Overall Findings and Judgement Tool derived from School Evaluation Indicators: Effective Practice for Improvement and Learner Success.

These overall findings and judgements from ERO’s external evaluation process for schools are situated in the context of how effectively the school is promoting equity and excellence, in particular for Māori and Pacific students in Aotearoa New Zealand.

### Needs development

<table>
<thead>
<tr>
<th>Overall judgement</th>
<th>Developing</th>
<th>Well placed</th>
<th>Strong</th>
</tr>
</thead>
<tbody>
<tr>
<td>Outcomes for students are inadequate with ongoing patterns and trends of disparity evident. School processes, practices and activities do not adequately support culturally responsive education provision. The school is not adequately providing the key conditions for student learning. Organisational conditions do not provide limited support for equitable and excellent outcomes for students.</td>
<td>Outcomes for students show disparity and improvement patterns and trends are variable and not sustained. School processes, practices and activities that support culturally responsive education provision are developing. The school’s key conditions for student learning are variable. Some organisational conditions are developing to support equitable and excellent outcomes for students.</td>
<td>Outcomes for students show little disparity and are improving for most individuals and groups. School processes, practices and activities are supporting culturally responsive education provision. The school provides the key conditions for student learning. Organisational conditions support improving outcomes for most groups of students.</td>
<td>Outcomes for students are consistently equitable and excellent. School processes, practices and activities effectively support culturally responsive education provision. The school effectively provides quality key conditions for student learning. Coherent organisational conditions effectively enable sustained, equitable and excellent outcomes for students.</td>
</tr>
</tbody>
</table>

### The learner

#### Outcomes for learners

* Disparities for groups of students who do not have access to opportunities to be: - confident in their identity, language and culture - socially and emotionally competent, resilient and optimistic about the future - a successful life-long learner - confident participating and contributing in a range of contexts - cultural, local, national and global.

* Ongoing patterns and trends of inequitable outcomes in terms of progress and achievement - limited acceleration evident.

#### Culturally responsive education

* School processes, practices and activities are not effectively supporting students through: an environment that sustains their identity, language and culture (Māori); the development of connected relationships that promote learning and teaching (Whānau/angatanga); reciprocal learning and teaching relationships (Ako); working in collaborative contexts to achieve educational goals (Mātahi).

#### Key conditions for student learning

* Responsive, reciprocal teaching and opportunity to learn

  - The school is not providing adequate conditions for learning in relation to: a curriculum that is enabling, future-focused, effective teaching and learning, and access to: some students’ opportunities to learn.
  - The school provides variable conditions for learning in relation to: a curriculum that is enabling, future-focused, effective teaching and learning, and access to: sufficient and equitable opportunities to learn and develop learning capabilities.
  - The school provides conditions for learning that encompass most of the following: a curriculum that is enabling, future-focused, effective teaching and learning, and access to: sufficient and equitable opportunities to learn and develop learning capabilities.
  - The school effectively provides conditions for learning that encompasses: a curriculum that is enabling, future-focused, effective teaching and learning, and access to: effective, sufficient and equitable opportunities to learn and develop learning capabilities.

* Educationally powerful connections and relationships

  - The school has not adequately developed educationally powerful connections and relationships.
  - The school is developing educationally powerful connections and relationships in some areas and with some groups.
  - The school promotes and maintains educationally powerful connections and relationships in most areas and with most groups.
  - The school effectively promotes and sustains educationally powerful connections and relationships.

### Organisational conditions

#### Professional capability and collective capacity

* The school is not adequate/building professional capability and capacity for effective learning and teaching.
  - A lack of evidence informed, collaborative inquiry, decision-making and evaluation, limits students’ opportunities to learn.
  - The school is building professional capability and capacity for learning and teaching in some areas and for some teams.
  - The school provides evidence of collaborative inquiry, decision-making and evaluation supporting students’ opportunities to learn.

#### Leadership effectiveness and excellence

* Leadership is not developing the relationships, structures and processes necessary to achieve equity and excellence: establishing clear goals and expectations; resourcing strategically; evaluating and coordinating the curriculum and teaching; leading professional practice; ensuring an orderly and supportive environment; and building relational trust and collaboration.

#### Stewardship

* The board does not plan for, and act in, the school’s medium- and long-term interests. It is not consistently meeting all its statutory and regulatory responsibilities. A lack of scrutiny of its own and the school’s performance limits decision-making.

#### Evaluation, inquiry and knowledge building for improvement and innovation

* Evaluation, inquiry and knowledge building processes are not established or are limited. Contextual use of information at the student, classroom, teacher and school levels is lacking. The school lacks the capability and capacity for improvement.

#### September 2019

[Effective Practice for Improvement and Learner Success](#)