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ACHIEVEMENT CHALLENGE to LEARNING FRAMEWORK

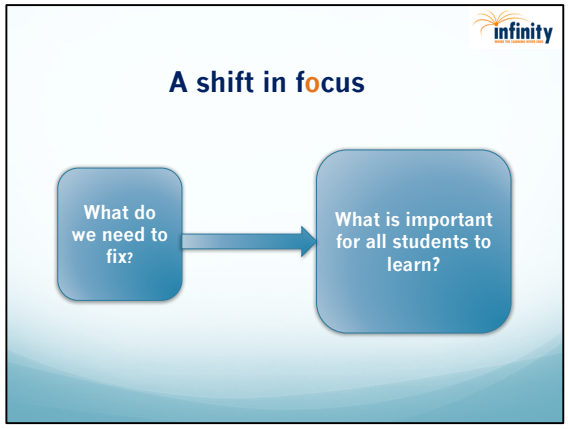
Annan, B., Wootton, M., & Annan, J., 2018

Many Kāhui Ako leads and principals are stepping back and reflecting on the strategic direction of Kāhui Ako after 2-3 years of developments. Refreshing the achievement challenge document is a great activity to push boundaries and open up new opportunities after the removal of a requirement to report against National Standards.

We offer five linked ideas focused directly on learning. The ideas are simple, practical and obvious. At times, the obvious can be obscured by distractions from directives, fancy fads, peripheral agendas and form-filling accountability. Our advice is to cut through the fog and get to the learning.

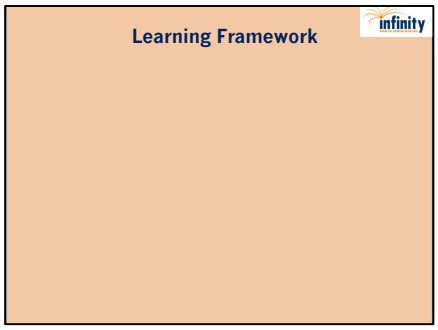
1. Include achievement challenges in a broader 'Learning Framework'.

The early stages of Kāhui Ako focused on achievement challenges in foundation learning, mainly reading, writing and mathematics with pre-set goals for 'targeted' students. Those well-intentioned foci created a 'fix-it' mindset with associated deficit and outmoded schooling improvement strategies.



Our advice is to create a Learning Framework relevant to all children, teachers, family, whānau and community. The intent is to encourage the whole community to learn how to thrive into the future and collectively address learning challenges as they arise.

2. Believe that your community can contribute to the Learning Framework.

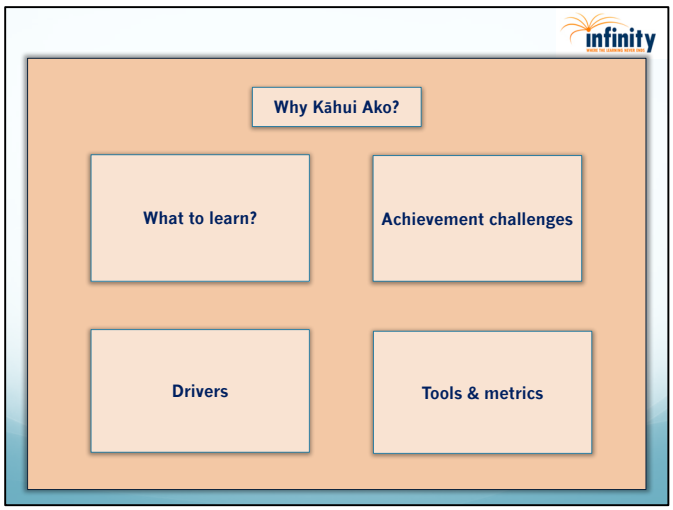


In a refresh exercise, start with a blank slate and ask your community - principals, across school leads, within school leads, assistant principals, deputy principals, teachers, kids, parents, iwi, community leaders, businesses - what learning is best to thrive in the future, and how the Kāhui Ako could create a collective approach. A co-constructed Learning Framework will appreciate the capabilities of the community, which will create flow-on energy and interest to participate. It will also bring to the fore inspirational participants who can identify learning trends across community groups that are worthy of development. Learning trends are distinctly different from academic achievement trends. When you can see the difference, the fog definitely starts to clear around success in learning for all students.

3. Sufficient structure, not too much and not too little. We recommend you develop an image that depicts relevant elements of learning for your community. Get your artists and linguists involved. Design a one-page image with snappy phrases that will engage teachers, kids, mums and dads. A lengthy document in the background is useful to justify your framework, and it can be made accessible to interested participants without

imposing it on everyone. An engaging image will give participants the nub of the idea and activate them to explore links across multiple fields of learning.

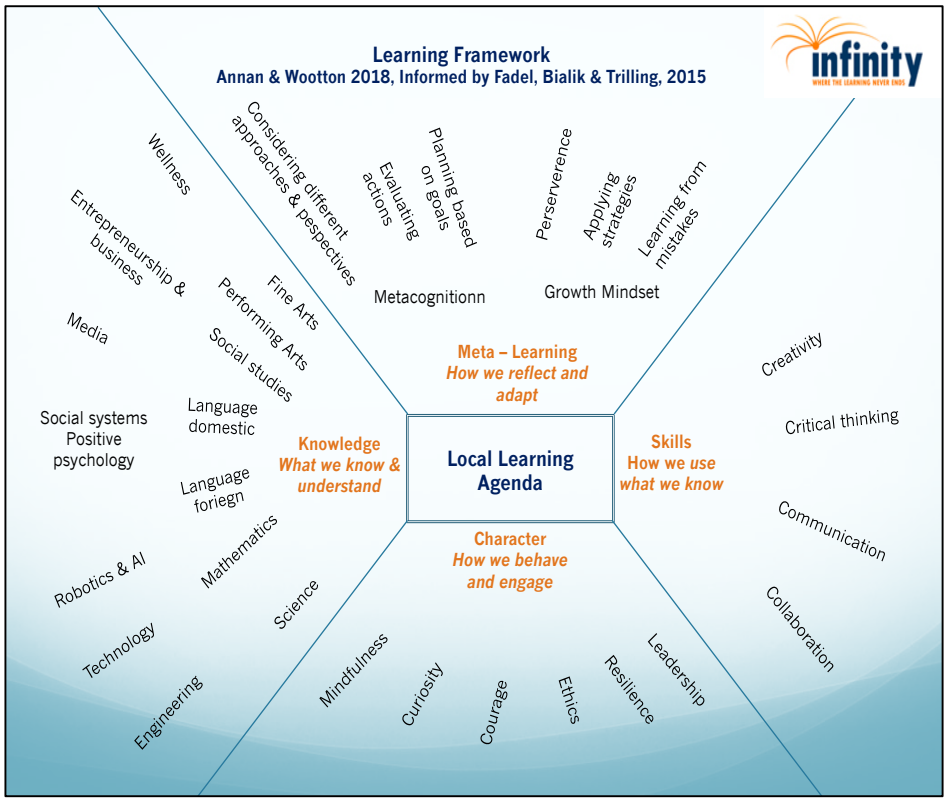
4. *Relevance is everything.*



Engagement in collaborative activities will be much higher if all participants can see themselves in the Learning Framework. We suggest five connected sections in your Learning Framework:

- **Why Kāhui Ako***:* A pithy quote or visionary statement about learning together that captivates your community.
- **What to learn:** Relevant capabilities for future learning and living; knowledge, skills, character and learning-how-to-learn (metacognition).
- **Achievement challenges:** Foundation academic areas that require attention for some students.
- **Drivers:** How your community will develop concepts around learning; could be any combination of a few useful strategies, such as a focus on identity and culture, growing agency in teaching/learning/parenting, open to learning, and attending to well-being.
- **Tools and Metrics:** Image your view of checking for impact based on a good balance of narrative-driven soft data and test-driven hard data. Appreciate the capability of your inquiry groups to set targets rather than pre-set targets for those groups.

5. Connect *your local agenda to global competencies.*



A useful exercise is to place your local learning framework into the center of the set of competencies outlined in the frame on the right. You will start to see links between your local learning agenda and global competencies to thrive into the future.

There is a great deal more thinking behind the five linked ideas. Be in touch, especially if you are trying to balance directive and flexible, interest-based strategising.

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