

# Community of Learning | Kāhui Ako and School Curriculum Design and Self Review Cycle

## Step 1 Identify Problem

Planning and preparation, consulting stakeholders (staff/ Board of Trustees/ Community)  
Identifying change management team, process and timeframes

### Inputs:

- National trends
- Regional economic development data
- School entrance, achievement, leaver, destination and progression data
- Partnership opportunities

## Step 2 Gather data and assess learner needs

Curriculum self-review, stakeholder voices, data analysis, future state design

### Inputs:

- Community of Learning | Kāhui Ako self-review tool
- Student voice – Vocational Pathways, courses ([www.youthguarantee.net.nz](http://www.youthguarantee.net.nz))
- Leaver profiles, destination and progression data
- Curriculum mapping and gap analysis
- Individual pathways

### Inputs:

- Review of results
- Longitudinal data analysis
- Next steps

## Step 5 Review and improve

Monitor success, adjust, continuously improve.

### Inputs:

- Present models, programmes, timeline
- Decision making
- Plan new programmes (may use Vocational Pathways learning programme templates)
- Teaching and learning/pedagogy professional learning and development (PLD)

## Step 1 Identify Problem

## Step 2 Gather data and assess learner needs



## Step 5 Review and Improve

## Step 3 Plan next step

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Curriculum planning, timetabling options  
Formulating possible options, preparing plans or frameworks

## Step 4 Implement Plan

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Consulting with stakeholders, deciding on plan, timeline of phases for implementation

### Inputs:

- Co-construct proposed new programmes
- Innovative curriculum models e.g., 3 + 2
- Innovative timetabling examples – timetable structure review
- Risk analysis
- Tertiary/employer partnerships – Trades Academies, Dual Pathways
- Level 2 achievement focus/Level 3 bridging models
- Flexible funding: STAR-Gateway.