

NATIONAL
REPORT
SUMMARY

ERO publishes evaluation reports on education issues of national importance. This is a summary of a national report – it captures the key points and highlights findings you may find useful. The full report is available on ERO's website – ero.govt.nz

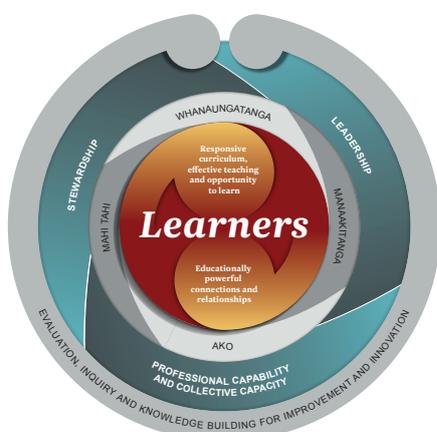
School leadership that works



This evaluation illustrates the leadership domain of ERO's School Evaluation Indicators in practice by:

- » drawing together ERO's findings from recent evaluative work with school leaders across the country
- » combining these findings with the best evidence synthesis of what works in school leadership and why
- » illustrating the practices used by effective leaders to achieve their goals of equity and excellence in their school.

The report is designed as a resource to guide the practice of school leadership. It is aimed at all school leaders, but particularly those less experienced school leaders who may be seeking to become more successful as a leader in future, by learning from the good practices of others. It cites key evidence from research. It also further illustrates ERO's School Evaluation Indicators.



The quality of school leadership matters in education. When it is properly focused, it has a positive impact on student achievement. When it is productively shared, it is a principal factor in school improvement. ERO has found that to apply a proper focus on student achievement, and to focus the school improvement process more sustainably, school leadership needs to:

- » engage the school community in developing the school's vision and values, and in adopting a school wide approach to implement valued expectations
- » create organisational routines and management processes that redirect key resources to identified priorities and targets
- » plan and coordinate a high quality curriculum and teaching to meet the range of learning needs of students in the local community
- » lead evaluation, inquiry and knowledge building processes that build school capability for sustaining improvement
- » promote and participate in teacher professional learning and development that is focused on learning needed to improve achievement for students
- » engage parents, families and whānau in the life and work of the school, and use community and cultural resources to enrich the school curriculum.



FIND OUT MORE

Read the full report online at
ero.govt.nz/publications

Why did ERO produce this report?

- » School leadership that works makes a significant difference for children's futures.
- » Aspiring and beginning leaders can learn much from considering the documented effective practice of other leaders.
- » ERO's school leadership indicators provide a useful framing to summarise what we know works best when leading educational change for school improvement.

ERO reports used in this publication

2016

- » *Vocational pathways: authentic and relevant learning*

2015

- » *Effective school evaluation: how to do and use internal evaluation for improvement*
- » *Internal evaluation: good practice*
- » *Raising student achievement through targeted actions*
- » *Educationally powerful connections with parents and whānau*
- » *Secondary-Tertiary Programmes (Trades Academies): what works and next steps*
- » *Continuity of learning: transitions from early childhood services to schools*
- » *Careers education and guidance: good practice*
- » *Wellbeing for young people's success at secondary school*
- » *Wellbeing for children's success at primary school*

2014

- » *Raising achievement in primary schools*
- » *Raising achievement in secondary schools*
- » *Towards equitable outcomes in secondary schools: good practice*
- » *Supporting school improvement through effective teacher appraisal*
- » *Supporting school improvement through effective principal appraisal*

2013

- » *Making connections for Pacific learners' success*
- » *Accelerating the progress of priority learners in primary schools*
- » *Mathematics in years 4 to 8: developing a responsive curriculum secondary schools: pathways for future education, training and employment*

2012

- » *Evaluation at a glance: priority learners in New Zealand schools*
- » *Teaching as inquiry: responding to learners*
- » *The New Zealand Curriculum principles: foundations for curriculum decision-making*

2011

- » *Directions for learning: the New Zealand Curriculum principles, and teaching as inquiry*
- » *Evaluation at a glance: what ERO knows about effective schools*

2010

- » *Promoting success for Māori students school's progress*

2008

- » *Partners in learning: parents' voices*