



Kia Eke Panuku

building on success

Intensity Model: Māori enjoying and achieving success as Māori

	Low intensity	Developing intensity	Intensive	Lessening intensity	Least intensive
<p>Leadership</p> <p>Leadership of conditions for transformative and continuous school improvement focussed on the implementation of Ka Hikitia at all levels</p>	Not actively seeking to lead with new transformative leadership solutions even when evidence suggests the need for and benefits to Māori students.	Recognising the need for new solutions; co-constructing Action Plans, setting SMART goals to implement new solutions of WWKWs for Māori; prioritising own resources; a strategic change leadership team is undertaking activities to begin repositioning school staff alongside the aspirations and principles of Ka Hikitia.	Implementing Action Plan with shadow coaching support; accelerating by working strategically across different domains, levels and areas of the school; applying WWKWs for Maori; reviewing work and using evidence to make decisions for more strategic and coherent reform.	Implementing Action Plan with lessening external support; continuing the reform work across different levels and areas of the school; analysing evidence to measure and report shifts; school systems and policies beginning to reflect the new focus and changes focussed on Ka Hikitia.	Developing and using school data to effectively inform evidence-based cycle of transformative leadership decision-making and praxis at all levels of the school.
<p>Evidence-based inquiry</p> <p>Productive evidence-based inquiry and knowledge building for professional and policy learning</p>	Not actively seeking new evidence-based inquiry solutions even when evidence suggests the need for and benefits to Māori students.	Recognising the need for new solutions; co-constructing specific actions and setting SMART goals to specifically implement evidence-based inquiry solutions of WWKWs for Māori; prioritising own resources and activities to achieve goals.	Implementing Action Plan with shadow coaching support; working on specific but related tasks with staff; spreading to include vocational pathways with Māori students and families.	Implementing Action Plan with less external support required.	Developing and using school data to effectively inform on-going evidence-based cycle of decision-making and practice at all levels of the school.
<p>Culturally responsive and relational pedagogy</p> <p>Implementation of high-impact pedagogies to achieve valued outcomes for Māori learners</p>	Not actively seeking new culturally responsive and relational pedagogy solutions even when evidence suggests the need for and benefits to Māori students.	Recognising the need for solutions integrated across the reform; co-constructing an integrated set of specific actions; setting SMART goals; implementing Culturally Responsive and Relational Pedagogies; using evidence of classroom pedagogy and Māori student outcomes to guide the work; beginning to prioritise resources and activities to work with teachers from across the school.	Changing classroom pedagogy and accelerating the reform with shadow coaching support; applying WWKWs for Māori using evidence-based cycles of learning at multiple levels; reviewing pedagogy, using evidence to make decisions for more strategic and coherent interventions; working with middle leaders to spread the pedagogies across the school; introducing GPILSEO.	Developing sustainability; ensuring all teachers have joined the reform and are applying WWKWs for Māori students; using evidence-based cycles of learning at all levels of the school; integrating other PLD interventions coherently across the reform; monitoring evidence for an on-going closing of the gaps between Māori and non Māori students, across a range of data.	The GPILSEO model is showing evidence of sound application and ownership; the school is using a wide range of data effectively to inform on-going evidence-based cycles of inquiry and decision-making at all levels of the school; evidence shows an on-going closing of the gaps between Māori and non Māori students, across a range of data, year-on-year.
<p>Educationally powerful connections with Māori</p> <p>Activation of educationally powerful (iwi, hapū whānau and Māori communities) connections</p>	Not actively seeking solutions that activate educationally powerful connections with Māori communities even when evidence suggests the need for and benefits to Māori students.	Having heard the educational aspirations of local iwi are now receiving support to consider specific strategies for furthering culturally authentic relationships with these communities towards activating educationally powerful connections.	Working with support to engage with Māori communities to activate educationally powerful connections within the curriculum and/or across the school and community; ensuring the Cycle of Learning includes voices from the Māori community.	Collaborating with Iwi and/or Māori community groups to reflect on and review the Cycle of Learning towards new actions.	Developing and using school data to effectively inform on-going evidence-based Cycle of Learning, decision-making and collaborative practices with whānau, hapū iwi and Māori community.
<p>Literacy, te reo and numeracy</p> <p>Effective provision of literacy, including Māori language; and numeracy across the curriculum</p>	Not proactively seeking new literacy, including Māori language; and numeracy solutions even when evidence suggests the need for and benefits to Māori students.	Using school-based evidence to plan targeted interventions in identified areas to spread new literacy and/or numeracy solutions.	Implementing targeted interventions with external PLD support.	Developing and using evidence to reinforce and proactively inform literacy and numeracy decisions.	Evidence shows on-going closing of the literacy and numeracy gaps between Māori and non Māori students, across a range of data, including NCEA.
<p>Closing the gaps</p> <p>between Māori and non Māori students</p>	More than 30% margin of difference across a range of different and related indicators	Up to 30% margin of difference across a range of different and related indicators	Up to 20% margin of difference across a range of different and related indicators	Up to 15% margin of difference across a range of different and related indicators	Less than 5% margin or closed across a range of different and related indicators