



evaluation
associates
Te Huinga Kākākura
Mātauranga

TE MANU KA RERE

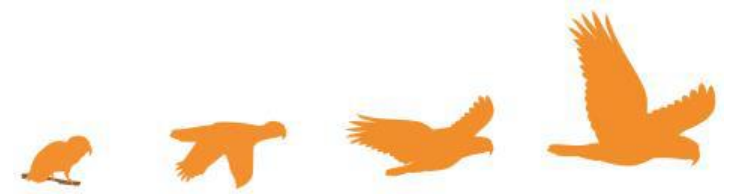
Literacy, Te Reo Matatini, Numeracy, and Pāngarau
targeted support for secondary schools

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Tāite 9 o Aperira 2026



Ngā kaupapa o te wā



Kaupapa matua

1. Present the **objectives** and **overview** of the *Te Manu Ka Rere* support initiative;
2. Explore the **implementation process** and specific **improvement actions**;
3. Share **evidence of progress and improvement** in participating schools: and
4. Highlight **key learnings** from the initiative and demonstrate how targeted, collaborative support can strengthen assessment practice and student success.



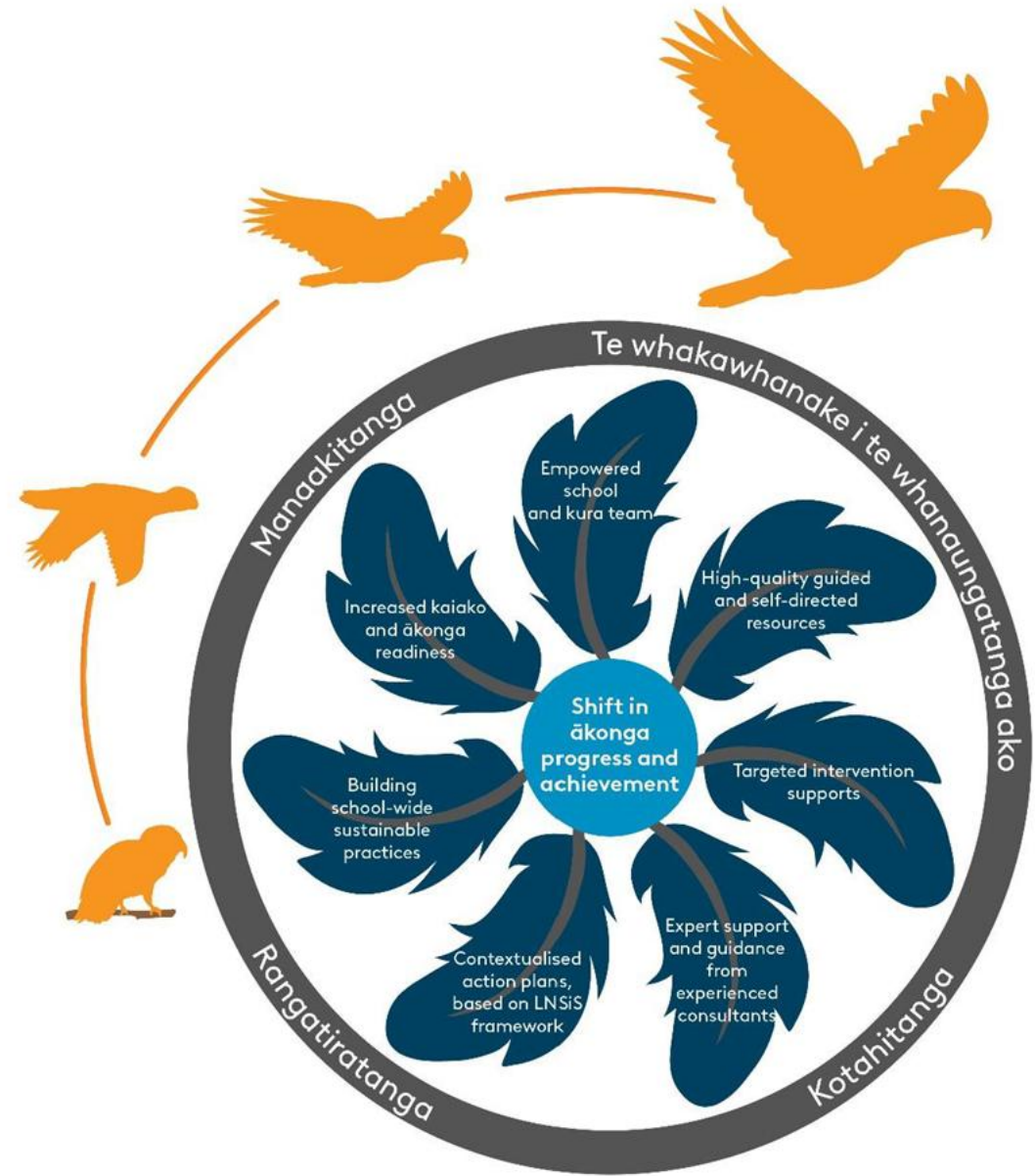


Ma te huruhuru, te manu ka rere

Adorned with feathers, the bird is able to fly

Te Manu Ka Rere

Literacy, Te Reo
Matatini, Numeracy,
and Pāngarau
Targeted Support for
Secondary Schools

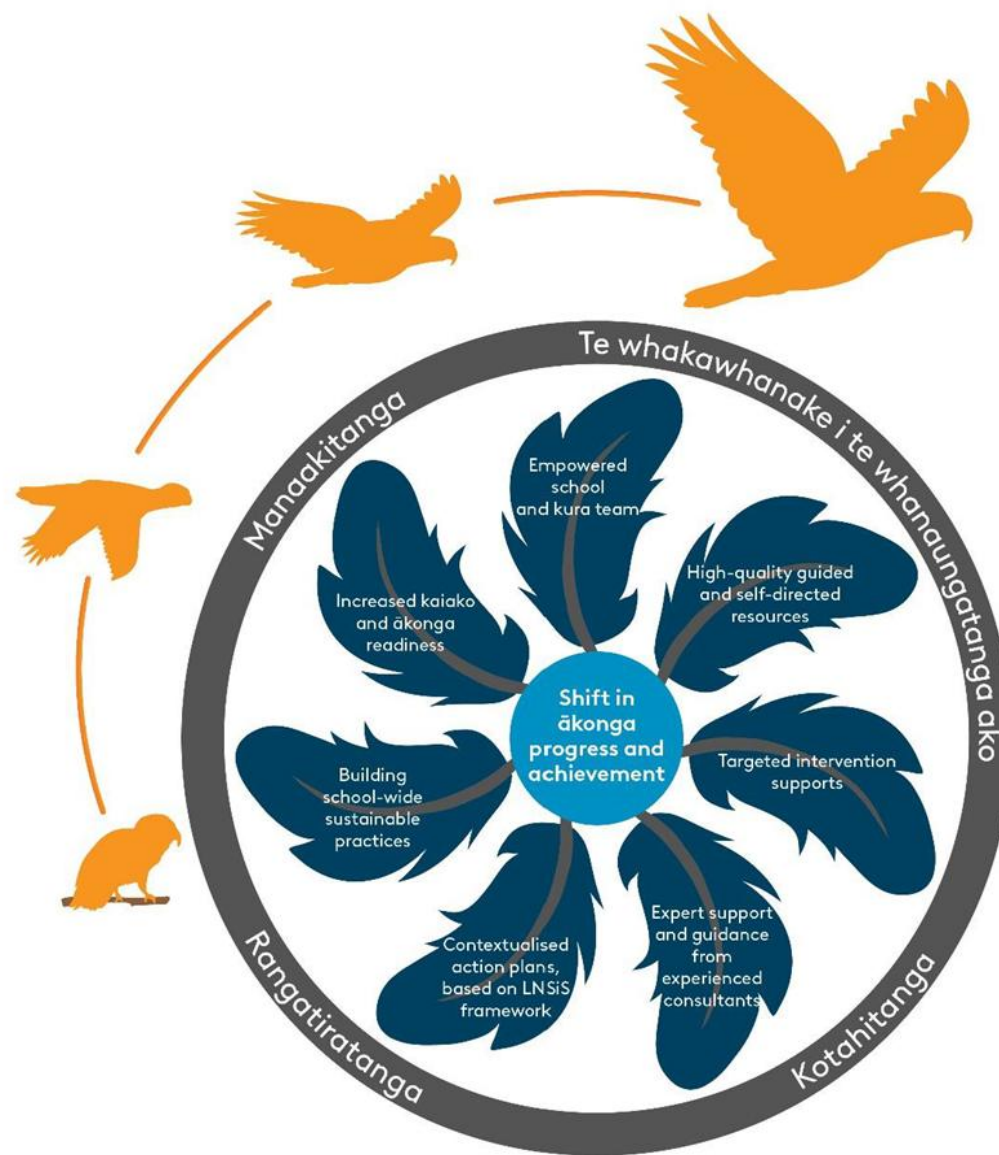


Te Manu Ka Rere

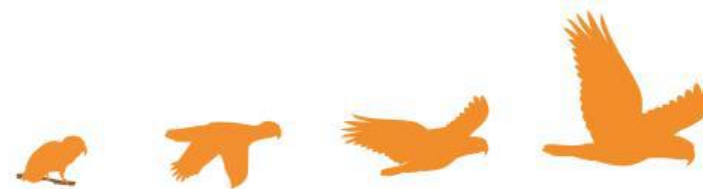
Overview

Creating positive **shift in ākonga progress and achievement** through:

- Expert support and guidance
- Contextualised action plans
- Empowered school and kura teams
- Targeted intervention support
- High quality guided and self-directed resources
- Increased kaiako and ākonga readiness
- Building school-wide sustainable practices



Te Manu Ka Rere



Overview

Objective:

Deliver targeted, context-specific support to leaders and kaiako to accelerate learning and readiness of ākonga for the NCEA co-requisite in literacy and numeracy.

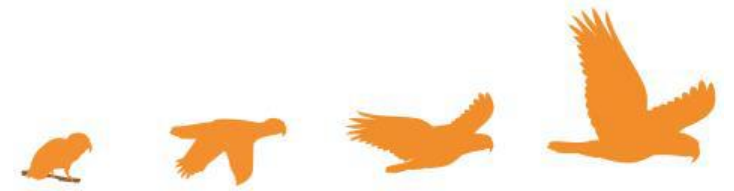
Empowerment approach:

Our methodology focused on empowering leaders and kaiako through a dedicated lead team supported by a facilitator who provides guidance and support.

Blended model:

Our model included a mix of onsite support, one-on-one virtual sessions, and group learning opportunities, and complemented by national and responsive webinars. Support was provided over the year.

Te Manu Ka Rere



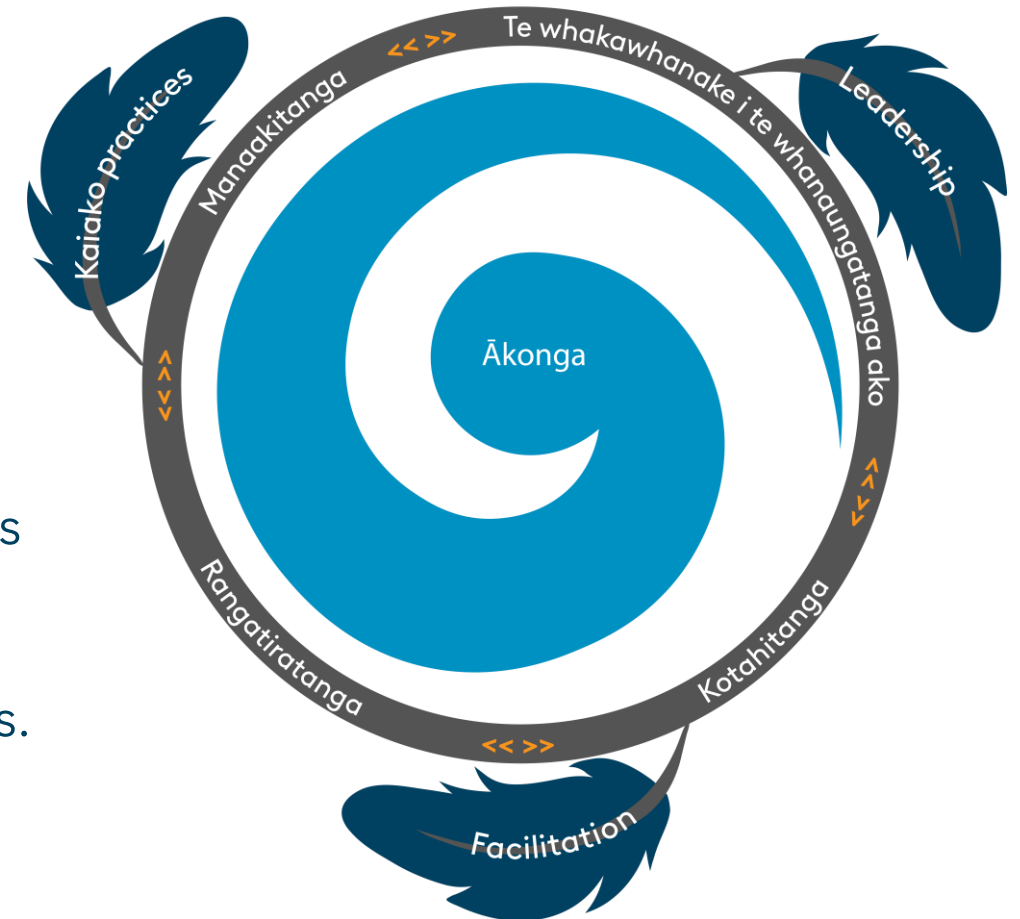
Theory of Improvement

Ākonga-centred

Underpinned by uara | values:

- **Te whakawhanake i te whanaungatanga ako** – Developing learning-focused relationships
- **Manaakitanga** – Ongoing care and support, fostering an inclusive environment.
- **Kotahitanga** – Supporting schools' internal teams to work collectively towards achievement goals.
- **Rangatiratanga** – Strength-based support, honouring self-determined, indigenous practices.

Focused on improving practice



Te Manu Ka Rere

Implementation Process

1. Initial hui/ meeting (online)	7. <i>Supporting Success</i> (online, session 2/3)
2. <i>Setting Up For Success</i> (online, group)	First Literacy and Numeracy - CAA (1) 19 May 2025 - 30 May 2025
3. <i>Supporting Success</i> (online, session 1/3)	8. <i>Continuing Success</i> (2/2 in-person visit)
4. <i>Actioning Goals For Success</i> (1/2 in-person visit)	9. <i>Supporting Success</i> (online, session 3/3)
5. Nationally available webinars	Second Literacy and Numeracy CAA (2) 1 September 2025 - 12 September 2025
6. <i>Drop-in coaching sessions</i> (online, group)	10. Facilitated responsive webinars
	11. Final review session (online)

Te Manu Ka Rere



Initial Hui

What: A session to introduce the initiative, clarify expectations, and establish the lead team and next steps.

How: Held online for 45 minutes with the school's lead team.

Including: Te Manu Ka Rere Self-Review Tool, and Te Manu Ka Rere Action Plan template



Te Manu Ka Rere

Self-Review Tool

	KAIAKO READINESS			
	Building awareness	Planning for change	Implementing change	Embedding and sustaining
Every kaiako is a kaiako of literacy and numeracy.	Kaiako are aware of the changes and understand their responsibility to teach literacy and numeracy to cater for the diverse needs of all ākonga.	Kaiako are planning for the changes and are contributing to a whole school readiness plan and are supported to adapt their practice to cater for the diverse needs of all ākonga.	Kura are prepared for the changes and work collaboratively to strengthen their literacy and numeracy practice to cater for the diverse needs of all ākonga.	Kaiako are supported by a whole school literacy and numeracy approach and actively support the diverse needs of all ākonga.
Kaiako use data to plan and differentiate for literacy and numeracy needs.	Kaiako know how to collect and use data to identify ākonga literacy and numeracy levels and needs.	Kaiako collect and use data to adapt their literacy and numeracy teaching practice.	Kura collect, use and share data to inform and differentiate their literacy and numeracy teaching practice across learning areas.	Kaiako are supported by a whole school approach to collect, use and share data to inform and differentiate their literacy and numeracy teaching practice.
Teaching pedagogy supports literacy and numeracy-rich learning opportunities.	Kaiako are aware of culturally responsive, sustaining and inclusive pedagogical approaches for teaching literacy and numeracy.	Kaiako are beginning to adapt their planning to support culturally responsive and sustaining and inclusive pedagogical approaches for teaching literacy and numeracy.	Kura use culturally responsive and sustaining and inclusive pedagogical approaches for teaching literacy and numeracy and are working collaboratively to plan across learning areas.	Kaiako are supported by a whole school approach to using culturally responsive and sustaining and inclusive pedagogical approaches that support the explicit teaching of literacy and numeracy.
Kaiako consistently use readiness indicators to provide feedback to support ākonga progress.	Kaiako understand that the level of the standards are aligned to upper level 4 and lower level 5 of the English and Maths learning area of the New Zealand Curriculum and are becoming familiar with readiness indicators.	Kaiako use readiness indicators and are beginning to use literacy and numeracy feedback to support ākonga progress.	Kura use a range of readiness indicators and provide literacy and numeracy feedback to support ākonga progress across learning areas.	Kaiako are supported by a whole school approach to using readiness indicators and providing literacy feedback to support ākonga progress.

ĀKONGA READINESS <i>Kaiako and leadership action</i>				
	Building awareness	Planning for change	Implementing change	Embedding and sustaining
Ākonga understand that literacy and numeracy are a part of every learning experience.	Kura have informed ākonga of the changes and support ākonga to understand that literacy and numeracy is a part of every NCEA subject.	Kaiako communicate the changes to ākonga and make links to literacy and in their lessons.	Kura are adapting the curriculum in all learning areas for all ākonga to access literacy and numeracy teaching and learning.	Kaiako are led by a whole school literacy and numeracy approach that supports all ākonga.
Ākonga understand what readiness means and what their next steps are to get there.	Kura have informed ākonga of the standards and how they are assessed.	Kaiako share readiness indicators with ākonga and ākonga are supported to identify what readiness looks like.	Kura support all kaiako to understand and use readiness indicators so that ākonga can identify where they are at.	Kura have a whole school approach to using readiness indicators and priority ākonga have individualised support.

WHĀNAU, IWI AND COMMUNITY READINESS <i>Kaiako and leadership action</i>				
	Building awareness	Planning for change	Implementing change	Embedding and sustaining
Whānau, iwi and community understand the changes and work in partnership to support ākonga progress and achievement.	Kura have communicated the changes to whānau and are planning for whānau engagement. As a result, whānau feel invited to connect with schools.	Kura have communicated the changes to whānau and have begun a process to work in partnership with whānau to support ākonga progress and achievement.	Kura have communicated the changes to whānau and work in a culturally sustaining partnership with the community to support ākonga progress and achievement.	Kura have communicated the changes to whānau and work in culturally sustaining partnership that informs whole school approaches to support ākonga progress and achievement.
Whānau, iwi and community are informed of ākonga progress and understand what readiness means.	Kura provide whānau with information about ākonga literacy and numeracy progress and are beginning to invite whānau input.	Kura provide whānau with information about ākonga literacy and numeracy progress and seek whānau support to build understanding of ākonga readiness.	Kura provide whānau with information about ākonga literacy and numeracy progress and whānau are supported to support ākonga readiness.	Kura provide whānau with information about ākonga literacy and numeracy progress and schools and whānau are active partners supporting ākonga readiness.

Te Manu Ka Rere

Action Plan template

TE MANU KA RERE: NCEA targeted support for secondary schools - Responsive Action Planning



School | Kura: _____

This template is designed to be co-constructed following the completion of the Te Manu Ka Rere self-review and include consideration of relevant ākonga readiness data, and previous NCEA literacy and numeracy co-requisite assessment results.

Consider the following:

1. What did our positioning in the Te Manu Ka Rere self-review illuminate about our readiness (Kaiako, Ākonga, and Whānau, Iwi and Community)?
2. What baseline data do we have to inform our decision-making process?

Focus outcomes (of self-review)	Baseline data (including self-review indicators)	Actions	Responsibility (personnel and timeframe)	Expected outcomes (leaders/ kaiako/ ākonga)
[Delete when using this template. Focus outcomes should result from reflection and evaluation of current practices as a part of the self-review. These could focus on Literacy and/ or Numeracy, leadership practice, kaiako practice and pedagogy, ākonga readiness and progress]		1. 2. 3.		
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- Responsive
- Co-constructed
- Context specific



Te Manu Ka Rere

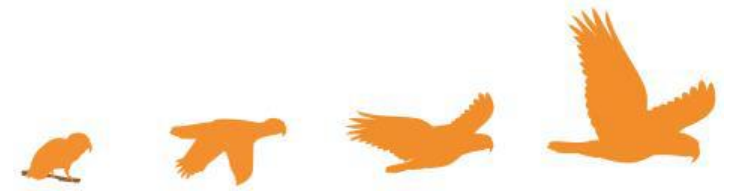


Implementation Process: What was most effective?

- The most effective elements were those that were **relational** and **context-specific**.
- The strongest impact came from **face-to-face facilitation**, including in-school visits, collaborative sessions, and one-to-one planning discussions.
- Schools found considerable value in developing their own ***Te Manu Ka Rere Action Plans***, especially when these were created collaboratively with facilitator support.
- **Targeted professional learning and development (PLD)**, including assessment/data literacy, structured literacy workshops, numeracy interventions, and focused professional learning for key teachers was also seen as effective.



Outcomes

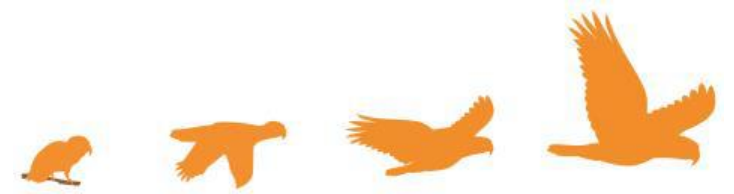


Overall, *Te Manu Ka Rere* has made a substantial and positive contribution to participating schools, in achievement in the NCEA Literacy and Numeracy Common Assessment Activities and overall success in the Co-requisite assessment.

The strongest impact has been on **readiness (student and teacher), teacher practice, and school-wide capability**, with clear evidence of improved coherence, confidence, and shared responsibility for literacy and numeracy across the curriculum.



Outcomes



Improvements in practice and progress of the teachers' and students' readiness

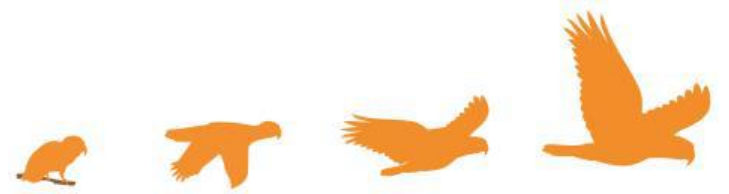
Deliberate and explicit teaching of Literacy and Numeracy skills

'More teachers have intentionally included literacy and numeracy in their programmes - this is evident in planning and classroom observations... Pedagogical approaches researched in some areas such as PE and shared with staff. More explicit teaching in some areas.' (Principal)

'More explicit teaching concerning literacy and the consistent use of language around literacy. Larger focus on best practise and pedagogy with the HITS [High Impact Teaching Strategies] focus.' (Literacy Leader)

'Teachers are more willing to see themselves as teachers of numeracy and literacy. There has been a significant shift in our pilot team and being able to use literacy as a tool to deliver their subject content not an extra.' (Deputy Principal)

Outcomes



Improvements in practice and progress of the teachers' and students' readiness

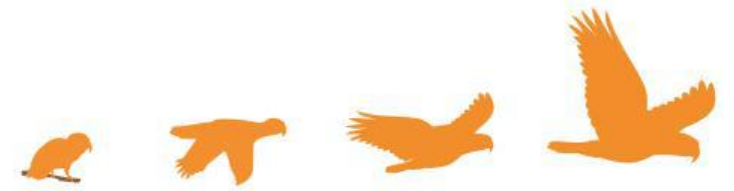
Collaborative and consistent pedagogical approaches

'Literacy—strengthening the variety and scope of techniques used when introducing new vocab. Collaboratively doing this produced a coherent approach across the curriculum that was helpful for ākonga and kaiako.' (Literacy Leader)

'Greater coherence in planning, with teachers embedding literacy foci into unit plans, aligning tasks to NZC strands, and using shared frameworks across year levels.' (Literacy Leader)

'Teacher collaboration and willingness to adapt, seen in the uptake of workshop strategies, shared resources, and co-planning...' (Literacy Leader)

Outcomes



Improvements in practice and progress of the teachers' and students' readiness

Data-informed and targeted instruction

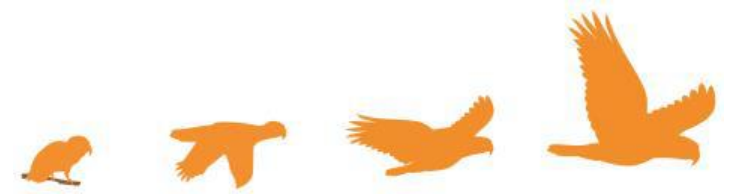
'... the plan and reporting is invaluable, as we are analysing our results and data more thoroughly in order to support our teachers and students.' (Deputy Principal)

'Improved data visibility, particularly around co-requisite achievement in Reading and Writing, which allowed more focused interventions and clearer monitoring of progress.' (Literacy Leader)

'More data-driven instruction, with teachers reviewing reading/writing results and adjusting teaching for targeted groups – especially Y12-13 students who had not yet achieved Literacy.' (Literacy Leader)

'Staff are more aware of literacy and numeracy data and how it can be used to inform their teaching.' (Principal)

Outcomes



Improvements in practice and progress of the teachers' and students' readiness

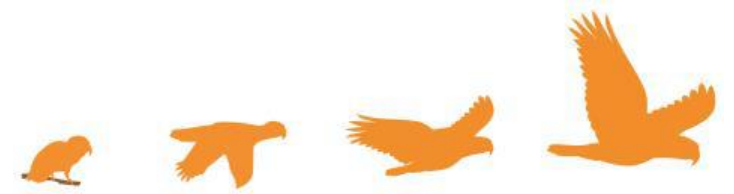
Increased professional learning engagement and teacher agency

'Targeted PLD, including workshops with [Facilitator's name], which strengthened staff capability in explicit literacy instruction and the use of AI tools to reduce workload and improve resource design.' (Literacy Leader)

'Increased teacher engagement in literacy-focused PLD, demonstrated by strong participation in workshops and positive feedback from staff.' (Literacy Leader)

'We had continued participation of key staff across faculties. We independently ran PLD for smaller groups and for all staff to help develop their own literacy and numeracy teaching practices as well as how they support ākonga.' (Literacy Leader)

Outcomes



Improvements in practice and progress of the teachers' and students' readiness

Increased student-centred and formative practices

'Increased use of formative assessment, such as 'Do Now' starter activities aligned to co-requisites, structured feedback, and clearer checkpoints for student progress.' (Literacy Leader)

'[There is] more consistent use of literacy strategies across English and several other departments, shown through shared planning, improved Do Now routines, sentence rewrites, and more structured formative feedback.' (Literacy Leader)

Outcomes

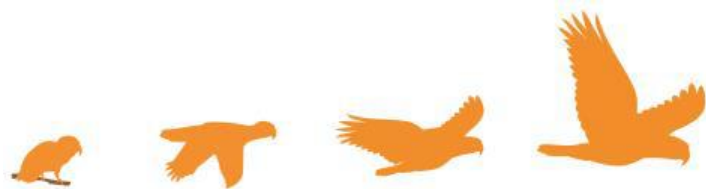
Improvements in
practice and progress
of the teachers' and
students' readiness

Te Manu Ka Rere Self-
Review tool data

Table 7: Positioning of schools using the *Te Manu Ka Rere Self-Review* tool.

Positioning of schools using the <i>Te Manu Ka Rere Self-Review</i> tool. Percentage of schools' whose average rating positioned them in:				
	Building awareness	Planning for change	Implementing change	Embedding and sustaining
Kaiako readiness Time 1	44%	39%	16%	0%
Kaiako readiness Time 2	5%	27%	53%	15%
Ākonga readiness Time 1	54%	32%	12%	2%
Ākonga readiness Time 2	4%	26%	52%	18%
Whānau, iwi, and community Time 1	66%	27%	5%	2%
Whānau, iwi, and community Time 2	11%	35%	43%	11%
Overall average Time 1	55%	33%	11%	1%
Overall average Time 2	6%	29%	50%	11%

Outcomes



Unit Standard	Stretch Goal (percentage increase)	National overall	<i>Te Manu Ka Rere</i> schools
Reading (US32403)	+20%	+2.2%	+14.1%
Writing (US32405)	+18%	+1.9%	+9.3%
Numeracy (US32406)	+15%	+8%	+17.5



Outcomes

Te Manu Ka Rere - May 2024 and 2025 CAA results comparison

Reading (US32403)

The average shift across all 139 schools for Reading was 18%, the median 17%, with 120 of the 139 schools showing a positive improvement. More than half of the schools (80) had percentage increases between 11% and 30%.

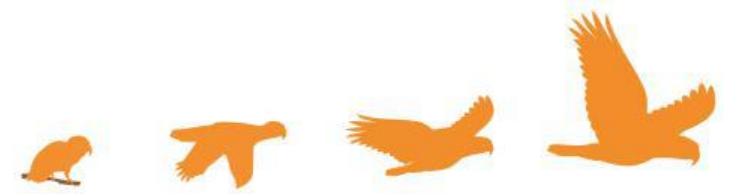
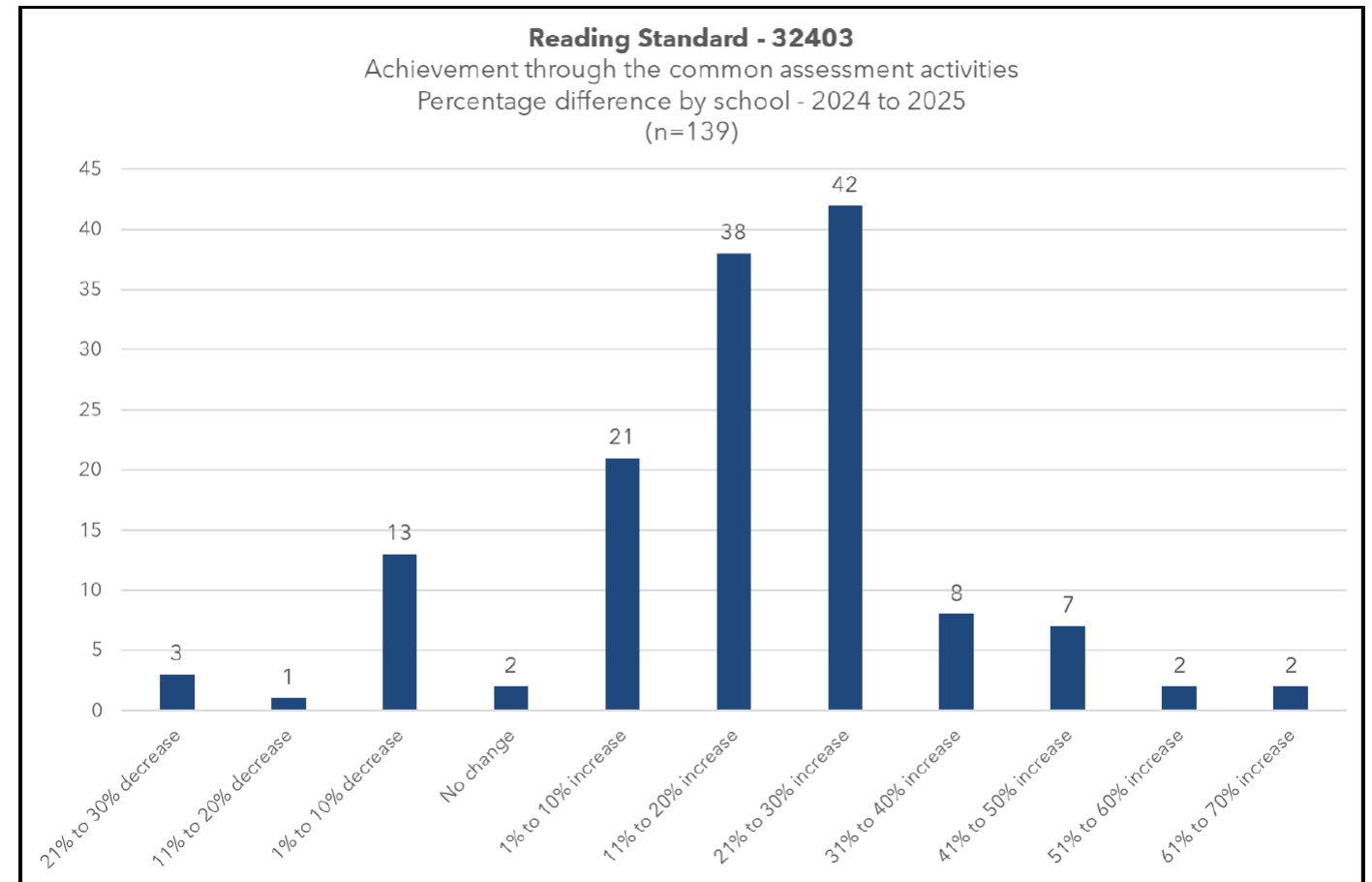


Chart 2: Percentage difference by school for reading



Outcomes

Te Manu Ka Rere - May 2024 and 2025 CAA results comparison

Writing (US32405)

The average shift across all 139 schools for Writing was 13%, the median 13%, with 104 of the 139 schools (with two sets of data) showing a positive improvement. More than half of the schools (81) had percentage increases between 1% and 30%.

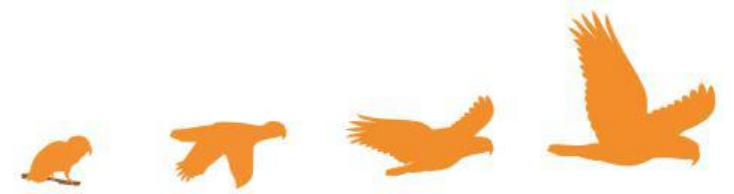
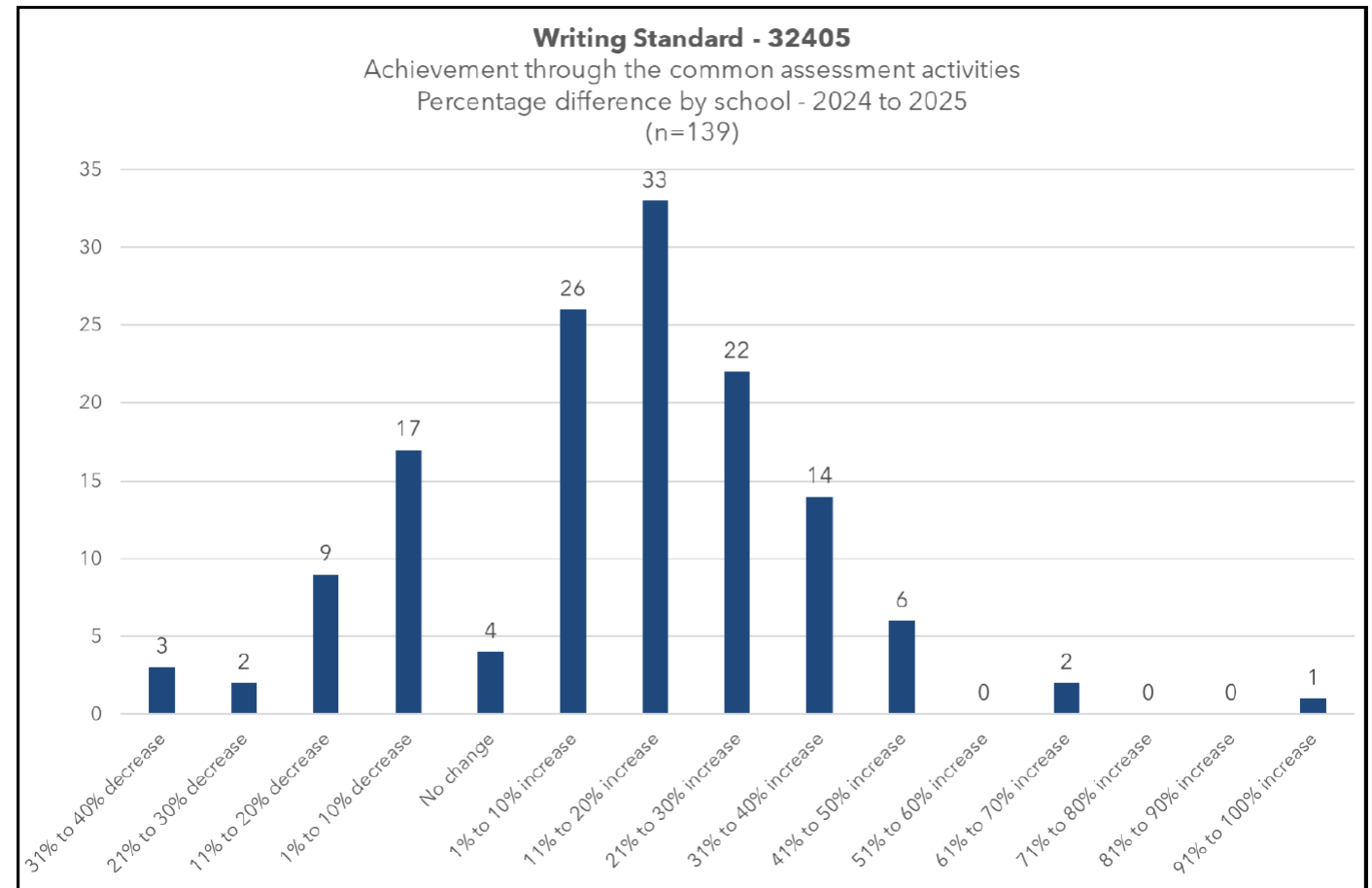


Chart 3: Percentage difference by school for writing.



Outcomes

Te Manu Ka Rere - May 2024 and 2025 CAA results comparison

Numeracy (US32406)

The average shift across all 139 schools for Numeracy was 20%, the median 21%, with 127 of the 139 schools showing a positive improvement. More than half of the schools (89) had percentage increases between 11% and 30%.

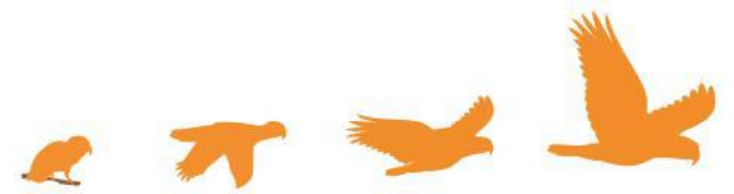
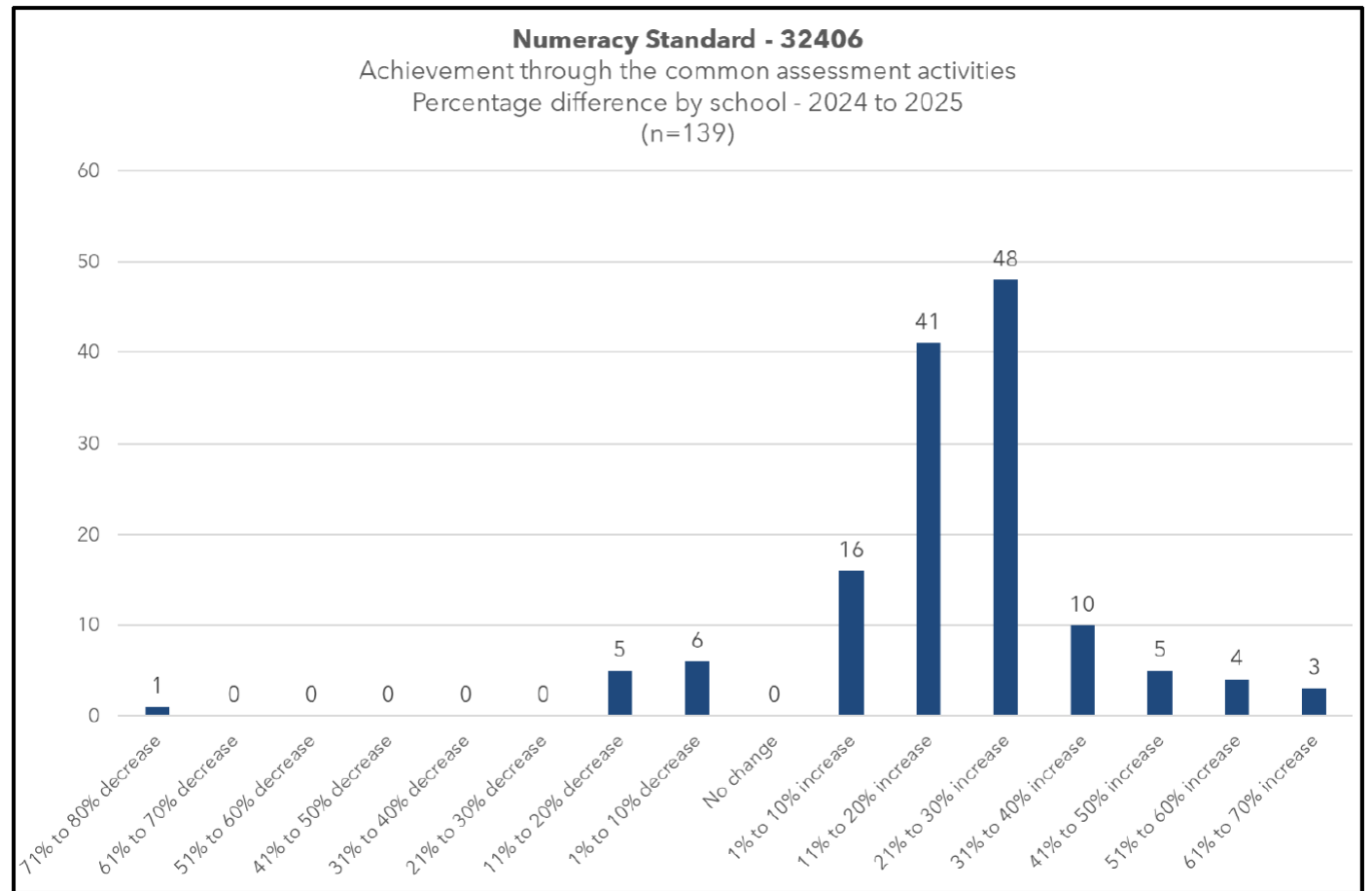


Chart 4: Percentage difference by school for numeracy



Outcomes

Te Manu Ka Rere - May 2024 and 2025 CAA results comparison

Numeracy (US32406)

National data and Te Manu Ka
Rere schools data

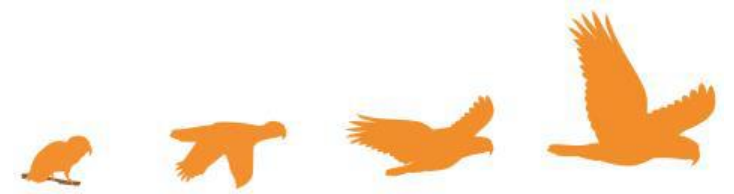
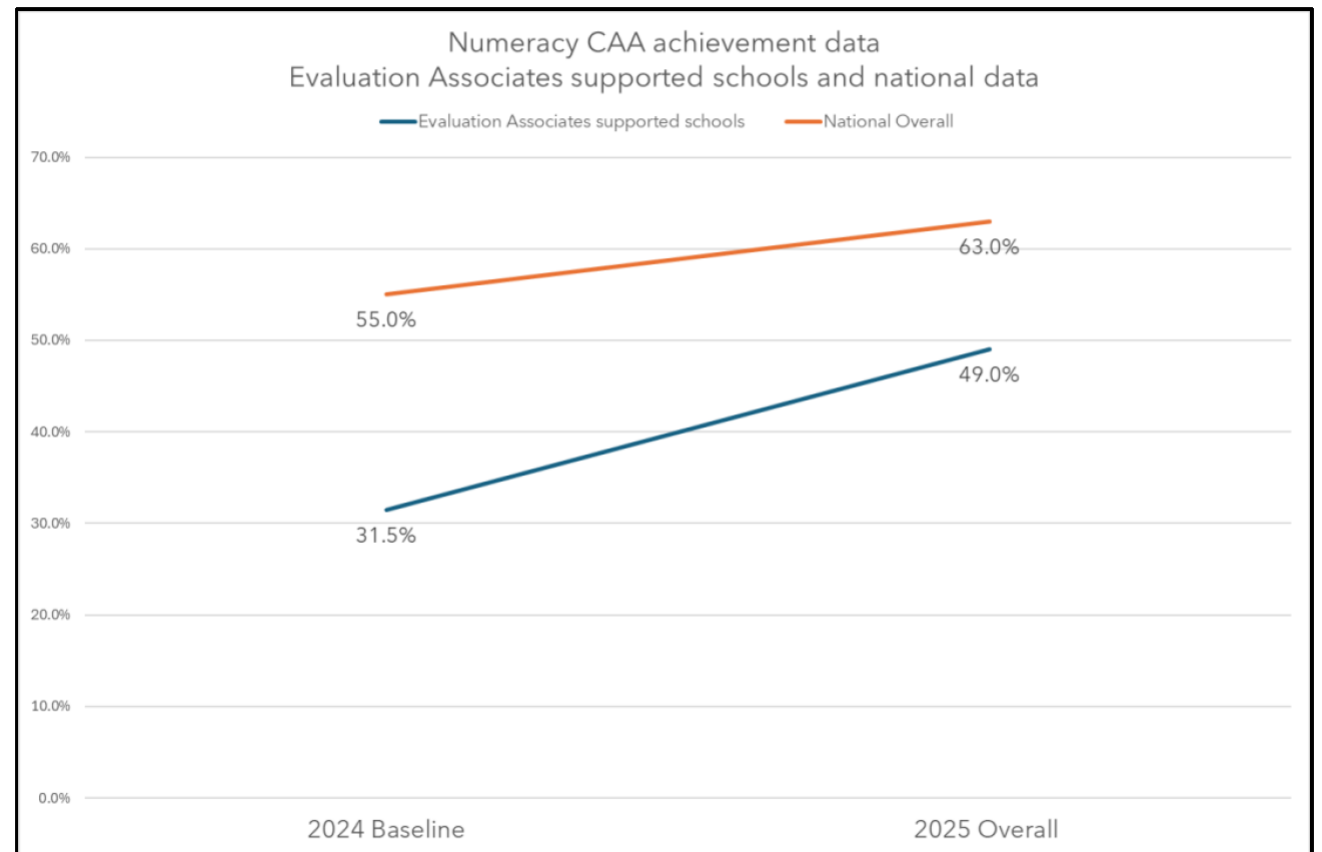
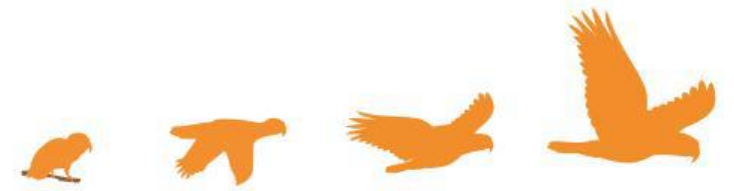


Chart 1: Numeracy CAA achievement data - Evaluation Associates supported schools and national data



Conclusion



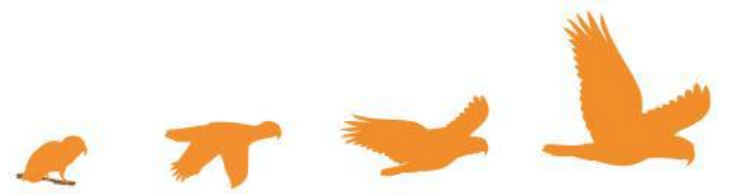
In summary, *Te Manu Ka Rere* built school-wide capability, improved **teaching quality**, and accelerated readiness for the NCEA Literacy and Numeracy co-requisite assessments.

The outcomes demonstrate that **sustained, relational, and context-specific support** is a critical lever for improvement, particularly in high-equity settings.

While further gains are still required to lift achievement further, the foundations for continued improvement and long-term sustainability are now in place.



Recommendations



1. Increasing targeted support
2. Strengthening teacher capability for teaching literacy and numeracy across the curriculum
3. Embedding school-wide approaches, structures, and systems
4. Continued support





Ka whangaia, ka tupu, ka puāwai

That which is nurtured, blossoms, then grows

Q&A





Te Huinga Kākākura
Mātauranga
evaluation associates

Tūhono mai



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