

Evidence guiding our practice and actions.

As you work through the map, ask yourselves 'What stage of development are we at?' and 'Is what we are doing within our Kāhui Ako making a difference to the progress and achievement of every child and young person?'

STUDENT PROGRESS AND ACHIEVEMENT

We are **identifying what evidence and data we currently collect on student progress and achievement and using it to set our achievement challenges.**

We are **making use of aggregate data and evidence to measure and improve the progress and achievement** of every child and young person in our Kāhui Ako.

Across our Kāhui Ako **data and evidence are being used to comprehensively drive our actions to measure and improve our students' progress and achievement.**

Data and evidence is the major driver of our Kāhui Ako's practice.

We are **continually improving our progress and achievement data and evidence and use this to know how every one of our students is progressing.**

We can use **data to identify progress and needs across our learner pathway**, including early learning, primary, secondary and other settings.

We are **developing a shared approach to aggregating an initial range of data and evidence** across the Kāhui Ako to inform inquiry activities and decisions about best practice improvement.

We are **employing methods of moderation across our Kāhui Ako to build trust in the evidence and data we collect to make robust decision about next steps for students.**

We are **using data from all members in our Kāhui Ako** (early learning, primary and secondary).

We have a **culture of collective improvement**. We are reviewing our effectiveness by collecting and sharing data and evidence in our Kāhui Ako and with the broader network.

We have **agreed evaluation and inquiry activities which inform strategies for improving student progress and achievement.**

We have **expertise and systems to consistently collect and analyse evidence and data and we have the capability to use this to inform improvements in practice.**

We are **identifying what data and evidence our members collect and how best to share this.**

We are **developing a shared approach to using data and evidence** to form our achievement challenges.

We are working together to consider **consistent systems for sharing data and evidence on student progress and achievement.**

We have a **shared approach to collecting evidence and data from a wide range of agreed quantitative and qualitative** sources (including student, parent, whānau and Iwi voice) to improve our practice.

We **consistently review evidence and evaluate our practice** to understand our progress.

We **trust one another's data and information about each learner** and we are using this to inform and support progress, achievement and transitions.

We are **developing data management systems to support the sharing and use of data.**

We are **identifying our data management system needs** to support the sharing and use of data.

Our **members' data management systems are aligned to support sharing of data** across the age 5-18 pathway.

We have **confidence in the data security and privacy arrangements** for our Kāhui Ako data management system.

Our Kāhui Ako data management systems are aligned to **support sharing of data in real time across the whole Kāhui Ako pathway.**

SHARED AND CONSISTENT APPROACH TO COLLECTING AND USING EVIDENCE

DATA MANAGEMENT SYSTEMS

See ERO Communities of Learning | Kāhui Ako: Working towards collaborative practice p.14-15