



**Te Tāhuhu o
te Mātauranga**
Ministry of Education

He mea tārai e mātou te mātauranga
kia rangatira ai, kia mana taurite ai ōna huanga.

We shape an education system that delivers
equitable and excellent outcomes.



**Te Kāwanatanga
o Aotearoa**
New Zealand Government



Te Huinga Kākākura
Mātauranga
evaluation associates

TE MANU KA RERE

Leading the engagement

Responsive webinar 2

Ben Laybourn & Deirdre McCracken



Karakia timatanga

Tau mai te mauri o te wānanga,
Ki runga ki ēnei pūkenga,
Kia mātāmua ai, ko te ako kounga, a te tamaiti,
Ko ia ki mua, ko ia ki muri o ēnei kōrero,
Kia puta ai ia, ki te whaiao, ki te ao mārama!
Hui e, tāiki e!

*Bestow the life force of learning,
Upon these repositories,
So that aspiration of quality learning for our children is paramount,
And remains at the forefront of all of our works,
So that they may flourish and thrive,
For all eternity!*



Tikanga mō tēnei hui ā-ipurangi



Webinar protocols

- Please stay on mute
- Please introduce yourself with your name and school in the 'chat'
- Feel free to put questions in the chat as we go
- There is an additional Q&A at the end
- This session is being recorded and will be available online



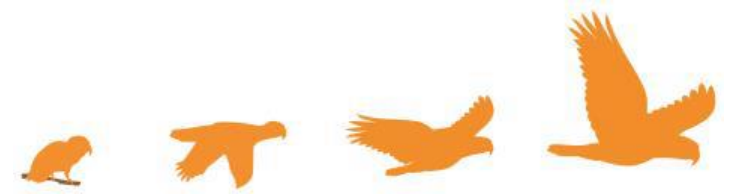


Ma te huruhuru, te manu ka rere

Adorned with feathers, the bird is able to fly



Ngā kaupapa o te wā



Kaupapa matua

The purpose of the 'leading engagement with NCEA co-requisites' webinar is to support leaders and kaiako to:

- Continue to strengthen their leadership capability to successfully lead kaiako engagement in the acceleration of literacy and numeracy learning across the curriculum and sustain the gains moving forward
- Focus on research-informed best practice to guide leader and kaiako learning
- Plan strategically to enable this



What's the key shift in practice
we're trying to lead?



Whakataukī

Mā whero mā pango ka oti ai te mahi

With black and red the work will be done



Key Shifts from NCEA L1 Literacy & Numeracy Standards to the CAAs

Summary Table of Key Shifts

Aspect	Old NCEA L1	New CAA (Co-requisite)
Assessment type	Curriculum-embedded	Stand-alone, foundational skills
Marking	Internal, teacher-assessed	Marked using a consistent national process
Content focus	Varied, subject-linked	General, everyday and academic
Outcomes	Graded (N/A/M/E)	Outcome recorded as Achieved or Not Achieved Yet
Opportunities	An accumulation of multiple assessments both internally and externally	Multiple opportunities May and Sept each year
Purpose	Contributes to credit towards NCEA	Assesses foundational skills

NCEA May 2025 CAA Results – Key Comparisons with May 2024

Numeracy:

57 % of students achieved the standard, up from **45 %** in May 2024.

68 % of Year 10 students passed (with over 95 % first-time participation).

34 % pass rate in lower-decile schools, compared to 19.8 % in May 2024.

Reading:

61 % achieved, rising from **58 %** in May 2024.

72 % of Year 10 students passed (over 95 % first-time participation).

41 % pass rate in lower-decile schools, up from 34 % in May 2024.

Writing:

55 % achieved across all year levels, **stable** compared to May 2024.

66 % of Year 10 students passed, with 95 % first-time participation.

35 % of students in lower-decile schools passed (compared to 34 % in May 2024).

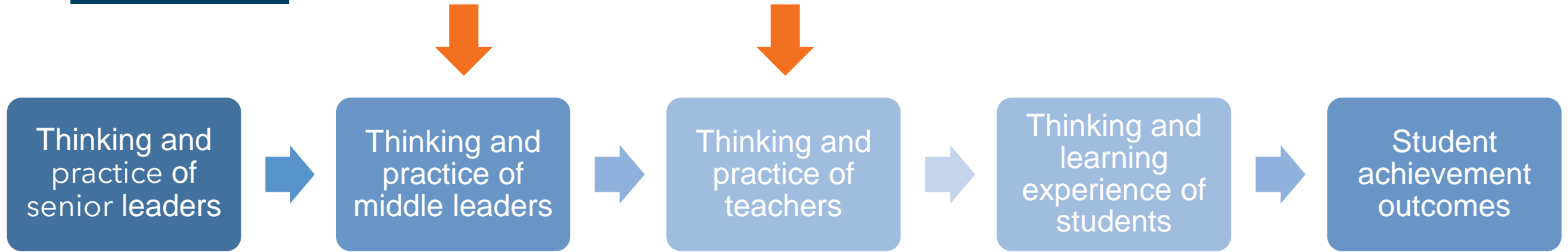


What are your challenges in leading engagement with NCEA co-reqs?

Please take a moment to write your challenges in the *chat*.



You are leading improvement!



Improvement of:

- leadership effectiveness
- use of assessment data to inform practice
- literacy and numeracy instruction
- teaching capability and pedagogical practice
- curriculum understanding and design thinking
- problem-solving capability in educational contexts
- ability to engage in meaningful dialogue - important kōrero about student learning
- cultural capability



Why focus on effective leadership?

Because it accelerates learning by

- creating conditions where evidence-driven, flexible teaching meets diverse learner needs.
- ensures targeted supports and continuous progress **monitoring** align with curriculum expectations, enabling students to catch up and thrive, regardless of their starting point, through intentional strategies, informed decisions, and a **shared commitment to equity and success.**



The link to accelerated learning?

Taken from a report prepared for the Ministry of Education

“The concept of accelerated learning in relation to children’s oral language, reading, writing, and mathematics refers to advancing the learning of children who [need to build prior knowledge] related to content at their current year level. Accelerated learning is achieved through **specific teaching strategies, learning conditions, or scaffolded supports** that enable learners to acquire skills more rapidly than they would under ‘usual teaching conditions’.... [It] **relies heavily on continuous monitoring of student progress against benchmarks and progress indicators, ensuring that the learning process remains aligned with year-level expectations.**”

(Gillon et al., 2024, Accelerating Learning in Oral Language, Reading, Writing and Mathematics, p. 13)



You are *leading* the strengthening of **effective teaching and learning practices** that *accelerate* literacy and numeracy *learning* of a specific cohort of students.



Supporting kaiako readiness

What to teach Curriculum knowledge	How to teach it Pedagogical practices
<ul style="list-style-type: none">• know the desired literacy and numeracy learning outcomes• unpack what literacy and numeracy look like in each learning area- disciplinary literacy - criteria for success• understand different text types required for literacy & which your subject might contain• understand the literacy and numeracy progression• develop literacy and numeracy strategies	<ul style="list-style-type: none">- use 'assessment for learning' effectively- notice, recognise and respond to student learning needs- become assessment literate & use data with your learners- engage in explicit teaching: LIs, SCs, exemplars and modelling, gradual release of responsibility, self & peer assessment, questioning & feedback- incorporate the Science of Learning into your planning



Effective teaching practices

Two useful models that include key considerations:

Assessment for Learning

Combined Teacher and Student Capabilities Matrix

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High Impact Teaching Strategies

Victoria Institute of Teaching, Australia



Adapted from: [0000highimpactteachstrat.pdf](#) & [Using-DETs-HITS-as-a-CRT.pdf](#)

Effective practices to support numeracy

Numeracy - Teaching | NCEA

Effective Practices to Support Numeracy.pdf



Effective practices to support literacy

Literacy - Teaching | NCEA

Effective Practices to Support Literacy.pdf



What assumptions might be blocking
engagement in your school?



Whakataukī

Ko te kai a te rangatira he kōrero

The food of chiefs is dialogue

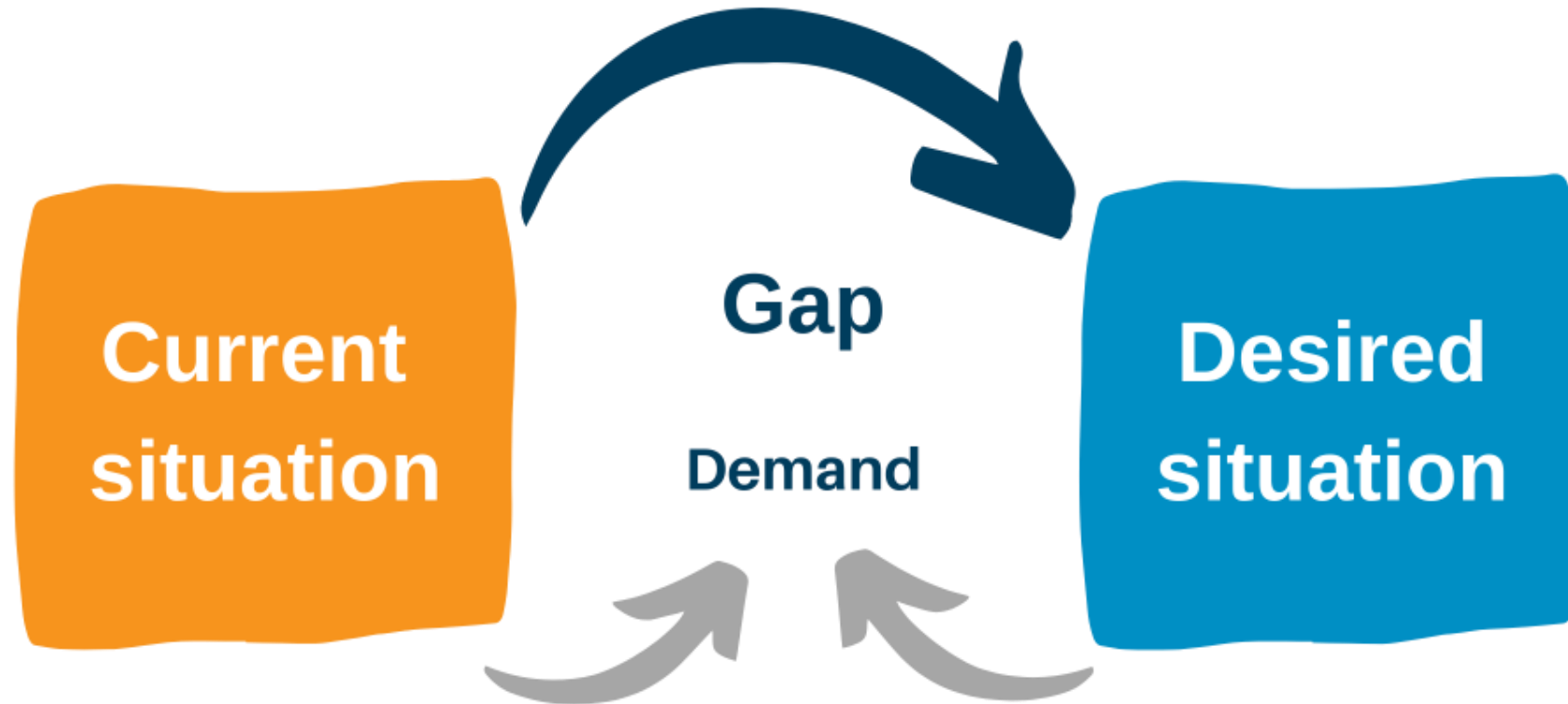


What appears to be the reason for
kaiako hesitancy or disengagement with the
literacy / numeracy conversation?

Please take a moment to write your thoughts in the *chat*.



The problem

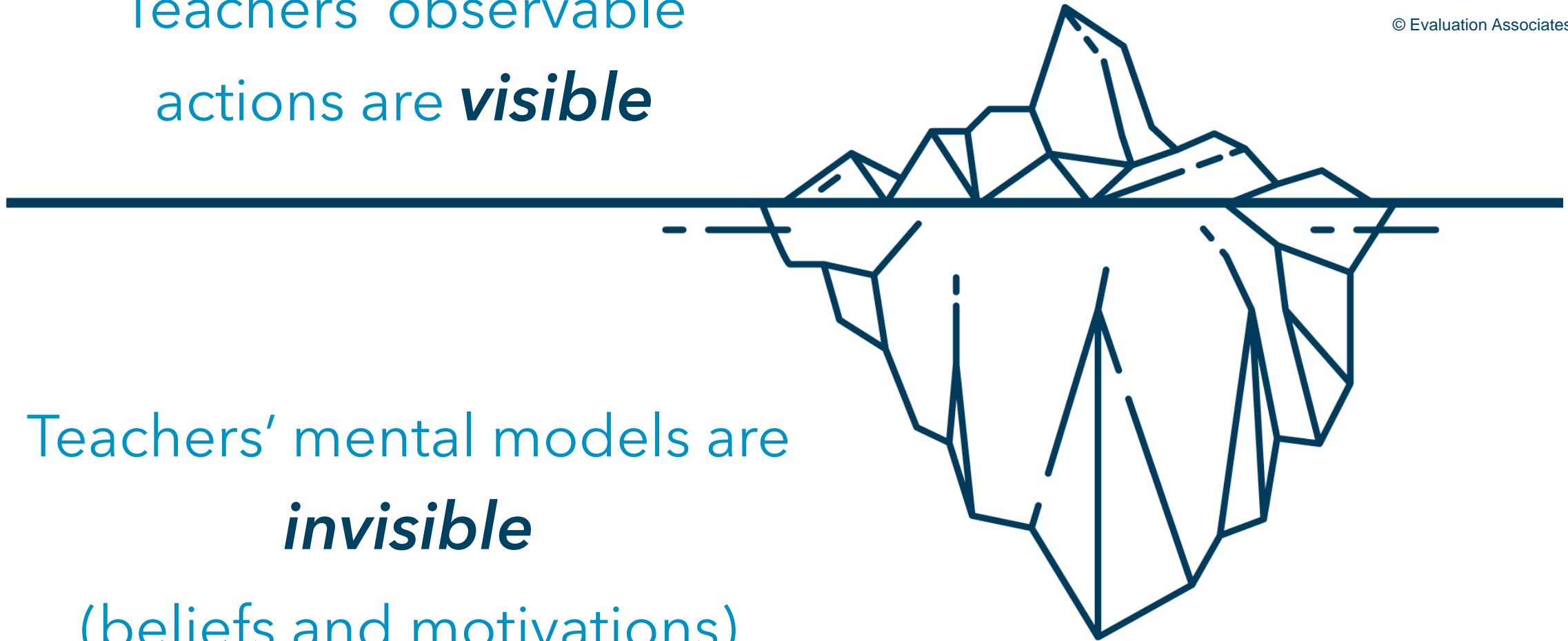


A problem is a gap between the current and the desired situation and the demand to close the gap.

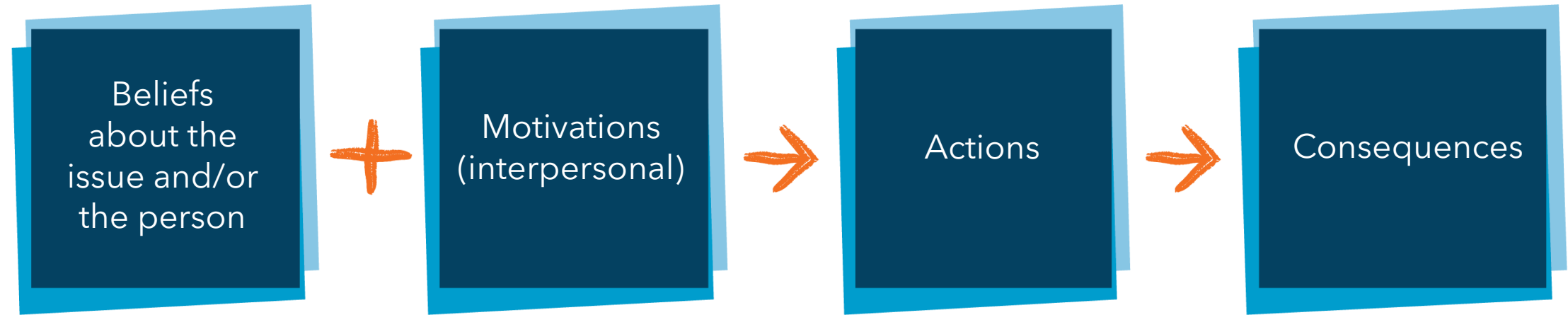


Teachers' observable
actions are ***visible***

Teachers' mental models are
invisible
(beliefs and motivations)



Our theories-of-action: how we design our behaviour



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.



Two types of a theory-of-action



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Espoused
Theory

Theory in use

Talk Theory

The standard I hold.

The theory that describes how I intend to behave or how I report I did behave.

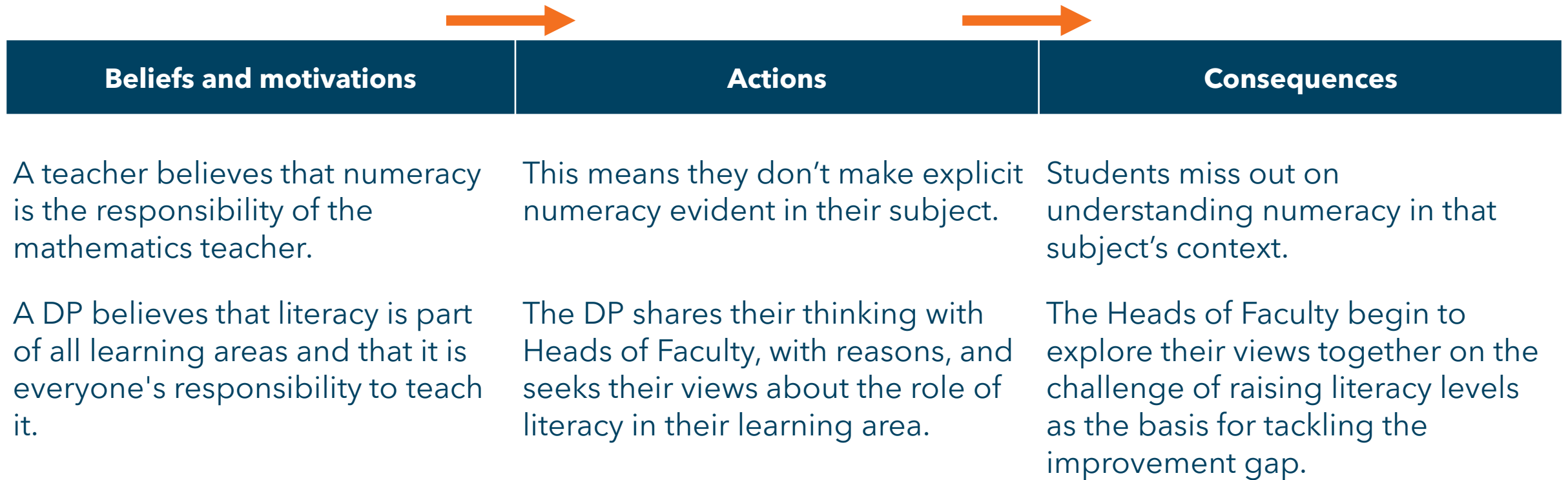
Walk Theory

What I do.

The tacit theory that explains how I actually behaved.

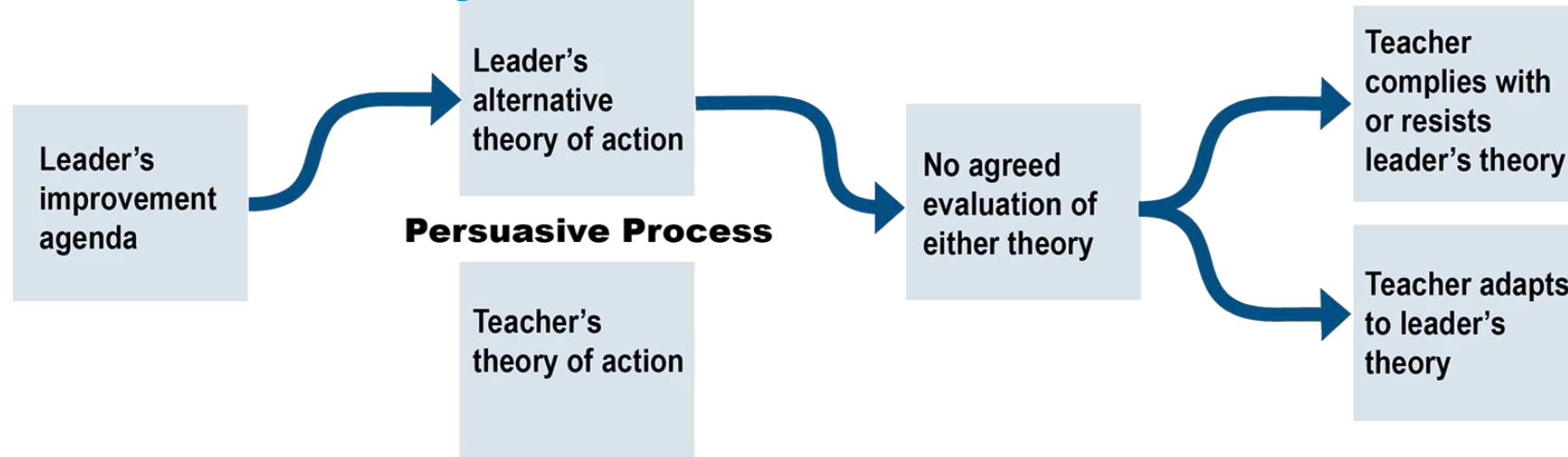


Illustrating theory-of-action logic

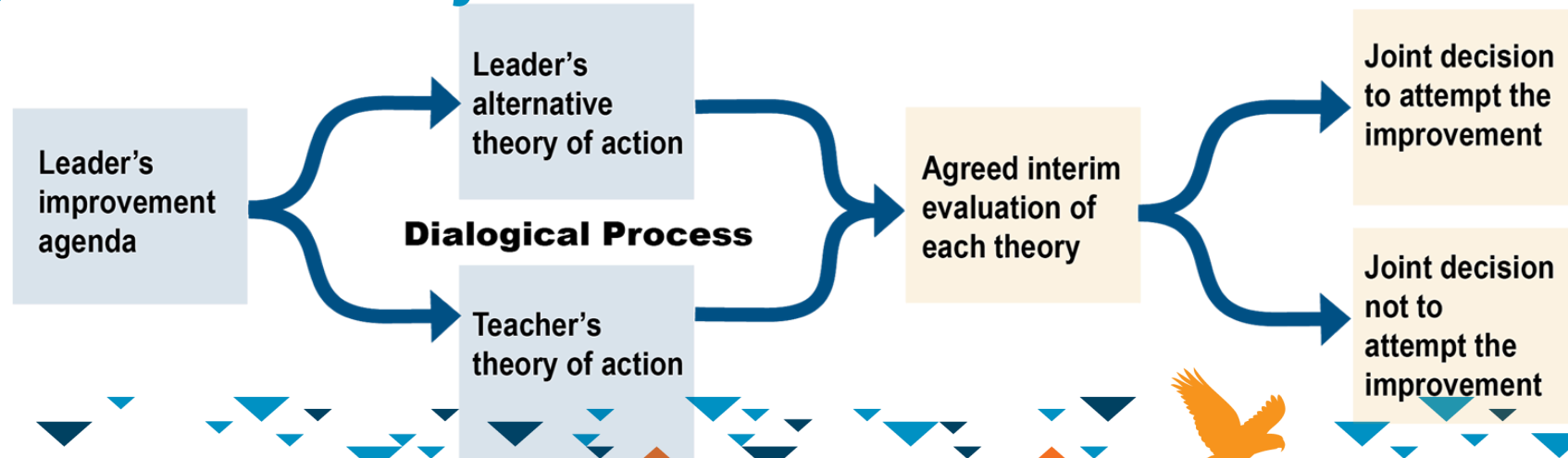


Two approaches to improvement

Bypassing teachers' theory of action



Engaging teachers' theory of action



A belief that I don't think we believe...

That we are 'all teachers of literacy and numeracy'.

I think the belief that we hold is more something like...



'I am a curriculum learning area expert - I am a teacher of chemistry or art, or history and I increase my student's learning ability in, and access to, my subject by engaging them in literacy and numeracy learning strategies. I am not a literacy or numeracy teacher that is not my specialisation.'



A possible activity

🕒 Total time: 20 minutes

Objectives:

- Surface existing beliefs about student engagement in literacy and numeracy across subjects
- Encourage reflection and peer-sharing to challenge or affirm beliefs
- Begin co-constructing strategies aligned with strong pedagogical principles

Part 1: Quick Beliefs Inventory (5 minutes)

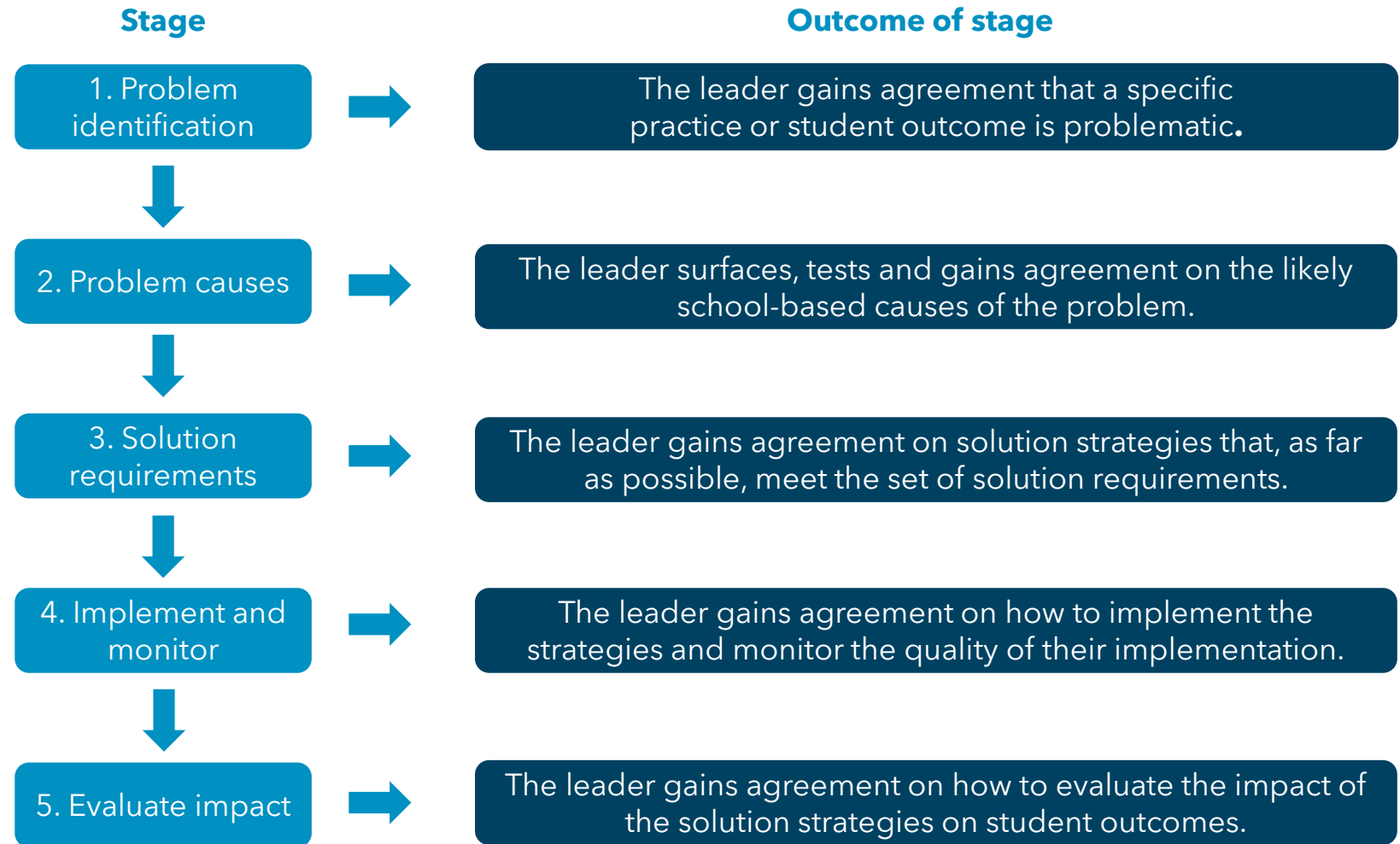
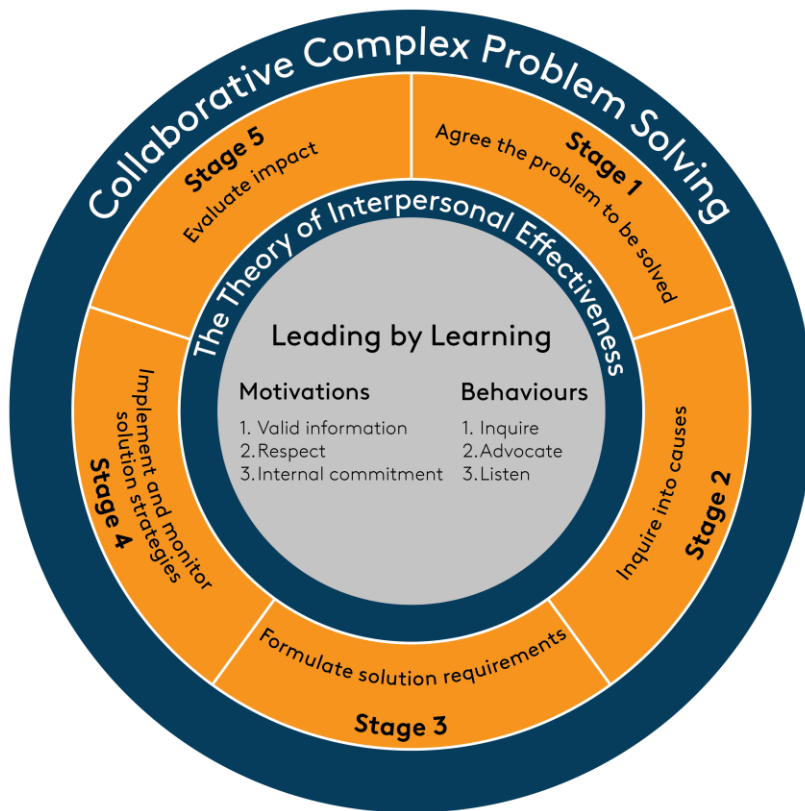
- Hand out each teacher a short, written prompt: "Engaging students in reading, writing, and numeracy across the curriculum is most effective when..." followed by 4–6 sentence completions (e.g., "...it's integrated into authentic tasks," "...it uses explicit instruction," "...students choose the texts," etc.).
- Teachers quietly complete their sentences to surface underlying beliefs (drawing on research that beliefs shape practice – e.g. effects of teacher expectations on instructional choices – EG *Education Counts*).

Part 2: Think-Share-Compare (7 minutes)

Part 3: Reflective Dialogue (5 minutes)

Part 4: Co-construct Action Statements (3 minutes)

A possible approach to solving problems



How do I maintain challenge and connection
in my leadership moves?



Whakataukī

He aroha whakatō, he aroha ka puta mai

If kindness is sown, then kindness you shall receive

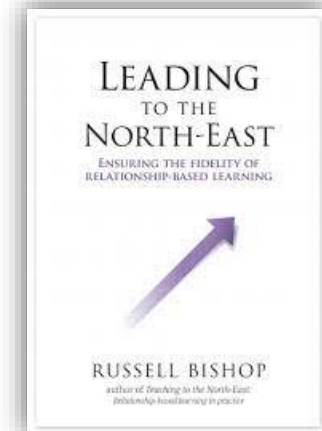
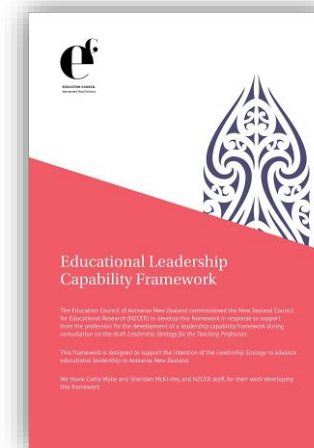
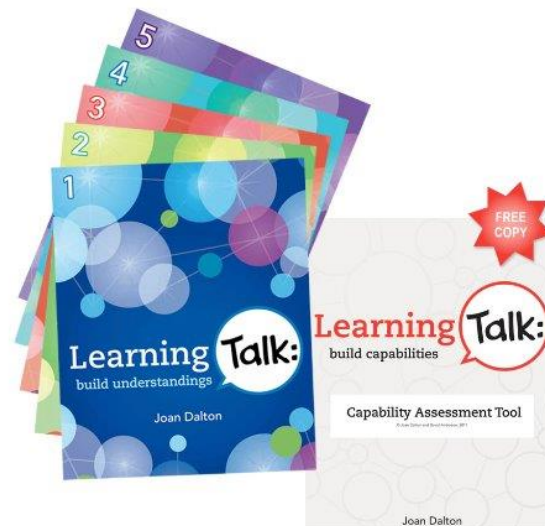
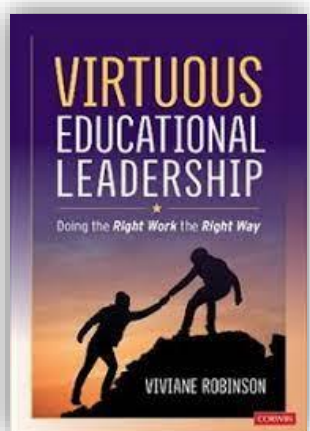
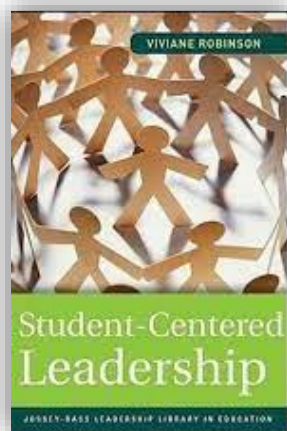
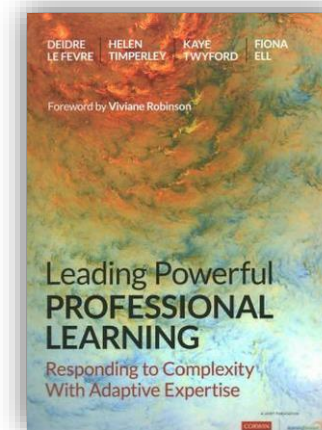
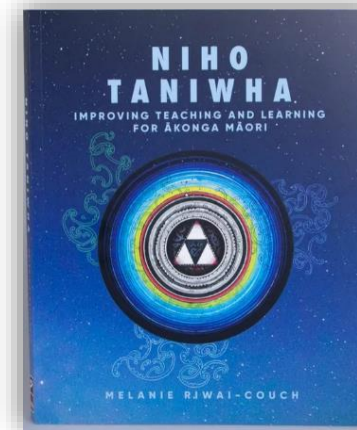
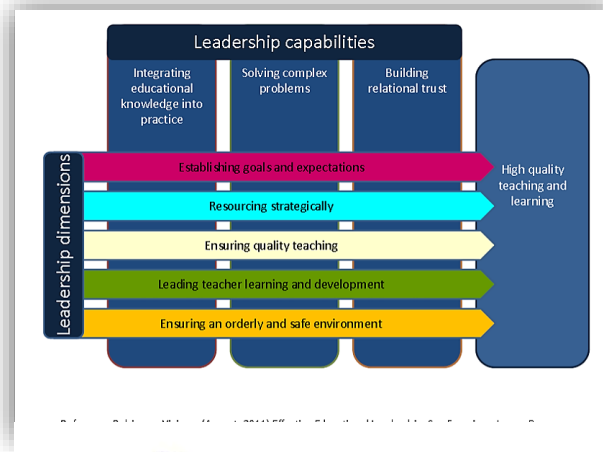
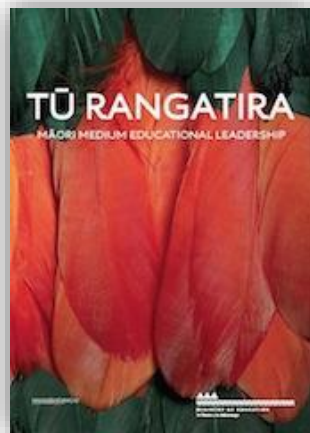
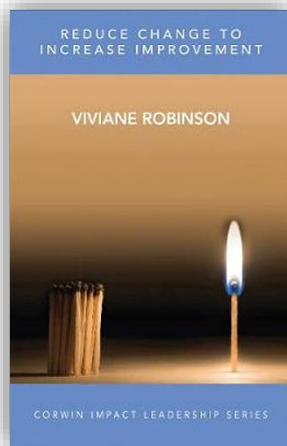


What are the leadership frameworks
you use to guide your leadership
growth and day to day interactions?

Please take a moment to share your 'go-to's in the
chat.



Leadership Capability Research and Frameworks



Pedagogical leadership for the Sept CAAs and beyond

Dimensions	Application to the Sept CAAs and beyond
Establishing Goals and Expectations	<p>What goals do you need to set for ākonga, kaiako and leaders? What is your realistic target? How many students are sitting the CAAs Sept '25 and/or May '26, and how many will be ready based on knowing your learners, understanding the CAA report information, gathering student voice, using PAT or e-asTTle. What might need to be done differently to enable the desired improvement? What is realistic and what is your 'why' for this? What will tell you they are ready?</p> <p>What is your expectation of kaiako classroom practice to support the acceleration of readiness for the ākonga they teach? EG 1x writing, 1x reading and 1x numeracy-rich learning opportunity with a specific strategy per week? What has been discussed and prioritised?</p>
Resourcing Strategically	<p>Do the teachers have access to resources, websites, books, activities, reading, writing and numeracy strategies? How might leaders make access easy for all kaiako across the curriculum? Who might model and share their classroom practices as a resource for others?</p>
Ensuring Quality Teaching	<p>How do you measure and monitor progress against the school's annual goal - the collective and individual responsibility to accelerate literacy and numeracy capability? What framework of effective teaching practice are you using to guide growth? How might you use short cycles of inquiry? How might you use classroom observations to support kaiako to identify strengths and opportunities?</p>
Leading teaching Learning and Development	<p>What opportunities are you creating for kaiako to further develop strategies and position it as important in their practice? How do you engage with their values and beliefs to help them to make the shifts necessary for accelerating learning and readiness? How many hui are focused on building this capability in the coming weeks?</p>
Ensuring an orderly and Safe Environment	<p>How might you strengthen your action plan to ensure this is all done in an orderly, coherent manner and everyone feels supported, safe and trusted as the school engages in this focused and deliberate work?</p>

Relational leadership for kaiako engagement

Key aspects:

Core Belief:

Strong, respectful, and culturally responsive relationships are the foundation for learner success. High expectations must be enacted through these relationships, not imposed on top of them. Leaders create the conditions for relational, agentic teaching and learning to thrive.

Focus on:

1. Caring and learning relationships
2. High expectations
3. Agentic leadership and teaching practices
4. Culturally responsive pedagogy
5. Dialogic practices
6. Pedagogical leadership
7. Systemic support and alignment.



Relational leadership equation

Relational Trust (care + respect + integrity)

+

Agentic Practice (belief in impact)

+

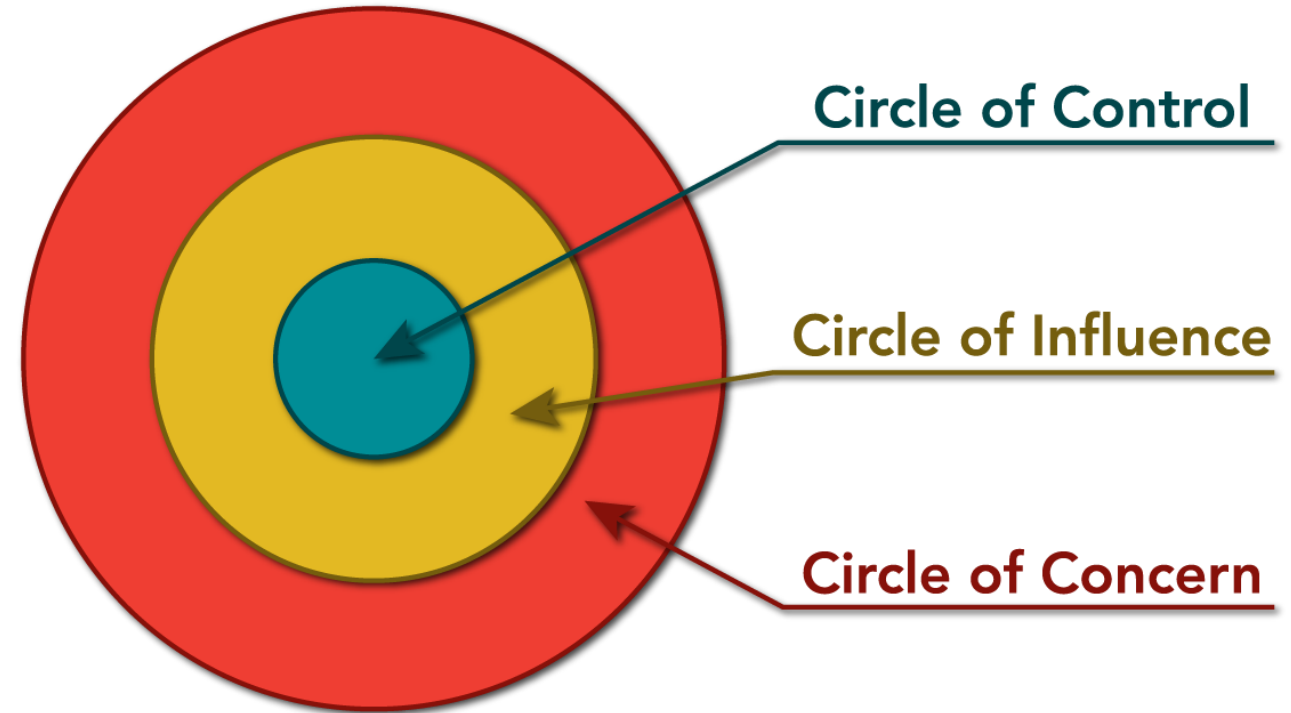
High Expectations (challenge + support)

=

Accelerated Learner Success



Joan Dalton's work with The Australian Council for Educational Leaders
(ACEL) Leadership Capability Framework



Stephen Covey's Circle of Influence



Strengthen your ability to have
meaningful dialogue and **important kōrero**
about student learning



Actions that engender trust

1. Tell your truth
2. Demonstrate respect
3. Show genuine care
4. Maintain your integrity
5. Be transparent
6. Be a learner – rectify mistakes
7. Show loyalty
8. Clarify expectations, goals and agreements
9. Practise accountability
10. Address the unacceptable
11. Keep commitments
12. Extend trust

Adapted from Joan Dalton, 2010, *Learning Talk: build the culture* p. 16 & 17.
Based on the work of Bryk and Schneider (2002), Covey (2006), Dalton & Anderson (2008)



Three learning-focused values to focus on

Seek valid information

Truth seeking by recognising that beliefs, ideas and feeling are based on particular ways of seeing the world and must be subject to rigorous critique based on evidence



Be Respectful of self and others

Acting with a genuine desire to work with others in a way that gives attention to our own and others' critically examined interests



Create Internal Commitment

Creating a mutual sense of accountability for the choices made, evidenced by following through



Learn to **listen** without judgment
to understand your team
before you **speak** to be understood!

This is because leaders who want to become savvier
about change have to practise being nonjudgemental
because it does not come naturally



Learn to **inquire** effectively!

Use an **approachable voice**,
open questions, and **assume positive intent**
with others, to promote and enable
whakaaro and kōrero



Learn to **advocate** your thinking skilfully!

State your ideas, explain your reasoning
using valid information, and
test your thinking by inviting critique that
promote and enable
dialogue about different ideas tabled.



What would a relationally accountable conversation sound like?

Please take a moment to write your thoughts in the *chat*.



A possible activity

Purpose: To increase relational trust and hear different perspectives. Often called 'First Word Last Word' and done with groups of 4 or 5.

1. Read the LNSiS review tool. Highlight 3 items (to minimise double ups) on it that you find interesting.
2. Number of 1-4
3. Teacher 1 reads out one of their items. No added comments. (First word)
4. In a round-robin order each teacher makes one succinct comment about it. No cross talk. Listen.
5. After each person has commented teacher 1 summarise group thinking, and then shares their thinking
6. The pattern repeats until all group members have read their item and had it commented on.
7. Group discussion about what you learned about the content and using this process.



Read and use research informed guides, with criteria for success, to what **effective school leadership of change** looks, sounds and feels like...

This enables:

- **you** to self-assess – to know where you are and where to next,
- **a trusted colleague** to observe you and engage you in a learning-focused kōrero about your progress,
- **your teaching team** to provide feedback as to how they see your leadership against the criteria...



How might you take your team with you?



Whakataukī

He waka eke noa

We are all in this together and we got this!



What are your own experiences of effective change?

Please take a moment to write your positive experiences in the *chat*.



Pātai leaders often ask

1. Where do I start?
2. How do I take everyone in the waka with me and paddling in the same direction ?
3. How do I implement change that is sustainable?

Refer to the agreement...

This is your **strategic plan** and the **annual goal** in place for the acceleration of literacy and numeracy learning and readiness for the NCEA co-req.

It informs kaiako **PGC goals, focused PLD** and an invitation to inquire into and continue to **develop effective accelerative teaching practices.**



Check what has been agreed to
- *every step of the way* -
and that everyone has a
shared understanding of this...

This enables a quick and easy
accountability kōrero

- I noticed...
- We agreed to...
- What might...

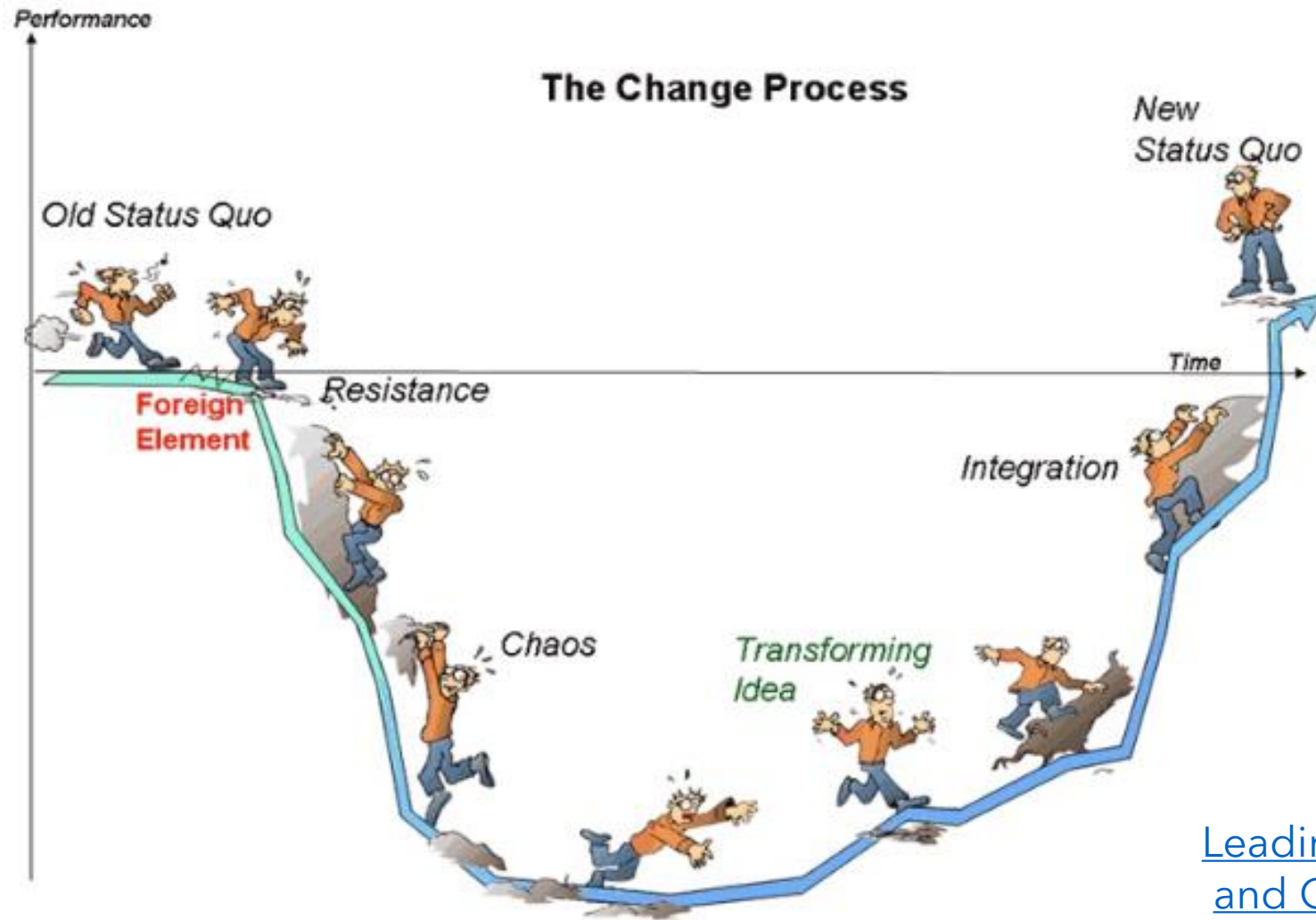


Check with your team members...
**how they would like to be approached
should they move away from the
agreement...**

This enables open, honest kōrero based on
transparency and knowing your teachers...



Understand the change process



[Leading Through Change: Yourself and Others - It's Lonely At The Top](#)

Talk about change

Four suggested dimensions for talking about change:

- Identify priorities
- Hold high expectations of teachers' capacity to change and adapt
- Communicate challenges of change
- Evaluate outcomes

Deidre le Fevre, 2010, Changing TACK University of Auckland



Use a change management model

VISION	ATTAINABLE OBJECTIVES	SKILLS	INCENTIVES	RESOURCES	ACTION PLAN	MONITORING & EVALUATION	😊 EFFECTIVE CHANGE! 😊
X	✓	✓	✓	✓	✓	✓	CONFUSION
✓	X	✓	✓	✓	✓	✓	DISORIENTATION
✓	✓	X	✓	✓	✓	✓	ANXIETY
✓	✓	✓	X	✓	✓	✓	DRIFT
✓	✓	✓	✓	X	✓	✓	FRUSTRATION
✓	✓	✓	✓	✓	X	✓	FALSE STARTS
✓	✓	✓	✓	✓	✓	X	DISCONTINUITY

Adapted from Patrick J Renihan's model...
And the work of D. Fleming (1987). Enterprise Management Ltd.

What story is your data telling, about learner progress and how do teachers hear it?



Whakataukī

He aha te mea nui o te ao?

He tāngata, he tāngata, he tāngata

What is the most important thing in the world?

It is people, it is people, it is people



How are you ensuring that the need to elevate literacy/numeracy isn't abstract, that it's about your learners?

Please take a moment to share some of your deliberate actions in the *chat*.



Use the data to understand their ākonga learning needs

Yes: NZQA (May 2025)	No	Yes: NZQA (May 2025)
Yes: NZQA (May 2024)	Yes: NZQA (Sept 2024)	Yes: NZQA (May 2024)
No	No	No
Yes: NZQA (May 2025)	No	Yes: NZQA (May 2025)
Yes: NZQA (May 2024)	Yes: NZQA (Sept 2024)	Yes: NZQA (May 2024)
Yes: NZQA (May 2024)	Yes: NZQA (May 2024)	Yes: NZQA (May 2024)
Yes: NZQA (May 2025)	Yes: NZQA (May 2025)	Yes: NZQA (May 2025)

(a) In Text A, the writer's main purpose was to show that Kayla was:

- ☐ confident about saving the whales
- ☐ concerned about saving the whales
- ☐ confused about saving the whales
- ☐ comfortable about saving the whales

(b) I remembered what I'd learned from the Project Jonah website when I read the article.

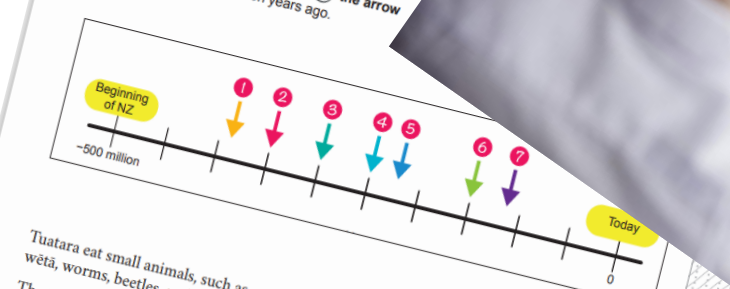
In Text A, which of these articles from the Project Jonah website was most helpful to you?

QUESTION ONE: Tuatara

New Zealand is home to the last surviving dinosaur – the tuatara.

Tuatara first lived about 225 million years ago. The oldest rocks show New Zealand is at least 500 million years old.

(a) On the timeline below, circle ☐ the arrow that shows 225 million years ago.



Tuatara eat small animals, such as wētā, worms, beetles, and spiders.

The tuatara weighs one kilogram.

The wētā weighs 25 grams.

(b) How many times heavier is the tuatara than the wētā?

_____ times heavier



DATA

Classroom discussions with ākonga about their learning

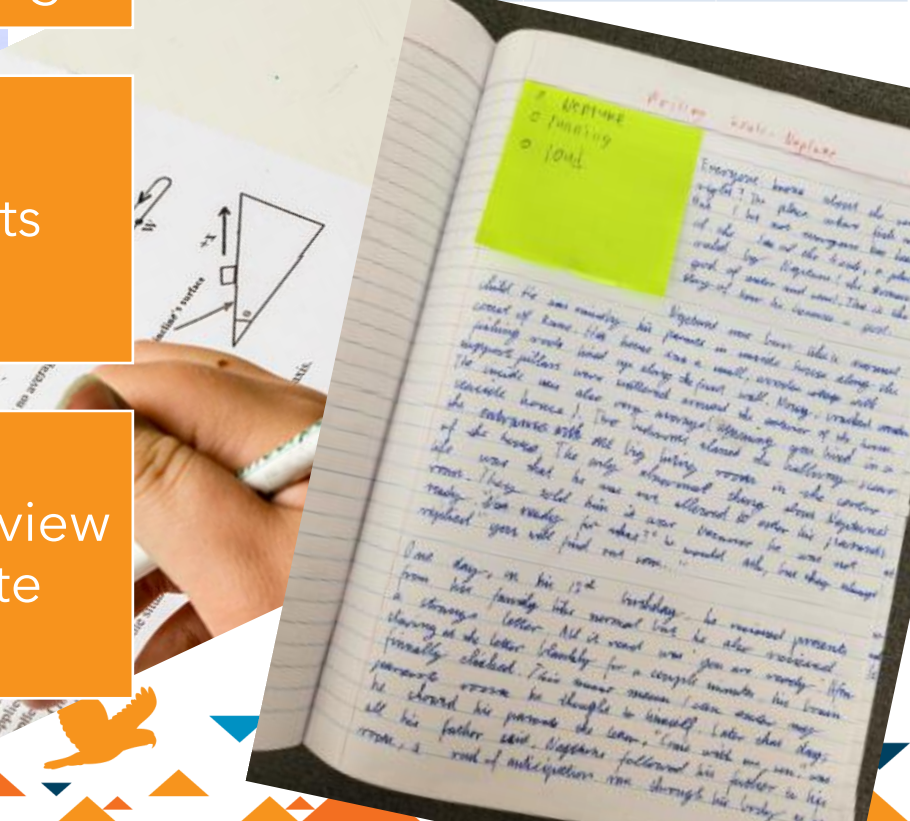
Examples of ākonga work

CAA results

Interviewing / surveying ākonga

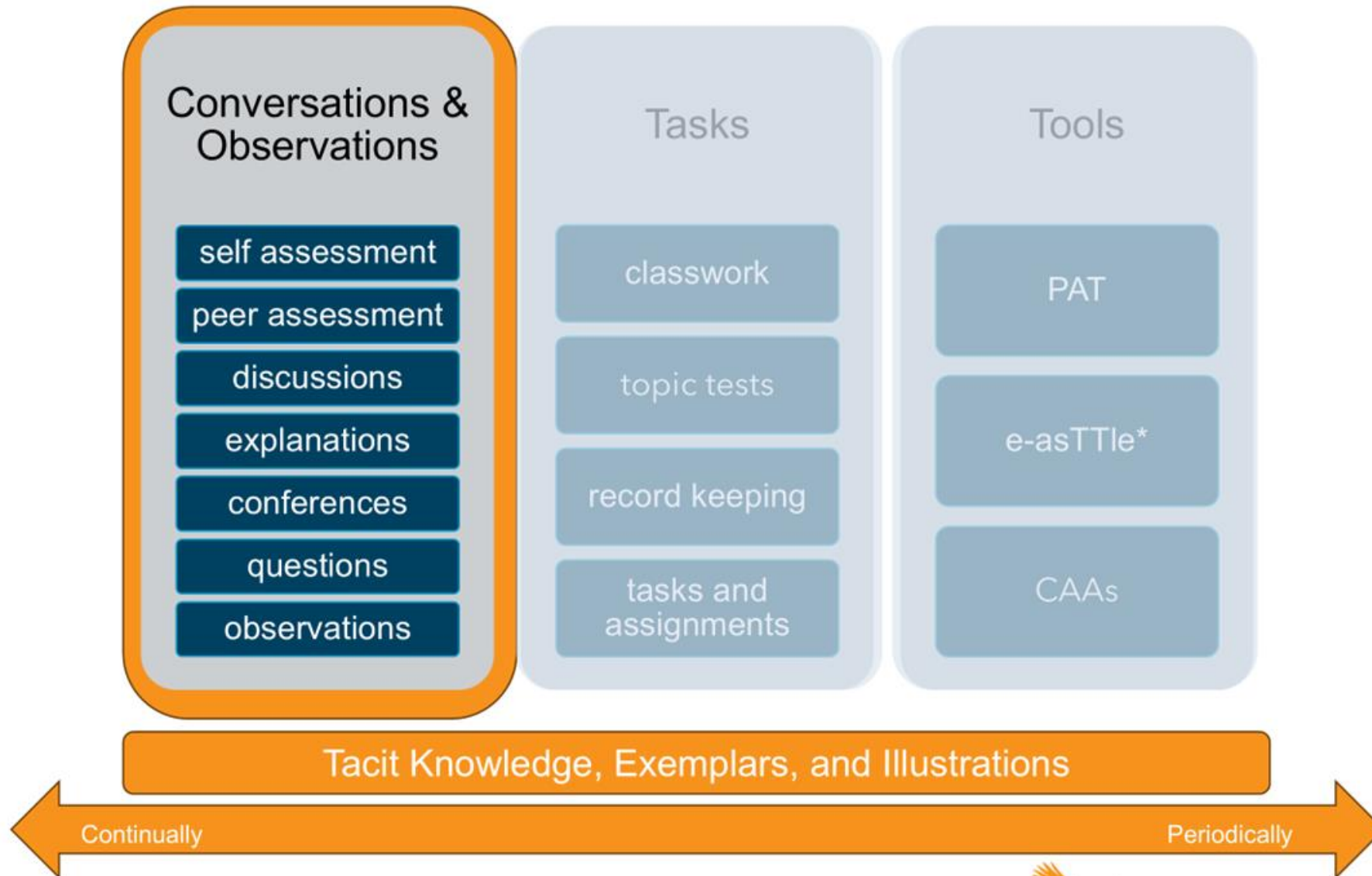
LNSiS self-review tool update

KAIIAKO READINESS				
	Building awareness	Planning for change	Implementing change	Embedding and sustaining
Kaiako is a kaiako of...	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 adapt for literacy 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.
Kaiako are aware of culturally responsive, sustaining and inclusive pedagogical approaches for teaching literacy and numeracy.	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 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 understand that the level of the standards are aligned to upper level 4 and lower level 5 of the English and Mathematics Curriculum Framework.	Kaiako understand that the level of the standards are aligned to upper level 4 and lower level 5 of the English and Mathematics Curriculum Framework.	Kaiako use literacy and numeracy indicators to support ākonga progress across learning areas.	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.



Formative assessment activities

Adapted from:
Assessment Position Paper - MOE 2011 (pp. 53-82).



Use the CAA reports

Unpack to inform next steps

2025 Numeracy CAA							
Student	Year level	No Evidence	Minimal Evidence	Weak Evidence	Sufficient Evidence	NCEA L1 Num	
A	11	✖	✔	✖	✔	YES	
B	11		✖				
C	11		✖	✔			
D	11			✔			
E	11			✔ ✖			✖
F	11		✔ ✖				
G	11	✖		✔			
H	11		✖		✔	YES	
I	11	✔	✖				
J	11		✖	✔			
Key: ✖ 2024 ✔ 2025							

Subject:	Teacher:	Purpose: targeted and tailored support	Date: after the May CAA	Outcome: 'Sufficient evidence' for each in the Sept CAAs
Learner:	Where were they	Where at now	Shift: +ve or -ve	Next step teaching & learning strategy
Reading				
Writing				
Numeracy				

Use the CAA reports

Learner strengths – taken from the May 2025 CAAs

- Broad competence across practical numeracy domains
- Strengths in procedural fluency across measurement, graph interpretation, and context-based problem-solving
- Demonstrate understanding of ideas and information in written texts
- Clear strengths in purpose, audience, and text features



Use the CAA reports

Learner areas for growth - taken from the May 2025 CAAs

- Further practise of deep text engagement and analysis
- Increased use of strategies for navigating unfamiliar texts and words
- Demonstrating understanding of ideas and information
- Development of ideas and improved organisation in their responses
- Continued explicit teaching and development of reading and writing skills



Use individual student CAA reports with ākonga and whānau to co-design ILPs

Enable learners to take some of the responsibility by setting goals along the way!

Home > Students > Learner home > My School Entries and Results > Assessment Feedback

Assessment Feedback

This report tells you what went well and what you can improve on.

We recommend you **download** this report, and **share it with your teacher(s)**, who can work with you on your next steps.

This report only shows how you did in the assessment on the day.

- There will be more chances to take part in this assessment.
- Your Record of Achievement (RoA) will only show when you have 'Achieved' the assessment. It will not show how many times you sat the assessment. It will not show if an assessment was attempted but not achieved.

Some ways to prepare for your next assessment attempt:

Your whānau may have some more ideas to support your learning and assessment preparation. You may want to share your thoughts about what went well and what you can improve on with them.

Literacy (Writing) - 32405, Write texts to communicate ideas and information

[View as a PDF](#)

Writing

Writing aspects	No Evidence	Minimal Evidence	Weak Evidence	Sufficient Evidence	Strong Evidence
Select and use content that is appropriate to purpose and audience.		✓			
Use text structures in ways that are appropriate to purpose, audience, and text type.		✓			
Make language choices that are appropriate to purpose and audience.		✓			
Write text that demonstrates sufficient technical accuracy to communicate meaning, without intrusive errors in spelling, punctuation, or grammar.		✓			

The marking rubric can be viewed [here](#).

Result: Not achieved

<https://secure.nzqa.govt.nz/for-learners/records/view-item-details.do?resultId=7329871867>

1/1

How are you strategically
action planning for Sept CAAs?



Whakataukī

Toitū te kupu, toitū te mana, toitū te
whenua

Let the word be enduring, the mana be
enduring, the land be enduring



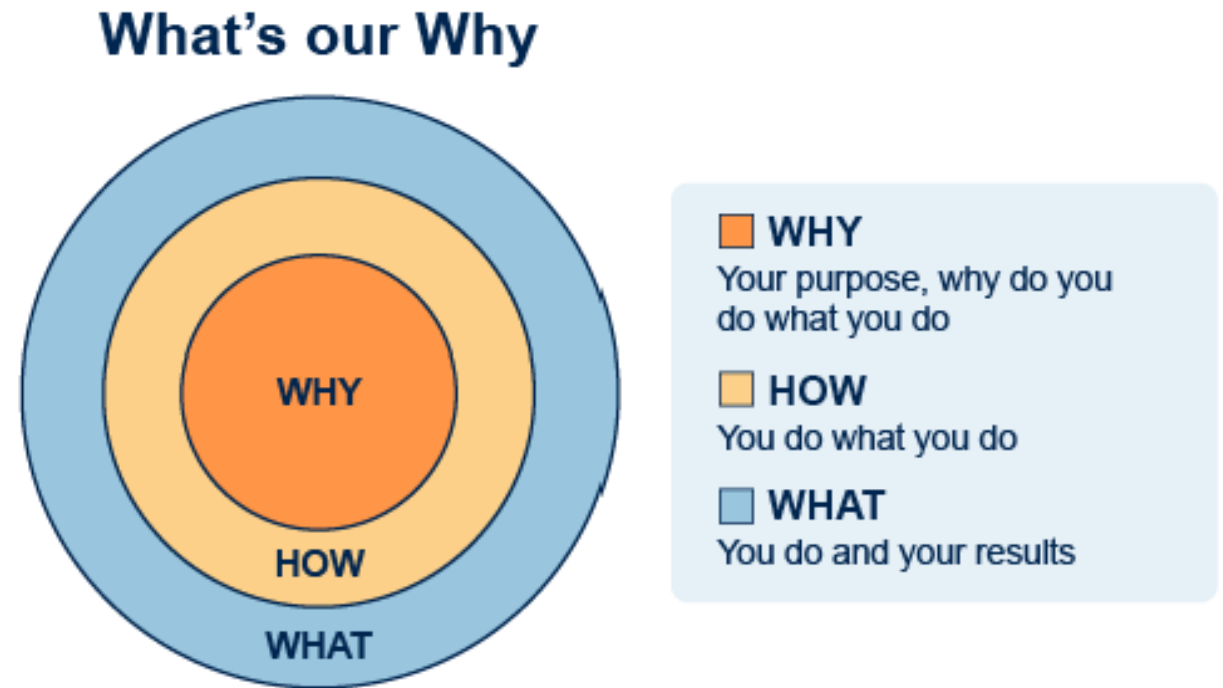
What does action planning look like in your school?

Please take a moment to write the positive aspects of your literacy and numeracy action plan in the *chat*.

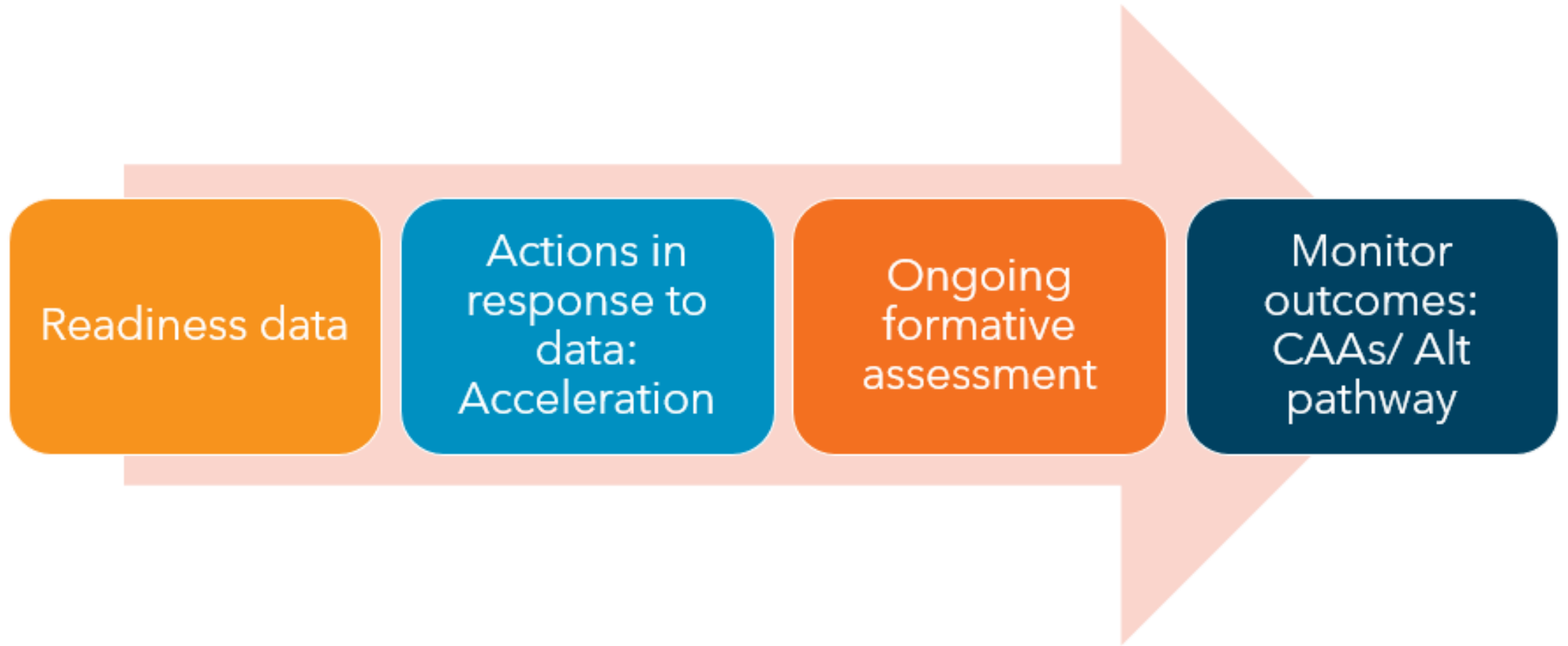


Use your well-informed knowledge to make a careful plan

...and take everyone in the same waka and paddling in the same direction



Use an action plan process



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

School | Kura: _____

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

Consider the following:

1. What were our previous NCEA literacy and numeracy co-requisite assessment results?
2. What other relevant baseline data do we have to inform our decision-making process?
3. What did our positioning in the Te Manu Ka Rere self-review illuminate about our readiness (Kaiako, ākonga, and Whānau, Iwi and Community)?

Focus outcomes	Baseline data	Actions	Responsibility (personnel and timeframe)	Expected outcomes (leaders/ kaiako/ ākonga)
Year 12 & 13		1. 2. 3.		
Year 11		1. 2. 3.		
Year 7-10		1. 2. 3.		



Example of Action Plan for September CAAs

This is very draft and non-specific to any school...The intent of this plan is to share some of my thinking about an implementation and monitoring plan that considers the breadth of any school. This is not a definitive plan that should be used. Feel free to use any ideas from it and customise it to your school. Hope this helps with your planning?

Example		Wk 5	Wk 6	Wk 7	Wk 8	Wk 9	Break	Wk 1	Wk 2	Wk 3	Wk 4	Wk 5	Wk 6	Wk 7	Wk 8	Wk 9
		26/5	2/6	9/6	16/6	23/6		14/7	21/7	28/7	4/8	11/8	18/8	25/8	1/9	8/9
						Reading results 25/6		Writing and numeracy results 14/7							CAA wk 1	CAA wk 2
What/ Who/ How?																
Literacy lead/team			PLD prep for next week's session			Analysis and consideration of results		Analysis and consideration of results			Check in on progress/maybe some observations.		Focused check-in on students' progress.			
Numeracy lead/team			PLD prep for next week's session					Analysis and consideration of results			Check in on progress/maybe some observations.					
Senior leadership			Debrief on May CCA					Discussion on Lit and Num results to inform the action plan								
HoD/HoF meeting			Discussion on the position of Lit and Num focus							Discussion						
Staff meeting				PLD session on lit/num for yr 10 focus for sept								PLD session for staff feedback on strategy				
Department meeting					Sharing of practice								Discussion of further strategies			
Pastoral care/Dean's involvement				Discussion on learning pathways and CAA yr 11 and 12				Students about results and next step				Conversations with students about Sept CAA				
Communication with students			Debrief CAA with students					Sharing of results with students			Assembly discussing NCEA and CAA					
Communication with Whanau/iwi/Family								Coms home about school results				Coms home regarding up and up-and-coming CAA				
Logistics/ Gear/ organisation											Start planning the coordination of CAA		Have all the detail sorted		CAA assessment	CAA assessment
Assessment and data										Quick reading test/ maths task for yr 9 and 10	Writing assessment or sample yr 9 and 10					
Yr 12			Focus on other standards and learning.	Focus on other standards and learning	Focus on other standards and learning	Focus on other standards and learning		Identification of those that don't have Lit/Num	Focused prep Small group/individual	Focused prep Small group/individual	Focused prep Small group/individual	Focused prep Small group/individual	Focused prep Small group/individual	Focused prep Small group/individual	CAA assessment	CAA assessment
								Delivery of a focused 10-lesson sequence for yr 12 and 11 students								
Yr 11			Focus on other standards and learning.	Focus on other standards and learning	Focus on other standards and learning	Focus on other standards and learning		Identification of those that don't have Lit/Num	Focused prep Small group/individual	Focused prep Small group/individual	Focused prep Small group/individual	Focused prep Small group/individual	Focused prep Small group/individual	Focused prep Small group/individual	CAA assessment	CAA assessment
Yr 10			Focused work on lit and num across the curriculum	Focused work on lit and num across the curriculum	Focused work on lit and num across the curriculum	Focused work on lit and num across the curriculum				Identification of readiness	Identification of readiness	Focused prep in class tier 1/2	Focused prep in class tier 1/2	Focused prep in class tier 1/2	CAA assessment	CAA assessment
Yr 9			Focused work on lit and num across the curriculum	Focused work on lit and num across the curriculum	Focused work on lit and num across the curriculum	Focused work on lit and num across the curriculum				Identification of readiness	Identification of readiness	Focused prep in class tier 1/2	Focused prep in class tier 1/2	Focused prep in class tier 1/2	CAA assessment	CAA assessment

Be strategic about your staff hui

Seat your possibility thinking in the data

- CAA results
- CAA reports
- Student voice about their CAA experience, including readiness
- Student voice about their learning
- Classroom observation – identify strengths and opportunities



Think about key considerations:

- Alignment with Government Priorities
- Community & Staff Engagement
- Vision, Mission, and Values
- SWOT Analysis
- Goals and Objectives (SMART)
- Action Plans
- Monitoring and Evaluation
- Reporting
- Inclusive Practices
- Leadership
- Financial Resources
- Review and Reflection
- Focus on Māori Learners
- Te Tiriti o Waitangi



What are your next steps?

What actions will
you commit to?



Accelerating progress – leadership guidance

How might this resource
guide your deliberate
acts of leadership?

Accelerating progress -
Leadership guidance



Checklist for leaders | Planning to accelerate progress

Discuss each aspect and consider whether they need further review in your school.	On track	Needs review
To find out more, refer to the Leadership Guidance: Planning and managing to accelerate progress resource on Tāhūrangi.		
Tab 1: Create the conditions to strategically accelerate progress		
We know our school has created the conditions to accelerate progress when:		
Our school board and leadership set a small number of goals, including a focus on accelerating progress where learners are at risk of underachievement*.	<input type="checkbox"/>	<input type="checkbox"/>
We foster collective commitment to equity and improvement; there is a sense of urgency to support students to accelerate progress*.	<input type="checkbox"/>	<input type="checkbox"/>
Leaders and teachers set high expectations for every child's achievement, using the curriculum to build shared understanding of one year's progress.	<input type="checkbox"/>	<input type="checkbox"/>
We have a shared understanding of the way accelerating progress is managed flexibly through everyday teaching, targeted and tailored teaching responses (multi-layered).	<input type="checkbox"/>	<input type="checkbox"/>
Our board and leadership collaboratively plan, budget and resource strategically to sustain accelerated progress initiatives.	<input type="checkbox"/>	<input type="checkbox"/>
Tab 2: Use evidence to identify, track, and monitor targeted support		
We know our school is using quality evidence and processes to identify, track and monitor supports when:		
We use a systematic, cyclical process of inquiry to regularly identify, plan, and monitor progress at both school and classroom level*.	<input type="checkbox"/>	<input type="checkbox"/>
We use high quality evidence effectively to understand our school-wide data picture so we can identify priorities for improvement across the school*.	<input type="checkbox"/>	<input type="checkbox"/>
Leaders support teachers to use quality information (combining standardised and diagnostic assessment with formative observation, conversation, and in-class assessment) to identify where support is needed to respond, and to monitor progress and impact.	<input type="checkbox"/>	<input type="checkbox"/>
Leaders and teachers can explain the reason for accelerated progress, how to sustain it, and can re-focus on learners who still need support.	<input type="checkbox"/>	<input type="checkbox"/>

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Tab 3: Planning effective teaching approaches to accelerate progress

We know our school is planning effective teaching to accelerate progress when:

Leaders and teachers know the cultures, languages, needs, strengths, and interests of their learners so they can build on these to support progress.	<input type="checkbox"/>	<input type="checkbox"/>
Our teachers design and adapt everyday teaching programmes and practices to meet diverse learning needs, in response to quality information*.	<input type="checkbox"/>	<input type="checkbox"/>
Our leaders and teaching teams can confidently plan for and implement effective targeted and tailored teaching supports to meet specific learning needs, in response to quality information.	<input type="checkbox"/>	<input type="checkbox"/>
We work in partnership with learners, whānau, iwi, teachers and families to set goals, monitor progress and celebrate success*.	<input type="checkbox"/>	<input type="checkbox"/>
Learners know what they must do to make progress and when they have succeeded.	<input type="checkbox"/>	<input type="checkbox"/>

Tab 4: Implementing targeted support to accelerate progress

We know our school is implementing and sustaining targeted supports when:

We routinely lead meetings that prioritise progress and achievement; this is linked to our school goals and targets and integral to our practice.	<input type="checkbox"/>	<input type="checkbox"/>
We resource PLD and support professional growth cycles, to build capability in assessment, learning design and teaching practices so we can accelerate progress where needed. *	<input type="checkbox"/>	<input type="checkbox"/>
We organise in-school teams to focus deliberately on accelerating progress so we can provide flexible supports when they are needed.	<input type="checkbox"/>	<input type="checkbox"/>
We work effectively with our Teacher Aides (where available) to provide targeted support; they are well supported by leadership and have clearly defined roles and responsibilities.	<input type="checkbox"/>	<input type="checkbox"/>
We work collaboratively to share information and organise support across our school, Kāhui Ako or cluster*.	<input type="checkbox"/>	<input type="checkbox"/>
We work collaboratively with our regional learning support specialists.	<input type="checkbox"/>	<input type="checkbox"/>

*Alignment to Leadership dimensions in ERO's [School Improvement Framework](#) (2024)

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Questions & sharing ideas



Karakia whakamutunga

Tēnei rā te whakairi ake i te kete o te wānanga,
Tōna mauri nō runga, nō Rangi, nō raro, nō Papa,
Tēnei te mauri o te mātauranga ka whakatakina ake,
Kia wātea ai ēnei pūkenga,
Hui e, tāiki e!

*May we close these discussions of learning,
Whose essence is derived from both divine and earthly sources,
The life force of knowledge is reaffirmed
to allow this gathering to finish,
Forever bound!*





**Te Tāhuhu o
te Mātauranga**
Ministry of Education

He mea tārai e mātou te mātauranga
kia rangatira ai, kia mana taurite ai ōna huanga.

We shape an education system that delivers
equitable and excellent outcomes.



**Te Kāwanatanga
o Aotearoa**
New Zealand Government