning, our core call to action is to be selective that anything added is responsive and actively monitored to ensure maximum learning outcomes.</p> | <ul style="list-style-type: none"> <li>We believe we will be selective about what is added to timetables to ensure maximum learning outcomes.</li> </ul> |
| <ul style="list-style-type: none"> <li>There is a belief that some students are involved in so many activities and interventions (and they sometimes clash) that this negatively impacts their progress.</li> </ul>             |                                                                                                                                                                                                                                   |                                                                                                                                                          |

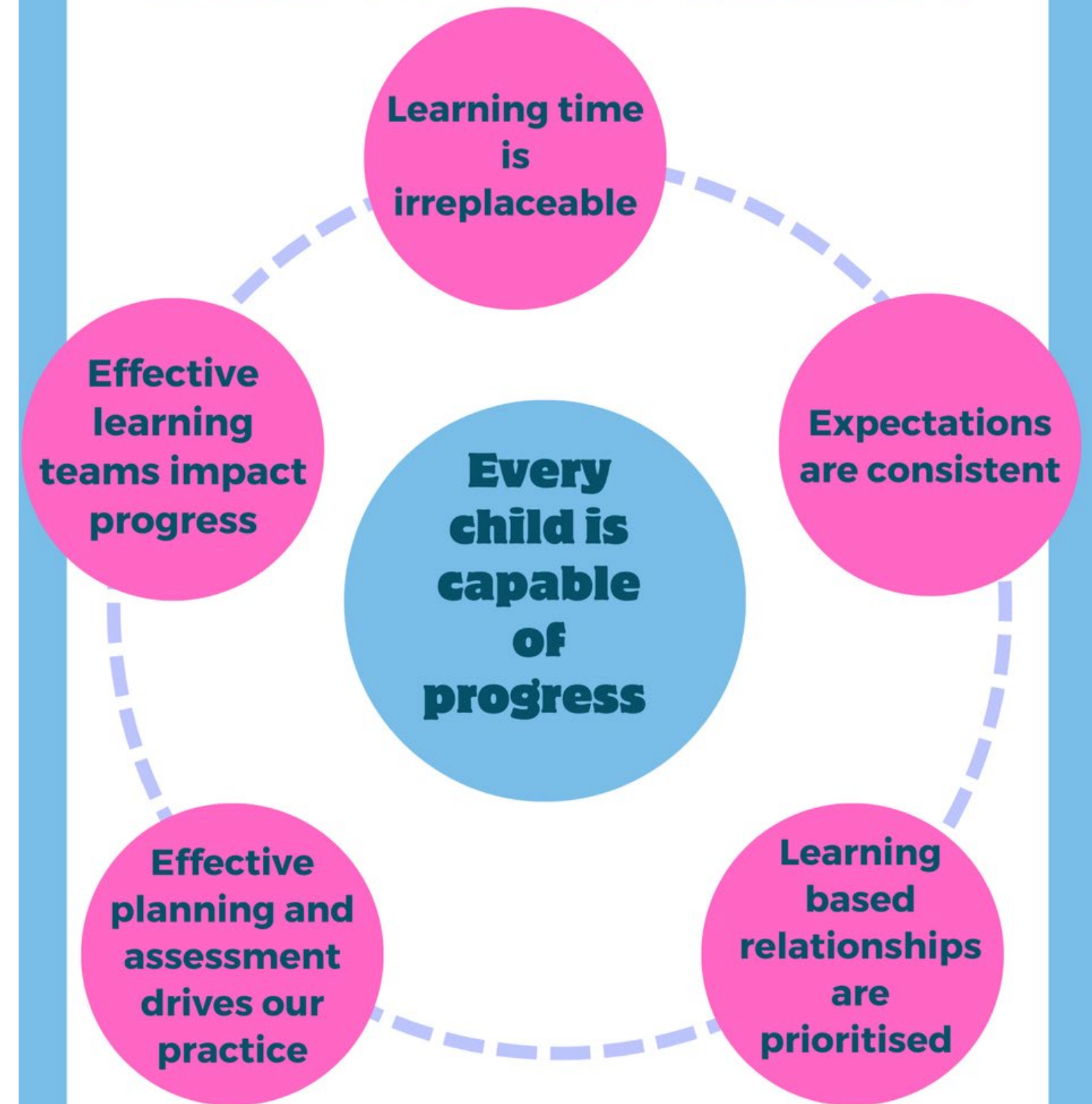


# Key beliefs

Make it  
snappy

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## LIFTING THE LID WITH OUR KEY BELIEFS





## NZ STUDENTS WITH POOR ATTENDANCE



### WORK

By age 25 nearly 50% are not earning any wages or salary



### INCOME

by 25 they earn \$40 00 LESS than those who attended school regularly (\$16, 667 per year versus \$59, 235)



### CRIME

By 25 they are 3 times more likely to be in the Corrections systems.



### VICTIMS OF CRIME

By 25 they are 2 times as likely to be a victim of any crime and three times more likely to be a victim of a violent crime.



### QUALIFICATIONS

By 20 55% did not achieve NCEA Level 2 which is now the minimum needed for many jobs and entry into higher education

## Back to class:

How are attitudes to attendance changing?



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## Case study 2: Aspirational leadership driving attendance

A medium-sized, urban primary school, serving a low socio-economic community.

Faced with persistent challenges around attendance, this school undertook a deliberate and strategic culture shift, led by a reflective and proactive leadership team. Their approach demonstrates how strong leadership, clear systems, and relational practices can transform attendance patterns and build a thriving school culture.

# Strategy requirements

## Solution requirements and strategies for belief “**Learning time is irreplaceable**”

| Our Belief                            | What solution requirements are needed?                                                                                                                                                                                                                                       | What solution strategies sufficiently satisfy the set of requirements?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
|---------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Learning time is irreplaceable</b> | <p>1. List the goal as the first solution requirement.</p> <p>2. Add requirements aligned to the problem cause.</p> <p>3. Add any practical requirements (e.g. money, time).</p> <p>4. Describe how points of tension between some of the requirements could be reduced.</p> | <ul style="list-style-type: none"><li>• Golden Time is maintained between 9-12 every day.</li><li>• When opportunities are offered we will refer to our core beliefs to decide if we accept</li><li>• Planning is effective for ALL teaching staff to maximize learning time and efficiency and roles of the teaching team are clear e.g., who is working with which student/ group, or roaming.</li><li>• Everyone is prepared and organised before contact time eg, TA plans printed/ books out</li><li>• Clear, consistent expectations across the school</li><li>• Staff look at their class timetables and their own time management to see if activities are taking time from learning and are meaningful and remove if not</li><li>• Suggestions for ways to save time<ul style="list-style-type: none"><li>○ Use after break time effectively- set them up with work/ expectations as they are not waiting outside for you to arrive back from break</li><li>○ No toilet trips straight after a break unless urgent</li><li>○ Put books on mat for students to get rather than handing out one by one</li><li>○ Writing books out before breaks to be ready for writing</li><li>○ Brainfood and water bottles brought in and put on table before school starts</li><li>○ Bags out at start of lunch for end of day</li></ul></li></ul> |



# Biggest changes

- Golden Time
- Learner voice
- Focus
- Teacher Aide usage
- Pace
- Strategic decisions
- Led by staff

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## Learning time is irreplaceable

- Golden Time is maintained between 9-12 every day.
- When opportunities are offered we will refer to our **core beliefs** to decide if we accept
- Planning is effective for ALL teaching staff to maximize learning time and efficiency and roles of the teaching team are clear e.g., who is working with which student/ group, or roaming.
- Everyone is prepared and organised before contact time eg, TA plans printed/ books out
- Clear, consistent expectations across the school
- Staff look at their class timetables and their own time management to see if time is used effectively and if activities are meaningful and remove if not
- Suggested ways to save time
  - Put books on mat for students to get rather than handing out one by one
  - Writing books out before morning tea to be ready for writing after morning tea
  - Brainfood brought in and put on table before school starts
  - Set up for silent reading before morning tea
  - List up of buddies
  - Teachers need to be back quickly after breaks
  - Brainfood occurs during learning time and is not a break
  - Teacher aide timetable is allocated to students of need and can be used flexibly
  - Use after break time effectively- set them up with work/ expectations as they are not waiting outside for you to arrive back from break
  - Water bottles in before class starts
  - Students have necessary stationery on the table and accessible
  - Class timetable is up and visible to students



# Key beliefs

Easy to do after all the  
work with Ben

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## Effective planning and assessment drives our practice

### Strong Curriculum knowledge

- We use the NZ curriculum for all our planning- focusing on knowing the year above and below our year groups well.
- We have bold conversations about assessment, moderation and where to next across and within teams to ensure consistent OTJ across the school.
- We use coaching/observations to help staff grow.

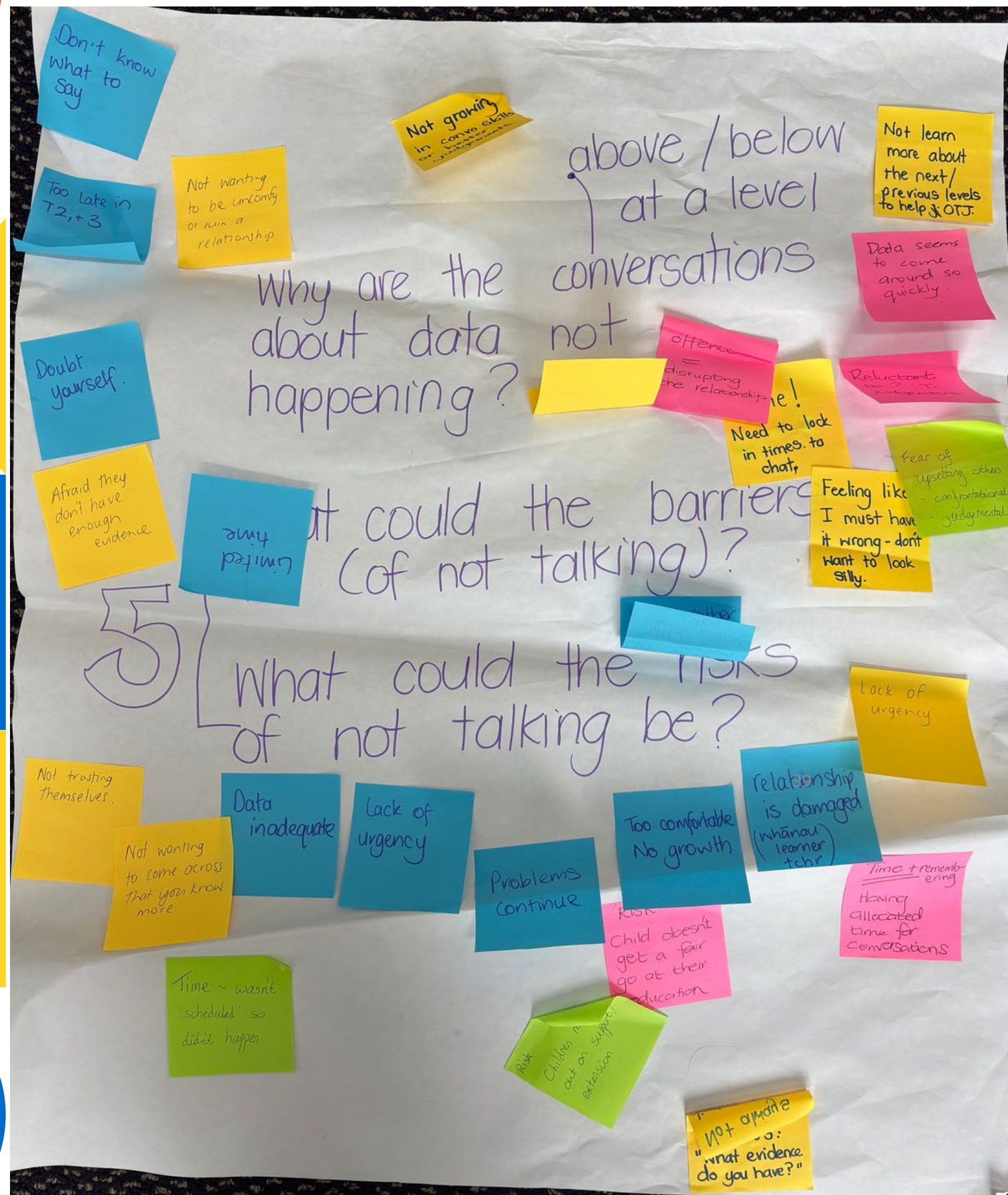
### Effective Planning

- We plan before teaching begins and share this with our Teaching Team at least a day beforehand
- We ensure that teacher aide planning is connected to teacher planning
- We use formative assessment for the initial plan and to modify as teaching continues.
- We create clear learning intentions that link to the curriculum (and share them with students) and teaching sequences that focus on explicit acts of teaching
- We pitch learning at the correct level and pull students "up" to their expected level (acceleration techniques) rather than dropping "down"
- We focus on maintaining momentum of learning and use time effectively to ensure progress.
- We include regular teacher reflections/ formative assessments from teaching team to modify planning and make changes as required.
- We focus on enrichment, rather than acceleration for our high achieving students.

### Feedback, Reflection and Goal setting

- We teach students how to use success criteria, reflect and action feedback
- We create goals with students that are
  - Based on their year level
  - Clear
  - Easily accessible and visual
  - Celebrated when we have progress and/or achievement
- We build time into planning to allow for timely moments of reflection by students and staff
- We identify, explicitly plan for, discuss and review students with concerning progress in teams regularly
- We contact whānau of students with concerning progress in week 4 of every term
- We celebrate progress and success.





# DATA CONVERSATIONS



## PROTOCOLS

## SCRIPT

- Ask for a face to face meeting
- Make sure you prioritise the time (Not trying to fit it into a 20 minute lunch break)
- Open and honest conversations
- Do not hold on to anything
- It is about the child and not the teaching
- Bring evidence and be prepared (Both sides)
- Take a break if needed, but you must come back to the conversation
- When judging higher, you must meet with a teacher that works at that level
- Current teacher makes final call

- "Hi, can we please sit down for a data conversations about \_\_\_\_ in \_\_\_\_?"
- "When could we please sit down...?"
- "I'm bringing some evidence to show how I came to my judgement...can we talk about this?"
- "Let's bring out the curriculum/exemplars to compare."
- "What did you see as their strength? Biggest challenge?"
- "Is there anything you think I should be aware of?"
- "I saw you raised them to \_\_\_\_\_. How did they react/respond when you taught them there?"
- "How much support did they need?"
- "How did the conversation go when you spoke to the teacher that works at that level?"
- "From what I have seen I disagree..."



# Relationship

## Learning based relationships are prioritised

### Connection

#### Core Connection beliefs

- We create a culture when students and teaching team are creating a LBR culture
- We take time to do things that build the team so relationships develop
- We appreciate each other as humans not just as our roles
- We value and respect Mātauranga Māori
- Restorative practices are used in each relationship and taught to students

#### For whānau

- We make an effort to use whānau expertise (Akō/Whānungatanga) in the class to make learning richer, build teamwork and trust
- We find ways to offer opportunities to connect with and gather whānau knowledge and voice:
  - Term one we call or meet every family to discuss attendance and touch base in week 4
  - Week 4 attendance and concerning progress calls (calls/meetings for under 90%, Contact for those 90% up)
  - Special days shared with whānau at beginning of the year
  - Whānau hui is held termly
  - Helpers morning tea
  - We plan how to involve Whānau in special/ fun days

#### For students

- We create a culture when students and teaching team are creating a LBR culture
- We model and teach learning behaviours like how to:
  - Reflect honestly
  - Set effective goals
  - Give specific and honest feedback
  - Speak up if learning is too challenging or too easy
  - Have a growth mindset

#### For staff

- We take time to do things that build the team so relationships develop
- We appreciate each other as humans not just co-workers
- Our teaching team is included and invited to meetings, PD etc
- We are given PD to continue to build learning based relationships
- We all pull our weight (and speak up if someone is not)
- Meetings are purposeful, meet student and staff needs, about the kids and an agenda or topic is sent out.
- If it can be in an email, it should not be a meeting.
- We respect each others time out of school so we schedule emails to be between 7:30am- 5pm weekdays and only after 3pm Sunday in the weekend (this includes chats or texts) unless urgent.
- We are solution based- what can we control and what action can we take?

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## Learning based relationships are prioritised

### Communication

#### Core beliefs

- The centre of our relationship is the learning of the student and our key belief that every child is capable of progress
- We hold high expectations for learning and behaviour for our students and increase tolerable stress in both learning and behaviour to help them grow
- We communicate honestly, clearly and see the best intent in each other and believe we all want the very best for our tamariki
- We are culturally responsive

#### Core Communication beliefs

- We have clear and consistent expectations of each other and assume good intent
- We raise issues or problems with the person involved as soon as possible (we don't wait for things to build)
- We set reminders to ensure we follow through on agreed actions
- We record things and incidents on Edge so we can see patterns to share with students, whānau and staff
- We are approachable, present, focus on listening and say the hard things if it helps the child or colleague
- We are clear and honest with students and whānau (as clear is kind and unclear is unkind) about:
  - expected levels,
  - where they are,
  - behaviour in class
  - impact of absences
  - their progress
  - and next steps
- We take the time (and may plan and use scripts) to have open to learning conversations with students, staff and whānau that are:
  - evidence based
  - timely
  - specific
  - honest and clear

#### Core Communication beliefs with staff

- We make time to meet and pass on information about learners before EOY to new teacher (and about the whole student, not just achievement)
- We speak up if we need support or help
- Data is
  - collected and recorded consistently through the year
  - accurate and honest
  - reflects where the child is securely working (not where they are starting to work on)
  - moderated where appropriate
  - checked by the teacher or TL of that year group if a child is above
  - consistent and based on curriculum levels
  - shared

#### Core Communication beliefs with whānau

We make an effort to communicate clearly with whānau so we

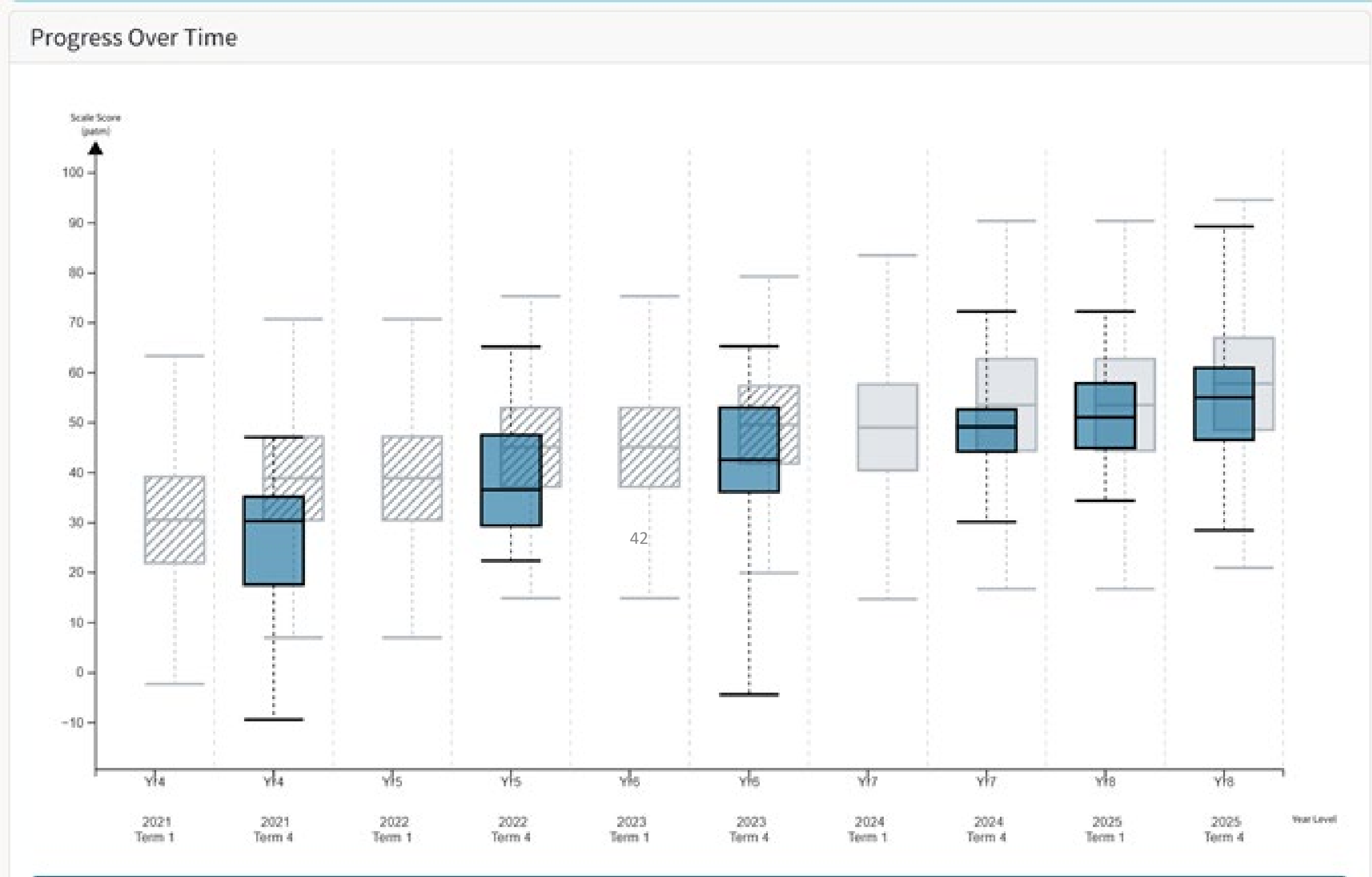
- reach out about positives- not just challenges
- make ourselves available to meet with whānau and are clear about the purpose
- offer a variety of options (in person, call, message and times)
- ask questions about the student's quieter strengths (spiritual, hinengaro, skills) and use this knowledge to use in class





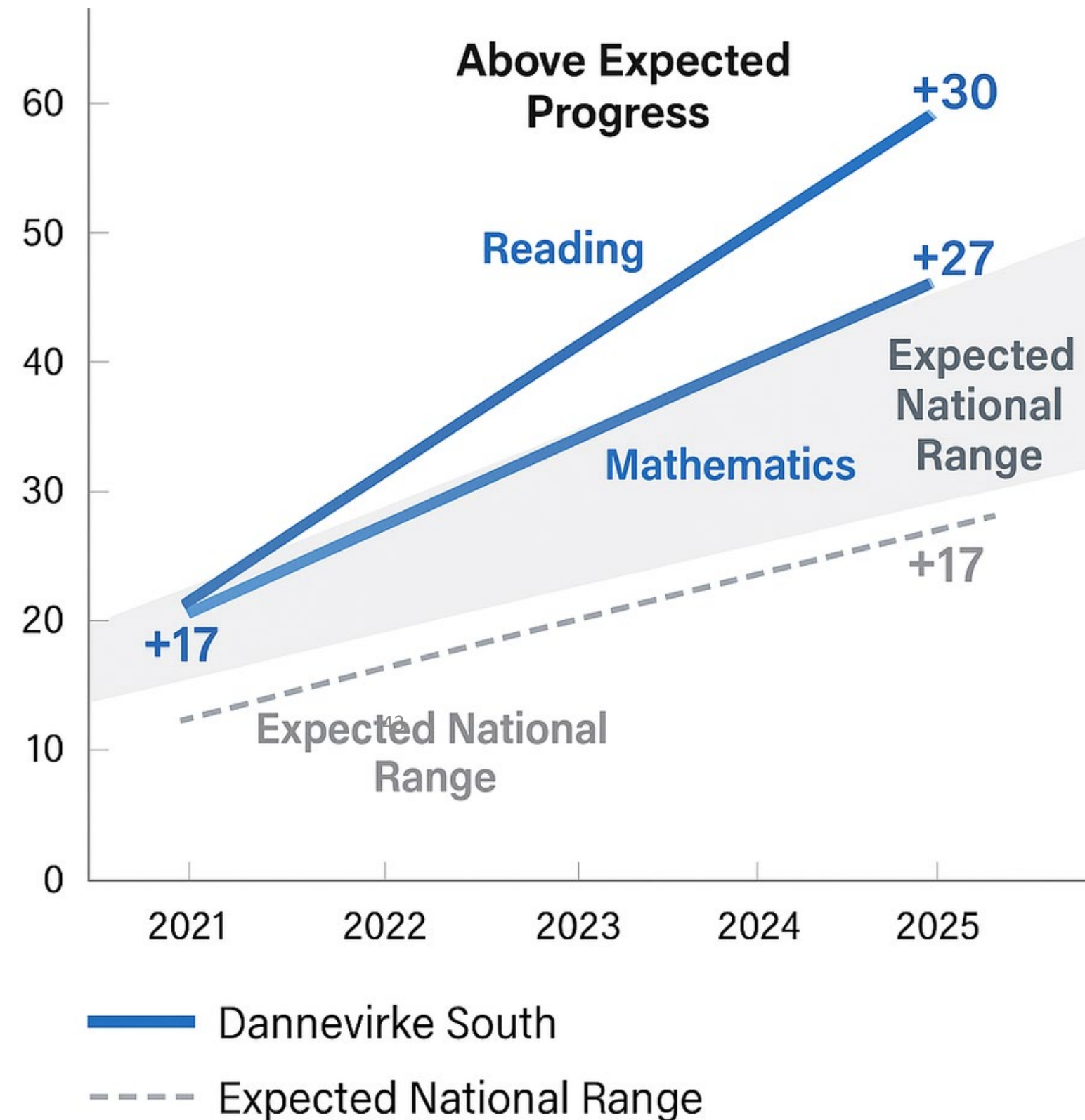
Our Data shifts...thanks NZCER, and  
ChatGPT

# Year 8 2025 Cohort Mathematics 2021 -2025





# Our Data shifts...thanks ChatGPT





## Questioning and challenging

## Staff mindset

- Challenge
- Achieving the 'impossible'
- Getting out of my comfort zone
- Not limiting myself or students (that will be too hard so I won't do it)
- Questioning and questioning along with open conversations
- Challenging what I can do and doing better
- Not stopping when a student achieves- keep lifting the lid'
- No question is a dumb question
- Challenge myself a bit more
- Never ending learning
- Challenging ourselves and and our learners to aim high
- Challenging work
- Helping people see their potential
- Knowing and challenging learners to be the best they can be
- Be open to asking questions - even if they are tricky ones
- Asking questions
- Challenging myself
- Challenging others around me

- Being open minded
- Be the example
- Walking the talk (be the role model)
- Taking the time to be centred and present
- Backing my decisions
- Trust myself as kaiako
- Building confidence
- Giving my best daily
- Having self confidence
- Believing in yourself
- Being positive even when it's hard
- Self encouragement and encouragement is one of mar important steps
- Listening to student voice
- Changing practices to help raise progress
- Leading by example
- Positive self belief
- We are all more capable than our self belief
- Encouraging ourselves and others around us- feed the starve the negative
- Belief in "I can"

# Review

## "Lifting the Lid

■ What does LTL mean to you?

- High Expectations for Everyone - Regardless of who/what etc.
- Relationships Is Key! Whānau/tamariki/Kaiako/School.
- Everyone is exposed to the same learning.
- Consistently lifting the Lid.
- Open to new learning challenges.

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■ When did you LTL with whānau - how?

- Encouraging relationships between Parents & School/teacher.
- Communication - Positive not just negative
- Attendance - consistent communication/support/Plan
- Modelling change (Whānau changing their tamariki's experience at school into a positive)
- Initiating Conversations with whānau/consistent - consistent

■ What practises do you use in your class/team that LTL?

- Conversations with tamariki - making connections/checking in - knowing when something is not right
- Greeting/Acknowledging tamariki
- Confidence in yourself to lead by example
- Being more positive personally
  - Focus on the positives with tamariki
  - Let the negative go
- Sharing tamariki learning with everyone

How does LTL connect w Trauma Informed?

- Knowing the indiv. what's affected them.
- Taking events of past/day into account.
- Und. past trauma affects their behaviour & inform our response.
- Still need high expect. & boundaries so need a behavioural plan that all aware of.
- Consistent expect. & boundaries provide safety.
- Gradually increase tolerable stress - they are worth learning how to cope.
- More patience for learning. Boundaries stay the same but the kindness in response increases.

What practises do you use in team/school?

- Plan together & all take a role. Collaboration.
- Discussions, Q's brought & Team talk together.
- Development & practise of asking tough Q's.
- Golden Time! Same T.A. Teaching Team is consistent & clear planning.
- Clear curriculum → used to inform teaching.
- T. work on understanding the content.
- Not accepting mediocrity - we can do our best!

When did you LTL with whānau & how?

- \* Bold convos with Whānau
- ↳ Build r/ship first & then able to bring up difficult things.
- \* Being mindful of sharing the positives with whānau.
- \* The importance of being CLEAR about progress. CLEAR is KIND. Do they know how far below F is?
- \* Whānau interviews so important
- \* Having communication with all students' whānau.
- \* Positive attendance calls at start of year makes huge difference.
- \* The Big picture of how Attendance impacts their future & offering support.
- \* Plan effectively for T.A's → T.A. is informed, understand the reason.
- \* Not losing time guessing/assuming

How has your pro When did you lift the lid and were positively surprised?

- See growth a week later in a student who was challenged previously. e.g. Vocab used by Q's surprises with the richness
- 125%! The kids taking ppl on the tour. All Q's were amazing.
- Attendance! Our efforts from begin 2022 - Q's rose to show the newsletter, etc.



# How has our practice changed?

## High expectations

### Students

- School has increased expectations and support of student leaders
- Not accepting work when you know that they can do better
- Higher expectations- students showing responsibility for their learning
- Expecting more of our kids- neg, look at school rules and behaviour and we see as 'normal' now
- High behavior expectations
- Consistently expecting higher levels of behaviour
- High behaviour expectations for ALL
- Behaviour is as important as learning when Lifting the Lid
- Rewarding positive behavior
- Not accepting bad behavior

### General

- High expectations
- Pushing to be a bit better every time
- Aiming high to the best of your ability
- Raising expectations and taking steps to help akonga achieve them
- Having high expectations for ALL
- High expectations
- Everyone can achieve
- Take the lid off
- High expectations for ALL
- Growth mindset
- Belief that "they can do it"
- In behaviour and learning

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- Classroom learning expectations are high and non negotiable
- All students are capable of learning
- Attendance expectations
- Expect all students to have good attendance
- School focus on attendance
- Expecting more of the whole person eg, learning and hauora
- Having high expectations for all learners
- Expecting all learners to make progress
- Exposing all of our learners to higher learning
- Pushing the kid to reach their full potential
- Supporting students to further their learning/ ideas- where to next?
- Having high expectations for all akonga
- Expecting our kids to be able to show their knowledge in all contexts (PAT, in class, DHS etc) and teaching them how to do this
- Encouraging students to do their best
- Believing every student can learn
- High and same standards for all students
- Teach them to jump higher than the lid
- High expectations for all students
- Expect kids to be amazing and give them the opportunity to show it (rather than deficit)
- Expecting a high standard of effort in all areas
- Empowering the students with their own learning

### Staff

- No more "but our kids don't do well in PAT test"- now we are expecting the gap between what they can do in class V in tests to be smaller
- Learning to grow w|th akonga (new learning)
- High expectations
- Higher expectations for myself, learners and teaching team
- Having an amazing Team Leader who embodies LTL (high expectations) improves my practice
- Lifting expectations for all staff as they are so capable and skilled
- Pushing myself to be better, do better

# Key areas of growth

- Bold conversations
- Understanding, practice and valuing of LTL across everyone
- Communication between Support staff and Teachers and with whānau
- Accuracy of data and understanding of the impact of incorrect data
- Level of reflection
- Golden Time
- Whole school consistency
- Belief in ALL of our students



# Our next steps

**What is Lifting the Lid?**

**How has my practice changed since we started Lifting the Lid?**

**It's Time To Get  
Uncomfortable**





# Key points

- Grow your culture - this takes time
- Get uncomfortable and say what our tamariki need us to say
- Slow is fast and review often
- **CCPS** is the scaffold to make real change
- Data is really powerful if you use it well
- Data helps us get better for our kids





Our why