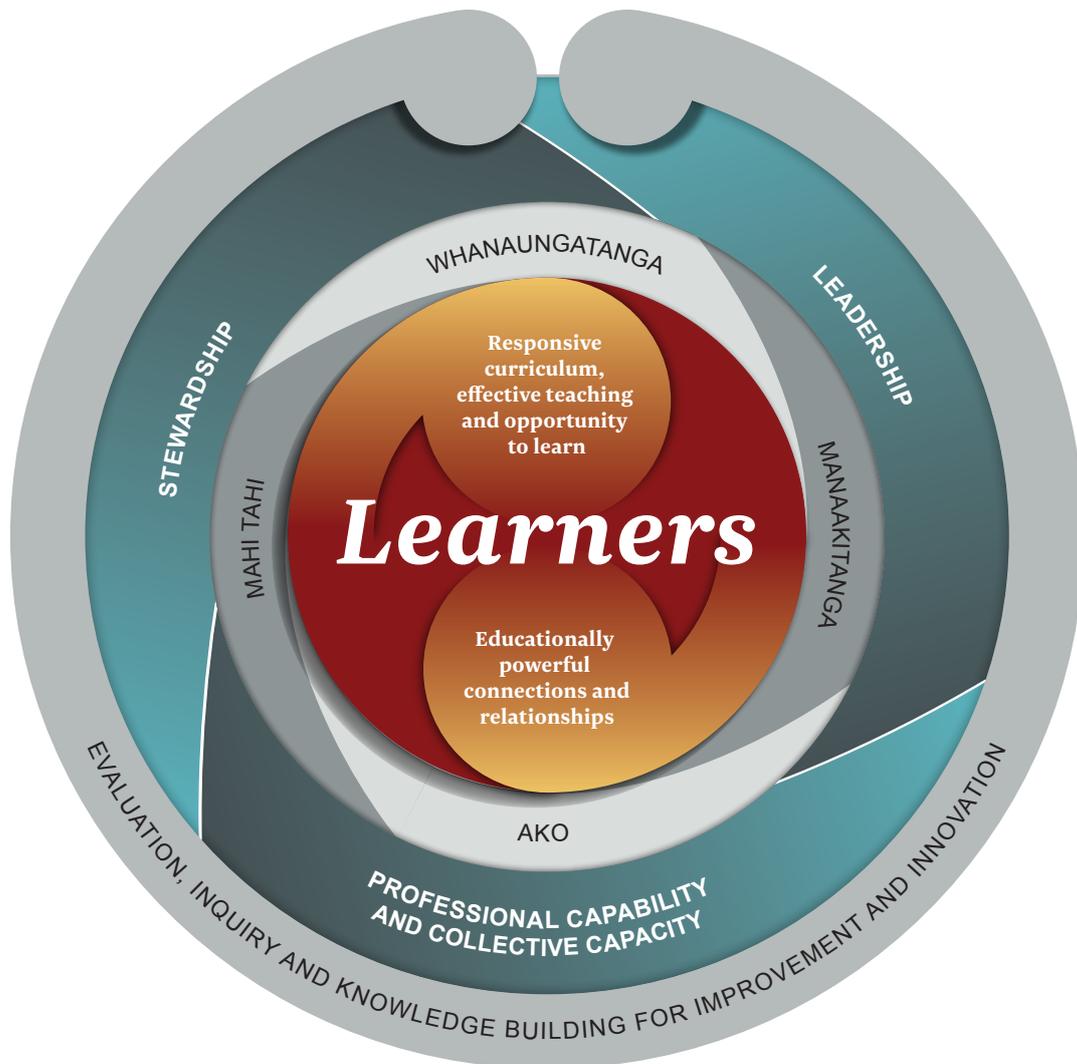


# SCHOOL EVALUATION INDICATORS

Effective Practice for Improvement and Learner Success



TRIAL DOCUMENT



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## Introduction

The review and revision of the Education Review Office (ERO)'s evaluation indicators for use in school evaluation reflects our deepening understanding of how schools improve and the role of evaluation in that improvement process. Evaluation indicators were first introduced by ERO in 2003 and revised in 2010. ERO recognises that the evaluation indicators and supporting material will evolve and change over time in light of new research and evaluation findings.

The evaluation indicators are intended to be used by ERO's review officers and schools in their evaluation activities.

This revision of the evaluation indicators provides a significant opportunity for the New Zealand education system to refocus on what matters most in improving schools and outcomes for all our students.

The involvement of the education sector in the development process has been critical.

In undertaking this review and revision we have drawn on the expertise of key New Zealand academic experts: Distinguished Professor Viviane Robinson, Professor Helen Timperley, Associate Professor Mere Berryman, Dr Cathy Wylie and Dr Claire Sinnema. Dr Lorna Earl's advice about the selection and use of evaluation indicators has been invaluable. The work of Dr Adrienne Alton-Lee and those who have contributed to the Best Evidence Synthesis Programme is at the heart of the framework for organising the indicators and the indicators themselves. Together with education leaders and teachers, these experts have continued to provide feedback and advice as the development process has progressed.

We have also been able to interrogate the framework for the evaluation indicators through a series of case studies of how schools do and use evaluation and inquiry to improve student outcomes, in particular outcomes for Māori and Pacific students. We were able to identify the key domains and the evaluation indicators identified in the indicators framework in these schools. The case studies also showed how, within each school, the domains worked together in an interconnected and coherent way to promote improvement in professional practice and outcomes.

The evaluation indicators support a resource that will be published jointly by ERO and the Ministry of Education (the Ministry). Both publications are designed to support the development of evaluation capacity across the education system.

## Using the evaluation indicators

*Twenty-five years of school improvement research has shown that changing schools depends on internal capacity and new learning. It requires motivation (improvement orientation), new knowledge, and the development of new skills, dispositions and relationships. In particular, using indicators to improve practice in schools depends on skill in using data, creating cultures of inquiry, engaging in deep and challenging conversations about practice, and changing long-established beliefs and patterns of practice. Considered this way, indicators and the [evaluation] process itself are tools to support the thinking and action that is part of building professional capital.<sup>1</sup>*

School evaluation in New Zealand integrates schools' internal evaluation and ERO's external evaluation. Under the National Education Guidelines every school is expected to be involved in an ongoing, cyclical process of evaluation and inquiry for improvement. The school provides regular accounts of its achievements in relation to student outcomes and its planned priorities and actions for ongoing improvement, through the annual reporting process.

Participation in periodic external evaluation supports the school's cycle of continuous improvement through providing an external lens on the school's improvement journey: its performance in relation to excellence and equity of outcomes for every student, the extent to which school conditions support ongoing improvement and next steps for development.

This approach to school evaluation positions the education institution as the agent for change. High quality school internal evaluation is seen as fundamental in developing strategic thinking and capacity for ongoing improvement (MacBeath, 2009).<sup>2</sup> ERO's evaluation insights enhance school internal evaluation and can act as a catalyst for change.

The evaluation indicators in this document are a resource for schools and ERO reviewers. The indicators provide a common frame of reference about the outcomes valued for every student in schooling and what matters most in improving those outcomes. The indicators provide a common language for the interaction and dialogue between a school and ERO about development since the last review, the current state and future direction. In the context of both internal and external evaluation the indicators support evaluative thinking, reasoning, processes and decision making about the quality and effectiveness of education provision.

- 1 Earl, L. (2014). *Effective school review: considerations in the framing, definition, identification and selection of indicators of education quality and their potential use in evaluation in the school setting*. Background paper prepared for the review of the Education Review Office's Evaluation Indicators for School Reviews.
- 2 MacBeath, John (2009). Self Evaluation for School Improvement. In Hargreaves, A., Hopkins, D. Lieberman, A. & Fullan, D.M. (Eds.), *Second International Handbook of Educational Change*, 23 (pp. 901-912). New York: Springer.

*School Evaluation Indicators: Effective Practice for Improvement and Learner Success* is published alongside a companion resource about how to do and use evaluation for improvement. This resource is published jointly by ERO and the Ministry of Education. The two publications bring together the outcomes valued for New Zealand students in schooling, what matters most in improving those outcomes, and how to do and use school evaluation for continuous improvement and student success. Together, they can be used to lead and develop the conditions that are essential for increasing 'internal accountability.' That is, a collective commitment and responsibility to improve learning and outcomes for all students, and strengthen professional capital in schools and across the system.<sup>3</sup>

3 Fullan, M., Rincon-Gallardo, S. & Hargreaves, A. (2015). Professional capital as accountability. *Education Policy Analysis Archives*, 23, (15), 1-22.

## Equity and excellence

*Ko te tamaiti te pūtake o te kaupapa  
The child – the heart of the matter*

Achieving equity and excellence of education outcomes is the major challenge for the New Zealand system.

The education system is currently characterised by the increasing diversity of students in schooling and persistent disparities in achievement. Although a greater proportion of young people achieve at the highest levels in core areas such as reading, mathematics and science, the system serves some students, in particular Māori and Pacific students and students from low socio-economic communities, less well.

International assessment studies show declining educational outcomes and persistent disparities in New Zealand's educational profiles.<sup>4,5</sup> New Zealand is one of the few countries on a trajectory of accelerated decline in the reading, mathematics and science achievement of 15 year olds (Organisation for Economic Development Programme of International Student Assessment 2009-2012). This decline is significant for Māori in mathematics and science.<sup>6</sup> In New Zealand we have a long history of inequitable teaching of Māori learners.<sup>7</sup>

Current education priorities focus on a national effort to reduce the achievement disparities within and across schools, improve education provision and outcomes for all students, and ensure that Māori achieve education success as Māori. We need to better use what we know about what makes the most difference in terms of student outcomes to achieve equity and excellence in primary and secondary schooling.

- 4 Timperley, H. (2014). *Promoting and supporting improvement in schools through external review*. Background paper prepared for the review of the Education Review Office's Evaluation Indicators for School Reviews.
- 5 Robinson, V. (2014). *Evaluation indicators for school reviews: a suggested theory for improvement and revision to the leading and managing indicators*. Background paper prepared for the review of the Education Review Office's Evaluation Indicators for School Reviews.
- 6 Alton-Lee, A. (2014). *Ka Hikitia Demonstration Report Effectiveness of Te Kotahitanga Phase 5 2010-12. Iterative Best Evidence Synthesis Programme*. Ministry of Education: Wellington.
- 7 Alton-Lee, A. (2008). *Designing and Supporting Teacher Professional Development to Improve Valued Student Outcomes*. Invited paper presented at the Education of Teachers Symposium at the general Assembly of the International Academy of Education, Limassol, Cyprus, September 2008.

## Evaluation in New Zealand schooling

New Zealand's leadership role in education evaluation is recognised in an international context. The integration of school self evaluation and external evaluation is a central feature of this approach.

*School self review is at the core of the quality assurance and improvement process. It is conceived of as a rigorous process in which schools systematically evaluate their practice, using indicators as a framework for inquiry and employing a repertoire of analytic and formative tools* (MacBeath, 2012, p. 71).<sup>8</sup>

The purpose of education evaluation in New Zealand is to improve education outcomes, while maintaining accountability purposes.

### Evaluation in schools

The National Education Guidelines (outlined in the Education Act 1989 *Part 7, Section 60A*) provide the framework for school evaluation. Each school board of trustees must prepare and maintain a school charter, the purpose of which is to:

*Establish the mission, aims, objectives, directions, and targets of the board that will give effect to the Government's national education guidelines and the board's priorities, and provide a base against which the board's actual performance can later be assessed* (Section 61 (2)).

The school charter must include sections related to cultural diversity and the unique position of Māori culture and the provision of instruction in tikanga Māori and te reo Māori. The charter must also include long-term strategic planning (three to five years); and an annually updated section that establishes for the relevant year the board's aims, directions, objectives, priorities and targets relating to intended student outcomes, the school's performance and use of resources; and sets targets for the key activities and achievement of annual objectives.

The National Administration Guidelines (NAGs) require that each board of trustees, with the principal and teaching staff: develops a strategic plan that documents how its policies, plans and programmes are giving effect to the National Education Guidelines; maintains an ongoing programme of self evaluation in relation to the policies, plans and programmes, including evaluation of information on student achievement; reports to students and their parents on the achievement of individual students; and reports to the school's community on the achievement of students as a whole and of groups of students, including the achievement of Māori students (NAG 2).

<sup>8</sup> MacBeath, J. (2012). *Future of teaching profession*. Cambridge: University of Cambridge.

NAG 2A requires that schools report school-level data in relation to National Standards annually to the Secretary for Education, including: school strengths and identified areas for improvement; the basis for identifying areas for improvement; planned actions for lifting achievement; and how students are progressing in relation to the standards.

Schools can select the approach and tools used for internal evaluation.

## External evaluation: ERO's role and purpose

As New Zealand's external education evaluation agency, ERO complements the evaluation activities of schools.

ERO is a government department, set up under the State Services Act 1988, to evaluate and report publicly on the quality of education provided in New Zealand schools and early childhood services and the effective use of public funds.

ERO's role encompasses accountability (including compliance with regulatory requirements), improvement and knowledge-generation purposes. Where ERO determines that students' learning or welfare is at risk, intervention by the Ministry of Education is recommended.

At system level, ERO carries out national evaluations of education sector performance and policy implementation, and reports on good practice.

The orientation of ERO's approach to evaluation has changed since the agency was established in 1989. Early development emphasised schools' compliance with statutory obligations and accountability for the quality of education provision. In 2003 ERO shifted its evaluation approach to an improvement orientation. Further refinement of this approach in 2010 provided the opportunity to strengthen the relationship between evaluation and education improvement.

Features of the current evaluation approach include:

- > a specific focus on the outcomes for students not well served by the education system
- > an integrated approach to external evaluation and internal evaluation
- > a participatory/collaborative approach to the evaluation process
- > a context specific approach to evaluation design, the gathering, analysis and synthesis of data and the communication of findings
- > an emphasis on evaluation as a learning process, building knowledge at school and system level.

## Purpose of indicators

### Indicators within the New Zealand education system

ERO's evaluation indicators sit within the context of the New Zealand education system. At a system level indicators have been established to determine and evaluate how well the system is performing in particular areas of interest. These areas include, for example: education and learning outcomes; student engagement and participation; family and community engagement; and resources. The Ministry of Education also collects a range of other supporting demographic and contextual data.<sup>9</sup> ERO's national reports on educational issues and effective education practice provide evaluation findings that explain and complement this system picture for use by the education sector, parents, boards of trustees, teachers and government officials.

### ERO's evaluation indicators: supporting improvement in student outcomes

ERO's evaluation indicators focus ERO reviewers and schools on what matters most in improving valued student outcomes. The indicators support evaluative thinking, reasoning, processes and decision-making, about the quality and effectiveness of education provision.

The selection of an indicator depends on the purpose for which it is to be used.

Where indicators are used for accountability purposes, they are more likely to focus on quantitative data such as scores or ratings. Such a focus on its own cannot reflect the complexity of a school and its community and is likely to have a limited effect on school improvement.

Where indicators are used for improvement purposes, the focus reflects a deep understanding of the theory of change, the use of evidence in a cyclical process and the ongoing development of evaluative capacity.<sup>10</sup>

The primary purpose of ERO's evaluation indicators is to promote improvement.

9 Ministry of Education. (2015). *Education Counts*. Retrieved from [www.educationcounts.govt.nz](http://www.educationcounts.govt.nz).

10 Earl, L. (2014). *Effective school review: considerations in the framing, definition, identification and selection of indicators of education quality and their potential use in evaluation in the school setting*. Background paper prepared for the review of the Education Review Office's Evaluation Indicators for School Reviews.

## Outcome and process indicators

ERO's Indicator Framework includes two types of indicators: **outcome** and **process** indicators.

**Outcome indicators** signal, or provide specific measures of, the impact of certain actions. **Indicators of student achievement and progress in relation to *The New Zealand Curriculum* and *Te Marautanga o Aotearoa*** are a direct measure of what schools are expected to achieve. **Indicators related to student confidence in their identity, language and culture, wellbeing, and participation and contribution** are important both as outcomes in themselves and integral to achievement and progress.

**Process indicators** describe school practices and processes that contribute to overall school effectiveness and improvement and can be manipulated in the achievement of valued outcomes. The process indicators in ERO's framework are organised in terms of six key domains that work together to promote and support equity and excellence in student outcomes.

Where evidence related to outcome indicators suggests poor performance, the process indicators can be used to investigate the school conditions that are contributing to this performance. The process indicators can also be used in identifying areas for improvement. Where the outcome indicators suggest high performance, the process indicators can be used to validate or explain the success of school processes and activities.

## Principles for selection of the indicators

The principles that have guided the design of the indicators framework and the selection of indicators are:

- > they focus on the valued outcomes for diverse students (every student) articulated in New Zealand curriculum documents
- > they concern what matters most in education provision that promotes equity and excellence
- > they foreground the relationships required to enact the Treaty of Waitangi
- > they are underpinned by a research based theory of improvement
- > they reflect the interconnectedness of the organisational conditions required to promote and sustain continuous improvement and innovation
- > they signal a shift to an evaluation orientation that requires deep professional expertise and engagement
- > they are observable or measurable
- > they require rich data from a range of sources for effective decision making.

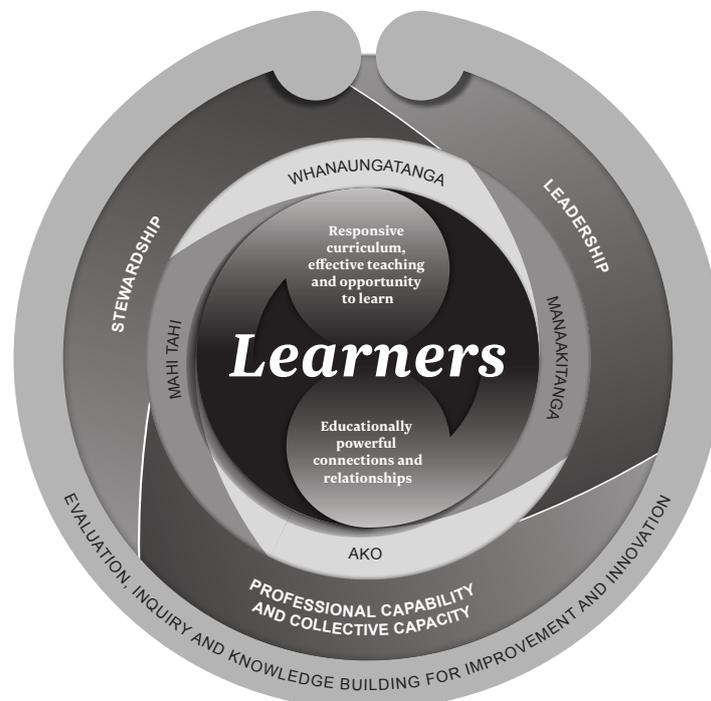
## The indicators framework

### Valued student outcomes

The vision, principles, values and key competencies of *The New Zealand Curriculum* and *Te Marautanga o Aotearoa* set the direction for school curriculum and learning and place the learner at the centre of the learning process. These curriculum frameworks are supported by national achievement standards and other key policy documents such as *Ka Hikitia*, the *Pasifika Education Plan* and *Success for All – Every School, Every Child*. The frameworks articulate valued outcomes for New Zealand students.

The vision of *The New Zealand Curriculum* and *Te Marautanga o Aotearoa* is that all young people are successful “confident, connected, actively involved, lifelong learners”. The realisation of this vision means that as an outcome of New Zealand schooling, every young person:

- > is confident in their identity, language and culture as citizens of Aotearoa New Zealand<sup>11</sup>
- > is socially and emotionally competent, resilient and optimistic about the future<sup>12</sup>
- > is a successful lifelong learner
- > participates and contributes confidently in a range of contexts (cultural, local, national and global) to shape a sustainable world of the future.<sup>13</sup>



11 *Te Marautanga o Aotearoa Graduate Profile*.

12 Education Review Office. (2013). *Wellbeing For Success: Draft Evaluation Indicators for Student Wellbeing and The New Zealand Curriculum* (2007) Health and Physical Education.

13 Bolstad, R. & Gilbert, J. with McDowall, S., Bull, A., Boyd, S. & Hipkins, R. (2012). *Supporting future-oriented teaching and learning – a New Zealand perspective*. Wellington: Ministry of Education. Retrieved from [www.educationcounts.govt.nz](http://www.educationcounts.govt.nz).

## Organisational influences on student outcomes

The framework for the indicators identifies six domains that current research and evaluation findings show have a significant influence on school effectiveness and improvement:

- > Stewardship
- > Leadership of conditions for equity and excellence
- > Educationally powerful connections and relationships
- > Responsive curriculum, effective teaching and opportunity to learn
- > Professional capability and collective capacity<sup>14</sup>
- > Evaluation, inquiry and knowledge building for improvement and innovation.

The framework is drawn from an analysis and synthesis of research and evaluation findings, linked to student outcomes. As well as drawing from domain specific evidence bases, the framework has been informed by cross-cutting evidence bases such as those related to school effectiveness and improvement.

A synthesis of the evaluation literature focused on internal evaluation (self review), external evaluation and evaluation capacity building underpins the domain evaluation, inquiry and knowledge building for improvement and innovation.

Each domain contributes to the goal of improving student outcomes. Effective communities of learning are characterised by high quality practices in all domains and those practices are integrated and coherent.

The domains **educationally powerful connections and relationships** and **responsive curriculum, effective teaching and opportunity to learn** have the most significant influence on outcomes for students.

The relative impact of these domains on student outcomes is driven by **stewardship, leadership of conditions for equity and excellence, professional capability and collective capacity**, and the effective use of **evaluation, inquiry and knowledge building processes for improvement and innovation**.

## What matters most in enabling equity and excellence

ERO is committed to honouring Te Tiriti o Waitangi as the founding document of Aotearoa New Zealand underpinning relationships between Māori and the Crown. ERO's internal strategy, *He Toa Takitini: Accelerating Outcomes for Māori 2013-2017* reaffirms this commitment, presents ERO's response to *Ka Hikitia* and is a call to intensified action. ERO is also committed to promoting the achievement and success of Pacific students in the New Zealand schooling system. ERO's *Pacific Strategy 2013-2017* outlines this commitment.

<sup>14</sup> Fullan, M., Rincon-Gallardo, S., & Hargreaves, A. (2015). Professional capital as accountability. *Education Policy Analysis Archives*, 23, (15), 1-22.

We have a growing evidence base in New Zealand that shows what matters most in supporting and promoting excellence and equity for diverse learners, in particular, Māori and Pacific learners. School and classroom practices that improve outcomes for Māori learners are also likely to improve outcomes for all learners.

The indicators framework foregrounds the Māori concepts of **manaakitanga**, **Whanaungatanga**, **ako** and **mahi tahi**. Together, these concepts frame how we approach education provision in the New Zealand context, challenging us to recognise and respond to the educationally limiting effects of deficit theorising about students and their potential.<sup>15</sup>

The concepts provide a lens through which the cultural responsiveness of school activities and practices in supporting and promoting equitable outcomes for all learners can be evaluated. The descriptions below draw, in particular, from the work of Berryman, Glynn, Walker, Reweti, O'Brien, Boasa-Dean, Glynn, Langdon and Weiss (2002);<sup>16</sup> Berryman (2014)<sup>17</sup> and Bishop, Ladwig and Berryman (2014).<sup>18</sup>

### Manaakitanga

**Manaaki** embodies the concepts of mana (authority) and *aki* (urging someone to act quickly). **Manaakitanga** describes the immediate responsibility and authority of the host to care for their visitor's emotional, spiritual, physical and mental wellbeing.

In the learning context these understandings encompass the need to care for children and young people as culturally located human beings through providing safe, nurturing environments. In the New Zealand setting, these understandings also need to be extended to include developing and sustaining language, culture and identity to ensure all students have the opportunity to learn and experience education success.

### Whanaungatanga

**Whakawhanaungatanga** is the process of establishing links, making connections and relating to the people one meets by identifying in culturally appropriate ways, whakapapa linkages, past heritages, points of engagement, or other relationships. Establishing whānau connections is kinship in its widest sense.

The concept of **whanaungatanga** describes the centrality of extended family-like relationships and the "rights and responsibilities, commitments and obligations,

15 Bishop, R., O'Sullivan, D. & Berryman, M. (2010). *Scaling up education reform: The politics of disparity*. Wellington: New Zealand Council for Education Research.

16 Berryman, M., Glynn, T., Walker, R., Reweti, M., O'Brien, K., Boasa-Dean, T., Glynn, V., Langdon, Y. & Weiss, S. (2002). *SES Sites of effective special education practice for Māori 2001*. Draft report to the SES board and Executive Team. Specialist Education Services.

17 Berryman, M. (2014). *Evaluation indicators for school reviews: A commentary on engaging parents, whānau and communities*. Background paper prepared for the review of the Education Review Office's Evaluation Indicators for School Reviews.

18 Bishop, R., Ladwig, J. & Berryman, M. (2014). The centrality of relationships for pedagogy: the *whānaungatanga* thesis. *American Education Research Journal*, 51, (1), 184-214.

and supports that are fundamental to the collectivity.”<sup>19</sup> **Whanaungatanga** also reaches beyond actual whakapapa relationships and includes relationships to people who, through shared experiences, feel and act as kin. Within this type of relationship, in receiving support from the group, there is a responsibility to provide reciprocal support.

In the learning context, **whanaungatanga** demands a focus on the quality of teaching-learning relationships and interactions, and the agency of the teacher in establishing a whānau-like context that supports engagement and learning. New Zealand evidence suggests that **whanaungatanga**, while not sufficient, is “foundational and necessary for effectively teaching Māori students... as **Whanaungatanga** increases, the probability of high cognitive demand increases... when the level of **Whanaungatanga** was mid-range or higher, the lowest levels of engagement disappeared” (Bishop, Ladwig & Berryman, 2014, p. 28).<sup>20</sup>

### Ako

**Ako** is grounded in the principle of reciprocity and also recognises that students and their whānau cannot be separated. **Ako** describes a teaching and learning relationship “where the child is both teacher and learner” (Pere, 1982, cited in Berryman et al., 2002) and the educator is also learning from the student in a two-way process.

*It is the acquisition of knowledge as well as the imparting of knowledge... Ako as a process does not assume any power relationship between teacher and student but instead it serves to validate dual learning or reciprocal learning experiences that in turn promulgate shared learning (Berryman et al., 2002, p. 143).*

New Zealand evidence shows that a culturally responsive pedagogy of relations is a significant factor in improving success for Māori students (Alton-Lee, 2014).<sup>21</sup> Berryman (2014)<sup>22</sup> highlights the importance of leaders and educators evaluating the education context from the perspective of the extent to which:

- > power is shared between self-determining individuals within non-dominating relations of interdependence
- > culture counts
- > learning is interactive, dialogic and spirals
- > participants are connected to one another, and
- > there is a common vision for what constitutes excellence in educational outcomes.<sup>23</sup>

19 Metge, J. (1990), cited in, Berryman, M. (2014). *Evaluation indicators for school reviews: A commentary on engaging parents, whānau and communities*. Background paper prepared for the review of the Education Review Office’s Evaluation Indicators for School Reviews.

20 Bishop, R., Ladwig, J. & Berryman, M. (2014). The centrality of relationships for pedagogy: the *whānaungatanga* thesis. *American Education research Journal*, 51, (1), 184-214.

21 Alton-Lee, A. (2014). *Effectiveness of Te Kotahitanga Phase 5 2010-12*. Wellington: Ministry of Education.

22 Berryman, M. (2014). *Evaluation indicators for school reviews (2011): A commentary on engaging parents, whānau and communities*. Background paper prepared for the review of the Education Review Office’s Evaluation Indicators for School Reviews.

23 Bishop, R., Berryman, M., Cavanagh, T. & Teddy, L. (2007). *Te Kotahitanga Phase 3 Whānaungatanga: Establishing a Culturally Responsive Pedagogy of Relations in Mainstream Secondary Schools*. Report to the Ministry of Education. Wellington: Ministry of Education.

## Mahi tahi

**Mahi tahi** or **mahi ngātahi** is a term used to describe the unity of people working towards a specific goal or the implementation of a task. It is the act of carrying out the task or activity for which you have come together in a common purpose. Working together as a group in a 'hands-on' fashion is referred to as **mahi tahi**. The solidarity that **mahi tahi** engenders in a group of people is powerful and this kind of relationship is known to sustain itself well after the goal has been fulfilled or the project has been completed (Berryman, 2014).<sup>24</sup>

**Mahi tahi**, or working together collaboratively in the pursuit of learner-centred education goals, is an important feature of each of the domains of education influence that have an effect on student outcomes. These domains are described in the next section.

## The indicators

The following tables identify learner-focused outcome indicators and process indicators.

The learner-focused outcome indicators are organised in terms of the vision of *The New Zealand Curriculum* and *Te Marautanga o Aotearoa*:

***“confident, connected, actively involved,  
lifelong learners”***

These indicators are drawn from *The New Zealand Curriculum* and *Te Marautanga o Aotearoa* and reflect the education system’s aspirations for every learner as an outcome of schooling in New Zealand.

The process indicators are organised in terms of the key domains that influence school effectiveness and student outcomes:

- > Stewardship
- > Leadership of conditions for equity and excellence
- > Educationally powerful connections and relationships
- > Responsive curriculum, effective teaching and opportunity to learn
- > Professional capability and collective capacity
- > Evaluation, inquiry and knowledge building for improvement and innovation.

For each domain, evaluation indicators, drawn from the research evidence linked to outcomes, are identified and illustrated by examples of effective practice. In using the indicators, evaluators and educators will need to draw on rich sources of qualitative and quantitative data to support evaluative thinking, reasoning, processes and decisions.

<sup>24</sup> Berryman, M. (2014). *Evaluation indicators for school reviews (2011): A commentary on engaging parents, whānau and communities*. Background paper prepared for the review of the Education Review Office’s Evaluation Indicators for School Reviews.

*Every student is a confident, connected,  
actively involved, lifelong learner*

## Outcome indicators

### Confident in their identity, language and culture as citizens of Aotearoa New Zealand

- > Is confident in their identity, language and culture.
- > Values, and is inclusive of, diversity and difference: cultural, linguistic, gender, special needs and abilities.
- > Represents and advocates for self and others.
- > Promotes fairness and social justice and respects human rights.
- > Uses cultural knowledge and understandings to contribute to the creation of an Aotearoa New Zealand in which Māori and Pākehā recognise each other as full Treaty partners.
- > Shows a clear sense of self in relation to cultural, local, national and global contexts.

### Socially and emotionally competent, resilient and optimistic about the future<sup>25</sup>

- > Enjoys a sense of belonging and connection to school, whānau, friends and the community.
- > Feels included, cared for, and safe and secure.
- > Establishes and maintains positive relationships, respects others' needs and shows empathy.
- > Can take a leadership role and makes informed and responsible decisions.
- > Is physically active and leads a healthy lifestyle.
- > Self manages and self regulates and shows self efficacy and personal agency.
- > Is resilient and adaptable in new and changing contexts.

<sup>25</sup> Education Review Office (2013). *Wellbeing For Success: Draft Evaluation Indicators for Student Wellbeing and The New Zealand Curriculum (2007) Health and Physical Education: Te Whare Tapa Whā ~ Taha Hinengaro (Mental Health); Taha Tinana (Physical Health); Taha Wairua (Spiritual Health); Taha Whānau (Extended Family Health)*. (Mason Durie, 1994).

### A successful lifelong learner

- > Demonstrates strong literacy and mathematics understanding and skills and achieves success in the learning areas of *The New Zealand Curriculum* and/or *Te Marautanga o Aotearoa*.
- > Is curious and enjoys intellectual engagement.
- > Draws on multiple perspectives and disciplinary knowledge to actively seek, use and create new knowledge and understandings.
- > Is technologically fluent taking a discerning approach to the opportunities provided by, and impacts of, technology.
- > Is digitally literate using a range of e-learning tools to support learning.
- > Māori enjoy education success as Māori.
- > Confidently tackles challenging tasks and is resilient and perseveres in the face of error and failure.
- > Uses multiple strategies for learning and problem solving.
- > Collaborates with, learns from, and facilitates the learning of, others.
- > Understands the performance levels required, sets personal goals, self-monitors and self evaluates.
- > Develops the learning to learn capabilities to reflect on their own thinking and learning processes.
- > Achieves success in relation to National Standards in mathematics, reading and writing in primary education.
- > Achieves success at Levels 1, 2 and 3 of the National Certificate of Education Achievement (NCEA).
- > Determines and participates in future-focused education pathways that lead to further education and employment.

### Participates and contributes confidently in a range of contexts – cultural, local, national and global<sup>26</sup>

- > Thinks critically and creatively, applying knowledge from different disciplines in complex and dynamic contexts.
- > Is energetic and enterprising, effectively navigating challenges and opportunities.
- > Works collaboratively to respond to problems not previously encountered, developing new solutions and approaches.
- > Understands, participates in, and contributes to cultural, local, national and global communities.
- > Is a critical, informed, active and responsible citizen.
- > Can evaluate the sustainability of a range of social, cultural, economic, political and environmental practices.
- > Is an ethical decision-maker and guardian of the world of the future.

26 Bolstad, R. & Gilbert, J., with McDowall, S., Bull, A., Boyd, S., & Hipkins, R. (2012). *Supporting future-oriented teaching and learning – a New Zealand perspective*. Wellington: Ministry of Education. Retrieved from [www.educationcounts.govt.nz](http://www.educationcounts.govt.nz).

## Domain 1: Stewardship

In the New Zealand setting, the location of governance at the school level creates a close relationship with leadership. Trustees, principals, school staff and students work strategically and collaboratively to achieve the school community's vision, values, goals and priorities.

The framing of the role of boards of trustees includes both accountability and improvement functions. These functions relate to specific legal responsibilities under the Education Act 1989, and the stewardship or collective leadership of the school. The evidence base about the effectiveness of the role is limited but recent studies support the improvement-oriented function of stewardship as being most likely to support effective learning outcomes.<sup>27</sup>

Stewardship emphasises the importance of trust-based relationships and shared knowledge in the role of representing and serving the school community. The board of trustees seeks valid and reliable information about the needs and aspirations of the students and the school community to inform the strategic direction, goals and priorities of the school. Policies, processes and practices are in turn aligned with the vision, values and strategic direction.

The main task of the board of trustees is scrutiny, including self-scrutiny: "Are we doing the right thing here?" Board scrutiny involves a central focus on valued student outcomes, transparency in the sharing of information that supports that scrutiny, and the ongoing evaluation of performance in achieving goals and priorities: "What difference will this make for students and how will we know?" The board seeks honest, insightful school evaluation and is willing to support and take hard decisions in the interests of students.

Board members demonstrate agency in their role, drawing on networks and expertise beyond the school to strengthen organisational capacity and effectiveness.<sup>28</sup>

<sup>27</sup> Wylie, C. (2014). *Rethinking governance indicators for effective school review*. Background paper prepared for the review of the Education Review Office's Evaluation Indicators for School Reviews.

<sup>28</sup> Agency is defined as "the energy, level of proactivity, drive and commitment to governing" (James, 2010, cited in Wylie, 2014, p. 6).

## Stewardship

Evaluation indicators	Effective practice
<p><b>The board of trustees represents and serves the education and school community in its stewardship role</b></p>	<p>The board of trustees works with the school community to develop and regularly refresh the school's vision, values, strategic direction, goals and priorities for equity and excellence.</p> <p>The board of trustees effectively recruits, selects and appoints the principal to achieve the school's vision, values, strategic direction, goals and priorities for equity and excellence.</p> <p>The board ensures the school curriculum is inclusive and responsive to local needs, contexts and the environment and enables all students to become confident, connected, actively involved, lifelong learners.</p> <p>The board of trustees builds relational trust and develops culturally responsive relationships with the school community to ensure active participation in the life of the school and reciprocal communication about the school's activities.</p> <p>The board of trustees proactively develops networks that strengthen school capacity to extend and enrich the curriculum, learning opportunities and pathways for students and contributes to other schools' capacity to do so.</p>

Evaluation indicators	Effective practice
<p><b>The board of trustees scrutinises the work of the school in achieving valued student outcomes</b></p>	<p>Relationships between members of the board of trustees and professional leaders are based on:</p> <ul style="list-style-type: none"> <li>&gt; trust, integrity and openness</li> <li>&gt; clarity about roles and responsibilities</li> <li>&gt; transparency and shared knowledge in the interests of improving valued outcomes.</li> </ul> <p>The activities of the board of trustees have an explicit and relentless focus on student learning, wellbeing, achievement and progress.</p> <p>Board of trustees members seek and interrogate a range of high quality student data and evaluative information that supports:</p> <ul style="list-style-type: none"> <li>&gt; a clear understanding about what is going well and why, or not well and why, from a range of perspectives: students, parents, family, whānau and community</li> <li>&gt; the defensible identification of priorities and targets based on the analysis of trends, patterns and progress over time</li> <li>&gt; challenging questions about planning and process (what difference will this make for students and how will we know?)</li> <li>&gt; decision making in the interests of improving student outcomes which takes into account evidence about the effectiveness of proposed approaches</li> <li>&gt; a coherent approach to planning and development</li> <li>&gt; strategic resourcing to support improvement</li> <li>&gt; rigorous, honest monitoring of progress and evaluation of effectiveness in improving student outcomes.</li> </ul> <p>The board of trustees effectively manages the performance of the principal, linking the school’s strategic direction, goals, priorities and targets; appraisal goals; and appropriate professional learning and development opportunities.</p>
<p><b>The board of trustees evaluates the effectiveness of board performance in its governance and stewardship role</b></p>	<p>Board members:</p> <ul style="list-style-type: none"> <li>&gt; have a shared understanding of their role and responsibilities and distribution of tasks</li> <li>&gt; identify individual knowledge, expertise and experience</li> <li>&gt; review and reflect on board performance and effectiveness in terms of the school vision, values, strategic direction, goals and priorities</li> <li>&gt; seek relevant advice and resources</li> <li>&gt; ensure ongoing improvement in the effectiveness and efficiency of governance and stewardship, through induction and ongoing training, the distribution of tasks and succession planning.</li> </ul>

Evaluation indicators	Effective practice
<p><b>The board of trustees effectively meets statutory requirements</b></p>	<p>The board of trustees ensures that:</p> <ul style="list-style-type: none"> <li>&gt; the school charter sets out long term goals and annual targets determining the school's priorities</li> <li>&gt; school policies and procedures are coherent and fit for purpose</li> <li>&gt; human resource management procedures and practices promote and support high quality education outcomes and safety</li> <li>&gt; a physically and emotionally safe environment is provided for all students</li> <li>&gt; the school complies with curriculum, human resource, health and safety, financial, property and administration requirements</li> <li>&gt; regular monitoring, evaluation and reporting in relation to delegations takes place.</li> </ul>

## Domain 2: Leadership of conditions for equity and excellence

Effective leadership is a defining feature of communities of learning that are successful in achieving excellence and equity<sup>29</sup> in student outcomes. Effective leaders focus on improving teaching and learning for every student, are a strong instructional resource for teachers and actively participate in, and lead, teacher learning and development.<sup>30</sup> The key dimensions of leadership practice that have a significant impact on student outcomes include: establishing goals and expectations; designing, evaluating and coordinating the curriculum and teaching; leading professional learning; ensuring an orderly and supportive environment; and resourcing strategically.<sup>31</sup>

Effective leaders engage the school community by establishing the vision, values and expectations that underpin practice. Goals and priorities are based on high quality data and valid information about student achievement and professional practice. The generation of solutions and decision-making about improvement strategies are underpinned by evidence related to what will make the most difference for learners. The achievement of goals and priorities is supported by a coherent approach that integrates teaching and learning, building professional capability and collective capacity and whole school development.

Resourcing to support improvement and innovation is strategic and aligned to goals and priorities. For example, provision for professional activity that builds capability to improve teaching and learning is made through staffing and time allowances and is supported by organisational structures and processes.

Leadership is distributed across formal and informal roles and emphasises the collective responsibility of the school community to create the conditions in which all students experience success. The school community works together to create a positive environment that is inclusive, values diversity and promotes and sustains student wellbeing. The management of organisational routines and relationships and interactions maximise the time and resources available to support student participation and engagement, as well as access to additional learning support.

29 Ishimaru, A. & Galloway, M. (2014). Beyond individual effectiveness: Conceptualising organisational leadership for equity. *Leadership and Policy in Schools*, 13 (1), 93-146.

30 Robinson, V., Lloyd, C. & Rowe, K. (2012). The impact of leadership on student outcomes: An analysis of the differential effects of leadership types. *Education Administration Quarterly*, 44, (5), 635-674.

31 Robinson, V., Hōhepa, M. & Lloyd, C. (2009). *School leadership and student outcomes: Identifying what works and why – Best Evidence Synthesis Iteration*. Wellington: Ministry of Education.

Leaders in high performing schools are involved in planning, coordinating and evaluating the curriculum and teaching. These leaders are likely to be more directly involved in school-wide curriculum provision, observing in classrooms and providing feedback and participating in formal and informal professional discussions about teaching, learning and student outcomes. The promotion of, and participation with teachers in, professional learning, is the leadership activity that has greatest impact on student outcomes.<sup>32</sup>

Leadership of evaluation, inquiry and knowledge building activities is systematic and coherent. These activities are interconnected at student-classroom-teacher-school levels and supported by the selection, design and use of smart tools. Leaders build relational trust at all levels of the community to support openness, collaboration and risk taking, and receptiveness to change and improvement.<sup>33</sup> Building evaluation capability and capacity is recognised as important to sustain and embed improvement.

*Schools with high adaptive capacity develop the adaptive expertise of their teachers as they help them construct and reconstruct their environments through cycles of inquiry and knowledge-building to meet student needs better (Timperley, 2011, p. 165).<sup>34</sup>*

Effective leaders value and engage parents, families, whānau and the community in the life and work of the school through active involvement in learning centred relationships. Community and cultural resources enrich the school curriculum and collaboration with the community enhances learning opportunities and support provided for students.

32 Robinson, V. (2007). *School Leadership and Student Outcomes: Identifying What Works and Why*. ACEL Monograph Series. Melbourne: Australian Council for Educational Leaders and Centre for Organisational Learning and Leadership.

33 Hargreaves, A. & Fullan, M. (2012). *Professional capital: transforming teaching in every school*. United Kingdom: Routledge.

34 Timperley, H. (2011). *Realising the power of professional learning*. Maidenhead: Open University Press.

## Leadership of conditions for equity and excellence

Evaluation indicators	Effective practice
<p><b>Leadership collaboratively develops and enacts the school's vision, values, goals and priorities for equity and excellence</b></p>	<p>Leadership actively seeks the perspectives and aspirations of students, parents, families and whānau as part of the development of the school's vision, values, strategic direction, goals and priorities.</p> <p>Leadership sets priority goals and targets to accelerate the learning of students at risk of underachievement.</p> <p>Leadership uses a range of evidence from evaluation, inquiry and knowledge building activities to develop, implement, monitor and modify strategies for improvement.</p> <p>Judicious resourcing (for example staffing and time) is clearly aligned to the school's vision, values, strategic direction, goals and priorities.</p> <p>Leadership buffers and integrates external policy requirements and initiatives in ways that protect and serve the achievement of the school's vision, values, strategic direction, goals and priorities.</p>
<p><b>Leadership establishes and ensures an orderly and supportive environment conducive to student learning and wellbeing</b></p>	<p>Leadership communicates and models clear and consistent social expectations to support teaching and learning.</p> <p>Leadership identifies and resolves conflict quickly and effectively.</p> <p>Leadership provides multiple opportunities for students to provide feedback on the quality of teaching and its impact on learning and wellbeing.</p> <p>Leadership ensures school processes and practices effectively promote and support student wellbeing outcomes and engagement in learning.</p>
<p><b>Leadership ensures effective planning, coordination and evaluation of the school's curriculum and teaching</b></p>	<p>Leadership is actively involved in the planning, coordination and evaluation of curriculum, teaching and learning.</p> <p>The school curriculum is coherent, inclusive, culturally responsive and clearly aligned to <i>The New Zealand Curriculum</i> and <i>Te Marautanga o Aotearoa</i>.</p> <p>The school curriculum responds to and engages all students and allows sufficient opportunity to learn.</p> <p>Leadership systematically gathers, analyses and uses a range of high quality student achievement data and information to evaluate the effectiveness of curriculum provision, teaching and student outcomes.</p>

Evaluation indicators	Effective practice
<b>Leadership promotes and participates in a coherent approach to professional learning and practice</b>	<p>Leadership ensures alignment between student learning needs, teacher professional learning goals and processes for teacher appraisal and attestation.</p> <p>Leadership evaluates and builds the capability of teachers as leaders to promote and support the improvement of teaching and learning.</p> <p>Organisational structures, processes and practices strengthen and sustain focused professional learning and collaborative activity to improve teaching and learning.</p> <p>Leadership identifies and develops internal expertise and accesses relevant external expertise to respond to specific needs and support the achievement of the school's vision, values, strategic direction, goals and priorities.</p>
<b>Leadership builds capability and collective capacity in evaluation and inquiry for sustained improvement and innovation</b>	<p>Leadership establishes coherent organisational conditions that support effective evaluation, inquiry and knowledge building for improvement and innovation.</p> <p>School leadership makes an accurate and defensible evaluation of the school's performance on each of the dimensions and engages effectively with external evaluation.</p>
<b>Leadership builds relational trust and effective participation and collaboration at every level of the school community</b>	<p>Leadership actively involves students, parents, families, whānau and the community in learning centred relationships and reciprocal communication.</p> <p>Leadership ensures that community and cultural resources are integrated into relevant aspects of the school curriculum.</p> <p>Leadership promotes community collaboration and partnerships to enhance learning opportunities and student achievement and well-being.</p>

### Domain 3: Educationally powerful connections and relationships

Parents, families and whānau have a primary and ongoing influence on the development, learning, wellbeing and self-efficacy of children and young people. Schools and educators have a significant role in engaging and involving parents, families and whānau in learning and school activities to enable success for all students.<sup>35, 36, 37</sup>

In New Zealand we have a growing body of research showing the impact of educationally powerful connections and relationships on student outcomes in a range of contexts. This research identifies that establishing educationally powerful connections and relationships with parents, families, whānau and communities provides access to a greater range and depth of resources to support the education endeavour; enhances outcomes for all students, in particular those who have been underserved or who are at risk; and achieves large positive effects in terms of student academic and social outcomes.

The research emphasises the importance of leaders and educators understanding the processes required to develop effective school-family-whānau-community connections and relationships, and the need to take agency in building connections and relationships that focus on teaching and learning. Berryman (2014) identifies four key themes that are important in making connections and engaging with Māori communities: identify who you are; build relational trust; listen to communities; and respond accordingly.<sup>38</sup>

Different types of connections between school and home vary in their effectiveness. Joint interventions involving parents and teachers that also involve teachers in professional learning and development opportunities have the greatest impact on outcomes.<sup>39</sup> Approaches that have a positive impact on student outcomes recognise, respect and value the diverse identities, languages and cultures of the school community, draw on its funds of knowledge and make connections to students' lives outside the school. These approaches promote participation in reciprocal, learning-centred relationships with teachers and the school.

- 35 Sanders, M. & Epstein, J. (1998). School-family-community partnerships and educational change: International perspectives. In Hargreaves, A., Lieberman, A., Fullan, M., & Hopkins, D. (Eds.), *International handbook of educational change* (pp. 482-502). Dordrecht: Kluwer Academic Publishers.
- 36 Schneider, B., Keesler, V. & Morlock, L. (2010). The effects of family on children's learning and socialisation. In Dumont, H., Instance, D., & Benavides, F. (Eds.), *The nature of learning*, (pp. 251-284). Paris: OECD.
- 37 Biddulph, F., Biddulph, J. & Biddulph, C. (2003). *The complexity of community and family influences on children's achievement in New Zealand: Best evidence synthesis*. Wellington: Ministry of Education.
- 38 Berryman, M. (2014). *Evaluation indicators for school reviews (2011): A commentary on engaging parents, whānau and communities*. Background paper prepared for the review of the Education Review Office's Evaluation Indicators for School Reviews.
- 39 Alton-Lee, A., Robinson, V., H Hōhepa, M. & Lloyd, C. (2009). Creating educationally powerful connections with families, whānau, and communities. Chapter 7 in *School leadership and student outcomes: Identifying what works and why – Best Evidence Synthesis Iteration*. Wellington: Ministry of Education.

Assisting parents, families and whānau to support student learning at home through carefully designed, interactive homework, opportunities to participate in learning opportunities such as the workshops associated with the *Reading Together*<sup>40</sup> programme, and the provision of access to activities and materials in specific curriculum areas such as mathematics,<sup>41</sup> can have a significant impact on student outcomes.

Effective schools proactively identify and draw on community resources and expertise to improve learning opportunities and student achievement and wellbeing.

*The purpose of school-home involvement is to connect in-school and out-of-school learning in ways that will support valued outcomes for students. If effective connections are to be developed, teachers need to value the educational cultures of their students' families and communities, and parents need to learn about and value the educational culture of the school. The principle of ako – reciprocal learning and teaching – is therefore fundamental to developing connections that work (Alton-Lee, Robinson, Hohepa & Lloyd, 2009, p. 169).*

40 The Biddulph Group. (2015). *Reading Together programme*. Retrieved from [www.readingtogether.net.nz](http://www.readingtogether.net.nz).

41 Anthony, G. & Walshaw, M. (2007). *Effective pedagogy in mathematics/pangarau: Best evidence synthesis iteration*. Wellington: Ministry of Education.

## Educationally powerful connections and relationships with parents, families, whānau and communities

Evaluation indicators	Effective practice
<p><b>Learning centred relationships effectively engage and involve the school community</b></p>	<p>Parents, families, whānau and the community are welcomed and involved in school activities as respected and valued partners in learning.</p> <p>A strengths based approach recognises and affirms the diverse identities, languages and cultures of parents, families, whānau and the community and proactively brokers engagement and participation.</p> <p>Parents, families, whānau and the community participate in school activities and decision-making in a variety of productive roles.</p>
<p><b>Communication supports and strengthens reciprocal, learning centred relationships</b></p>	<p>A range of appropriate and effective communication strategies are used to communicate with and engage parents, families, whānau and community.</p> <p>Students, parents and families, whānau and teachers have shared understandings about curriculum goals and the processes of teaching and learning and engage in productive learning conversations.</p> <p>Students, parents, families, whānau and teachers work together to identify student strengths, learning needs, set goals and plan responsive learning strategies and activities.</p> <p>Students, parents, families, whānau and teachers understand the full range of pathways, programmes, options and supports that are available and participate in informed decision making at critical transition points.</p>
<p><b>Student learning at home is actively promoted through the provision of relevant learning opportunities, resources and support</b></p>	<p>Parents, families and whānau receive information and participate in individual and group learning opportunities that enable them to support and promote their children's learning.</p> <p>Any homework that is assigned is carefully designed to promote purposeful interactions between parents and children and teachers provide timely, descriptive oral or written feedback.</p> <p>Parents, families and whānau are enabled to support their children's learning through the provision of materials and the creation of connections with community resources.</p>
<p><b>Community collaboration and partnerships extend and enrich opportunities for students to become confident, connected, actively involved, lifelong learners</b></p>	<p>Teachers and parents, family, whānau and community engage in joint activities and interventions to improve learning and/or behaviour.</p> <p>The school and the community work together to support students in making effective transitions at critical points in their education pathway.</p> <p>The school proactively identifies and draws on community resources and expertise to improve learning opportunities and capacity to improve student achievement and wellbeing.</p>

## Domain 4: Responsive curriculum, effective teaching and opportunity to learn

*The New Zealand Curriculum* and *Te Marautanga o Aotearoa* set out the valued education outcomes for New Zealand students, as well as their entitlement in terms of breadth and depth of learning opportunities in compulsory schooling. These curriculum documents articulate the vision, values, principles, key competencies and areas of learning that will enable young people to be successful in an increasingly complex and uncertain world. *The New Zealand Curriculum* and *Te Marautanga o Aotearoa* are supported by National Standards in mathematics, reading and writing in primary education and national standards that contribute to the National Certificate of Educational Achievement (NCEA) in senior secondary education.

The curriculum is enabling and future focused, providing the opportunity for educators to be learner-centred, select contexts and design opportunities for learning with learners that are responsive, and enable learners to work collaboratively with real challenges to solve problems in a range of real world contexts.<sup>42</sup> Responsive curriculum effectively incorporates connections to students' lives, prior understandings and experiences out-of-school, drawing on, and adding to, the funds of knowledge and practices of parents, families, whānau and the community. Student identities and family, whānau and community knowledge, language and culture are represented in curriculum materials and the enacted curriculum. Cultural and linguistic diversity are strengths to be nurtured.

The Organisation for Economic Co-operation and Development (OECD) synthesis of recent research about learning identifies seven core principles for designing learning environments that support the opportunity to learn:

- > *the learner is at the centre, active engagement is encouraged and learners develop understandings of themselves as learners*
- > *the social and often collaborative nature of learning is recognised and well-organised; cooperative learning is actively encouraged*
- > *learning professionals are highly attuned to learners' motivations and the importance of emotions*
- > *opportunities to learn are acutely sensitive to individual differences including in prior knowledge*
- > *learning is demanding for each learner but without excessive overload*
- > *assessment for learning with a strong emphasis on formative feedback is used*
- > *horizontal connectedness across areas of knowledge and learning activities, as well as to the community and the wider world, are strongly promoted.*<sup>43</sup>

42 Bolstad, R. & Gilbert, J. with McDowall, S., Bull, A., Boyd, S. & Hipkins, R. (2012). *Supporting future-oriented learning and teaching – a New Zealand perspective*. Report to the Ministry of Education. Wellington: Ministry of Education.

43 Instance, D. & Dumont, H., (2010). Future directions for learning environments in the 21st century. In Dumont, H., Instance, D., & Benavides., F (Eds.), *The nature of learning*, (pp. 317-336). Paris: OECD.

The quality of teaching is a strong determinant of outcomes for diverse students.<sup>44,45</sup> What teachers know and do is one of the most important influences on what students learn.<sup>46</sup> Over three years, learning with a high performing teacher rather than a low performing teacher can make a 53-percentile difference for two students who start at the same achievement level.<sup>47</sup>

In the New Zealand setting, learning environments that reflect a Māori world view and ways of working through, for example, *whanaungatanga* and *ako*, significantly enhance the opportunity to learn for all students. The *Te Kotahitanga Effective Teaching Profile*<sup>48</sup> identifies dimensions of practice that create a culturally appropriate and responsive context for learning demonstrated by effective teachers of Māori students.

### Te Kotahitanga effective teaching profile<sup>49</sup>

*Effective teachers of Māori students create a culturally appropriate and responsive context for learning in their classroom. They do this in the following observable ways:*

**Manaakitanga:** *they care for the students as culturally located human beings above all else.*

**Mana motuhake:** *they care for the performance of their students.*

**Whakapiringatanga:** *they are able to create a secure, well managed learning environment by incorporating routine pedagogical knowledge with pedagogical imagination.*

**Wānanga:** *they are able to engage in effective teaching interactions with Māori students as Māori.*

**Ako:** *they can use a range of strategies that promote effective teaching interactions and relationships with their learners.*

**Kotahitanga:** *they promote, monitor and reflect on outcomes that in turn lead to improvements in educational achievement for Māori students.*

The New Zealand Best Evidence Synthesis<sup>50</sup> identifies 10 characteristics of quality teaching that make a bigger difference to valued outcomes for diverse (all) learners.

44 Alton-Lee, A. (2003). *Quality teaching for diverse students: Best evidence synthesis*. Wellington: Ministry of Education.

45 Hattie, J. (2009). *Visible learning. A synthesis of over 800 meta-analyses relating to achievement*. London: Routledge.

46 Darling-Hammond, L. (1998). Teachers and Teaching: Testing Policy Hypotheses From a National Commission Report. *Educational Researcher*, 27 (1), 5-15.

47 Sanders, W. & Rivers, J. (1996). Cumulative and Residual Effects of Teachers on Future Student Academic Achievement. Tennessee: University of Tennessee.

48 Bishop, R. & Berryman, M. (2010). Te Kotahitanga: Culturally responsive professional development for teachers. *Teacher Development*, 14, 173-187.

49 Bishop, R., O'Sullivan, D. & Berryman, M. (2010). *Scaling up education reform*. Wellington: NZCER Press.

50 Alton-Lee, A. (2003). *Quality teaching for diverse students: Best evidence synthesis*. Wellington: Ministry of Education.

## Quality teaching for diverse (all) learners

- > *focus on valued student outcomes – **kia arotahia ngā hua ākongā uara nui***
- > *use knowledge, evidence, and inquiry to improve teaching – **ko te mātauranga, te taunakitanga me te uiui hei whakapai ake te whakaako***
- > *select, develop, and use smart tools and worthwhile tasks – **ngā taputapu ngaio me ngā mahi whaikiko – whiria, mahia***
- > *ensure sufficient and effective opportunities for all students to learn – **rau te ako, rau te mahi tōtika, rau te hua***
- > *develop caring, collaborative learning communities that are inclusive of diverse (all) learners – **he piringa tauawhi, he piringa mahitahi, he piringa tauakoako, he piringa ākongā rerekura (katoa)***
- > *activate educationally powerful connections to learners' knowledge, experiences, identities, families, whānau, iwi, and communities – **whakatere hono ākongā torokaha, ākongā tū kaha***
- > *scaffold learning and provide appropriate feed forward and feedback on learning – **te ako poutama***
- > *be responsive to all students' learning, identities, and wellbeing – **me aro ki te hā o te ākongā***
- > *promote thoughtful learning strategies, thoughtful discourse, and student self-regulation – **takina te Wānanga***
- > *use assessment for learning – **te aromatawai i roto i te ako***
- > *Alton-Lee, A. (2012)*

While outcomes-linked research identifies key dimensions of teaching that promote student confidence in their identity, language and culture, wellbeing, achievement and progress, and contribution and participation, these dimensions are interrelated and interconnected in the complex dynamic of effective teaching.<sup>51</sup> Effective teaching requires deep and flexible knowledge of subject matter, how students learn and curriculum specific pedagogy.<sup>52</sup> This knowledge and expertise enables teachers to effectively use formative assessment to improve learning<sup>53</sup> and learners to develop the skills to evaluate their own and others' work.<sup>54</sup> The effects of the use of formative assessment on student outcomes are significant.<sup>55</sup> <sup>56</sup> It is important that teachers "see their fundamental role as evaluators and activators of learning" (Hattie, 2012, p. 86).<sup>57</sup>

The integration of current and emerging technologies plays an important enabling role in supporting innovative teaching approaches and creating new opportunities to learn.

51 Muijs, D., Kyriakides, L., van der Werf, G., Creemers, B., Timperley, H. & Earl, L. (2014). State of the art – teacher effectiveness and professional learning. *School effectiveness and school improvement: An international journal of research, policy and practice*, 25 (2), 231-256.

52 For practice specific to curriculum areas see Cawelti, G. (2004). (Ed.). *Handbook of research on improving student achievement*. Arlington, VA: Educational Research Service.

53 Young, V. & Kim, D. (2010). Using assessments for instructional improvement: A literature review. *Education Policy Analysis Archives*, 18 (19).

54 Hattie, J. & Timperley, H. (2007). The power of feedback. *Review of Educational Research*, 77 (1), 81-112.

55 Hattie, J. (2009). *Visible learning: A synthesis of 800+ meta-analyses on achievement*. London: Routledge. Hattie describes feedback as one of the most powerful factors in academic learning and achievement. It is associated with an effect size of 0.73. The average yearly effect or gain we can expect from a year's schooling is 0.40.

56 Hattie, J. & Yates, G. (2014). *Visible learning and the science of how we learn*. London: Routledge.

57 Hattie, J. (2012). *Visible learning for teachers*. London: Routledge.

Effective teaching that promotes every learner's wellbeing, achievement and progress, and enables all learners to develop the skills to engage confidently in the complex global environment of the future, requires adaptive expertise.<sup>58</sup>

Adaptive expertise is a fundamentally different concept of what it means to be a professional. A distinctive characteristic is the ability to respond flexibly in complex contexts.

*Adaptive experts know when students are not learning, know where to go next, can adapt resources and strategies to help students meet worthwhile learning intentions, and can recreate or alter the classroom climate to attain these learning goals* (Hattie, 2012, p.100).<sup>59</sup>

Adaptive experts apply deep conceptual knowledge effectively to problems not encountered previously and develop new solutions and approaches. This flexible, innovative application of knowledge underlies adaptive experts' greater tendency to learn and refine their understanding on the basis of continuing experience.<sup>60</sup> The development of adaptive expertise is enhanced by the opportunity to work in a collaborative environment. Adaptive experts can engage in ongoing inquiry with the aim of building knowledge that is the core of professionalism.<sup>61</sup>

- 58 Hatano, G. & Inagaki, K. (1986). Two courses of expertise: In Stevenson, H., Azama, H., & Hakuta, K. (Eds.), *Child Development and Education in Japan* (pp. 262–272). New York: Freeman.
- 59 Feiman-Nemser, S. (2008). Teacher learning: How do teachers learn to teach? In Cochran-Smith, M., Feiman-Nemser, S., McIntyre, D. & Demers, K. (Eds.). *Handbook of Research on Teacher Education, 3rd Edition* (pp. 697–705). New York: Routledge.
- 60 Soslau, E. (2012). Opportunities to develop adaptive teaching expertise during supervisory conferences. *Teaching and Teacher Education, 28*, 768–779.
- 60 Bransford, J., & Pellegrino, J. (eds). (2000). *How People Learn: Brain, Mind, Experience and School*. Washington DC: National Academy Press.
- 61 Timperley, H. (2013). *Learning to Practise. A paper for discussion*. Wellington: Ministry of Education. Retrieved from [www.educationcounts.govt.nz](http://www.educationcounts.govt.nz).

## Responsive curriculum, effective teaching and opportunity to learn

Evaluation indicators	Effective practice
<p><b>Students learn, achieve and progress in the breadth and depth of <i>The New Zealand Curriculum</i> and <i>Te Marautanga o Aotearoa</i></b></p>	<p>Students, teachers and parents, families and whānau set high, challenging and appropriate expectations for learning.</p> <p>Students, teachers and parents, families and whānau participate in curriculum decision making.</p> <p>Curriculum management is coherent and allows sufficient opportunity to learn (for example, through time allocated to curriculum areas, teacher knowledge and expertise and resources).</p> <p>Curriculum design, planning and enactment responds to students and whānau aspirations within the local context and draws on, and adds to, the funds of knowledge of students, parents, families, whānau, and the community.</p> <p>Curriculum design, planning and enactment ensure that every student learns and progresses to achieve curriculum expectations and standards.</p>
<p><b>Students participate and learn in caring, collaborative, inclusive learning communities</b></p>	<p>Respectful and productive relationships value difference and diversity.</p> <p>Modeling, instructional organisation, task design and grouping practices develop learning community and support active learning.</p> <p>Students develop dialogue and group work skills and participate in group learning contexts, drawing on individual strengths to complete group tasks.</p> <p>The learning community is characterised by respect, empathy, relational trust, cooperation and team work.</p> <p>Students experience positive transitions and continuity between learning contexts.</p>
<p><b>Students have effective, sufficient and equitable opportunities to learn</b></p>	<p>Management of the learning environment enables participation and engagement in learning.</p> <p>Learning opportunities respond to students' identified strengths, needs and prior learning.</p> <p>Students engage in cognitively challenging and purposeful learning opportunities that relate to real-life contexts, issues and experiences in every learning area.</p> <p>Students have sufficient, related opportunities to revisit and apply learning through a variety of purposeful activities, deliberate practice and review over time.</p> <p>Students experience an environment in which it is safe to take risks and errors provide opportunities to learn.</p> <p>Students whose culture/first language differs from the culture/language of instruction are well supported to access learning.</p> <p>Students with special needs and abilities participate in learning opportunities that provide appropriate challenge and support.</p> <p>Explicit instruction in learning strategies (such as goal setting, self monitoring and deliberate practice) strengthens learner ability to take control of their learning, develop meta-cognitive skills, self regulate and develop self efficacy.</p>

Evaluation indicators	Effective practice
<p><b>Effective and culturally responsive pedagogy supports and promotes student learning</b></p>	<p>Student identities and family, whānau and community knowledge, language and culture are represented in curriculum materials and the enacted curriculum.</p> <p>The curriculum effectively incorporates connections to learners' lives, prior understandings, experiences out of school and real world contexts.</p> <p>Teaching practices reflect the cultural competencies for teachers of Māori learners, <i>Tātaiako</i>: manaakitanga, ako, whanaungatanga, Wānanga and tangata whenuatanga.<sup>62</sup></p> <p>Teaching practices are consistent with the culturally appropriate and responsive pedagogical approaches of the <i>Te Kotahitanga Effective Teaching Profile</i>: manaakitanga, mana motuhake, whakapiringatanga, Wānanga, ako and kotahitanga.<sup>63</sup></p> <p>Differentiation and the use of multiple teaching strategies engage students and ensure a balance of surface, deep and conceptual learning.<sup>64</sup></p> <p>Teaching practices such as questioning approaches, wait time and opportunities for application, problem solving and invention engage students in learning and thinking.</p> <p>Teaching practices effectively scaffold student learning through, for example, the use of prompts, open questions, explanation, worked examples, active discussion, and tools and resources.</p> <p>Students develop learning to learn capabilities in the context of disciplinary thinking (for example, the nature of science, historical thinking) in and across the learning areas.</p> <p>Students' achievement of desired learning outcomes is supported by the deliberate alignment of task design, teaching activities and resources, and home support.</p> <p>Students use digital devices and ICT resources in ways that promote learning and digital and technological literacy.</p>

62 Ministry of Education and the New Zealand Teachers Council (2011). *Tātaiako*. Wellington: Ministry of Education.

63 Bishop, R. & Berryman, M. (2009). The Te Kotahitanga Effective Teaching Profile. Set: *Research Information for Teachers (2)*, 27-33.

64 Hattie, J. (2012). *Visible learning for teachers*. London: Routledge: the surface knowledge needed to understand the concepts; the deeper understandings of how the ideas relate to each other and extend to other understandings; and the conceptual thinking that allows surface and deep knowledge to become conjectures and concepts.

Evaluation indicators	Effective practice
<p><b>Effective assessment for learning develops students' assessment and learning to learn capabilities</b></p>	<ul style="list-style-type: none"> <li data-bbox="624 360 1278 472">&gt; Teachers and students co-construct realistic and challenging learning goals and criteria for success, developing a common understanding of the kind and quality of work required to achieve success in relation to desired outcomes.</li> <li data-bbox="624 483 1278 573">&gt; Assessment activities are inclusive, authentic and fit-for-purpose, providing relevant and meaningful evidence to evaluate the student's achievement and progress and develop next steps.</li> <li data-bbox="624 584 1278 752">&gt; Students receive timely, specific, descriptive feedback related to the important feedback questions: <i>Where am I going? (What are my goals?) How am I going? (What progress is being made towards the goal?) Where to next? (What activities need to be undertaken next to make better progress?) How will I know when I've got there?</i></li> <li data-bbox="624 763 1278 842">&gt; Students identify their own learning needs, develop self assessment skills and use them to evaluate their own and others' work against clear criteria.</li> <li data-bbox="624 853 1278 909">&gt; Students provide feedback to teachers about the quality and effectiveness of teaching and learning.</li> <li data-bbox="624 920 1278 999">&gt; Teachers and students participate in ongoing, reciprocal communication with parents, family, whānau enabling them to actively participate in, and contribute to, the learning journey.</li> </ul>

## Domain 5: Professional capability and collective capacity

The building of professional capability and collective capacity is a core function of effective leadership.<sup>65</sup> Engagement in continuing professional learning opportunities increases teachers' knowledge and skills, developing adaptive expertise<sup>66</sup> and improving the quality of teaching, and organisational change.

Effective professional learning focuses on students. The analysis of discrepant data and information from the teacher's own setting creates cognitive dissonance<sup>67</sup> and acts as a catalyst for challenging expectations and deficit theorising<sup>68</sup> and rethinking existing practices. The professional community engages in systematic, collaborative cycles of inquiry and learning that involve: purposeful gathering and interrogation of a range of data and information, including student and parent perspectives and focused observation of teaching and learning; the identification of professional learning needs; engagement in professional learning to deepen knowledge and refine skills; the engagement of students in new learning experiences; and the evaluation of impact on student outcomes.

Powerful approaches to professional learning draw on the best available research about what works and include an integrated focus on: subject matter knowledge for teaching, understanding of how students learn that subject matter; and how to represent and convey that content in meaningful ways.

Multiple opportunities for collaborative inquiry and the application of new learning in practice are provided and resourced. Strategies to support professional conversations and collaborative activity are carefully selected and used. Access to relevant expertise, either from within the school or external to the school, is important in providing the challenge and support needed for improvement. Teachers who work in more supportive professional environments improve their effectiveness more over time than those who work in less supportive professional environments.<sup>69</sup> Opportunities for professional learning and the development of innovative practice are also promoted and supported through collaboration across communities of learners and the use of technology.

65 Robinson, V., Hōhepa, M. & Lloyd, C. (2009). *School leadership and student outcomes: Identifying what works and why – Best Evidence Synthesis Iteration*. Wellington: Ministry of Education.

66 Timperley, H. & Parr, J. (2010). Evidence, inquiry and standards. In Timperley, H., & Parr, J., (Eds.), *Weaving evidence, inquiry and standards to build better schools*, (pp. 9-23). Wellington: NZCER Press.

67 Timperley, H. Wilson, A., Barrar, H. & Fung, I. (2007). *Teacher Professional Learning and Development: Best Evidence Synthesis Iteration*. Wellington: Ministry of Education. Retrieved from [www.ibe.unesco.org/en/services/publications/educational-practices.html](http://www.ibe.unesco.org/en/services/publications/educational-practices.html).

68 Bishop, R. & Berryman, M. (2010). Te Kotahitanga: Culturally responsive professional development for teachers. *Teacher Development*, 14, 173-187.

69 Kraft, M. & Papay, J. (2014). Can professional environments in schools promote teach development? Explaining heterogeneity in returns to teaching experience. *Educational Evaluation and Policy Analysis*, 36 (4), 476-500.

## Professional capability and collective capacity

Evaluation indicators	Effective practice
<p><b>A strategic and coherent approach to human resource management builds professional capability and collective capacity</b></p>	<p>Effective leaders and teachers are recruited, selected and retained.</p> <p>All teachers are well qualified and have relevant curriculum, assessment and pedagogical knowledge.</p> <p>All teachers act ethically and with agency to ensure that all students achieve success in relation to valued outcomes.</p> <p>All teachers have the cultural competence and expertise to provide inclusive and productive learning environments for diverse students.</p> <p>Induction of new teachers is systematic and focused on the development of adaptive expertise.</p> <p>Coherent performance management processes enable:</p> <ul style="list-style-type: none"> <li>&gt; identification of teachers' professional learning and development needs</li> <li>&gt; use of multiple sources of feedback on teacher effectiveness (individual and team)</li> <li>&gt; provision of professional learning and development opportunities that are responsive to needs identified and align with the school's strategic goals.</li> </ul> <p>Ineffective performance is identified and addressed.</p>
<p><b>Systematic, collaborative inquiry processes and challenging professional learning opportunities align to the school vision, values, goals and priorities</b></p>	<p>The professional community:</p> <ul style="list-style-type: none"> <li>&gt; shares high, clear and equitable expectations for student learning, achievement, progress and wellbeing</li> <li>&gt; gathers, analyses and uses evidence of student learning and outcomes to improve individual and collective professional practice</li> <li>&gt; engages in systematic, evidence-informed professional inquiry to improve valued student outcomes.</li> </ul> <p>Professional learning opportunities:</p> <ul style="list-style-type: none"> <li>&gt; challenge teachers' prior beliefs, engage existing theories and integrate theory and practice</li> <li>&gt; deepen understanding of the curriculum, pedagogical and assessment practices that promote students' conceptual understanding</li> <li>&gt; use context specific approaches to develop teacher knowledge and adaptive expertise</li> <li>&gt; provide multiple opportunities to learn and apply new information and opportunities to process new learning with others</li> <li>&gt; enable teachers to activate educationally powerful connections</li> <li>&gt; promote cultural and linguistic responsiveness.</li> </ul>

Evaluation indicators	Effective practice
<p><b>Organisational structures, processes and practices enable and sustain ongoing learning, collaborative activity and collective decision making</b></p>	<p>Leaders and teachers:</p> <ul style="list-style-type: none"> <li>&gt; use evidence of student learning and progress as a catalyst for professional dialogue</li> <li>&gt; participate in regular, purposeful classroom visits and observations</li> <li>&gt; engage in ‘open to learning conversations’ as they identify and investigate problems of practice, set goals and develop evidence based solutions – what works (practical insight) and why it works (theory)</li> <li>&gt; use collaborative approaches to curriculum planning, task/activity design, assessment and evaluation</li> <li>&gt; develop and share resources, materials and smart tools</li> <li>&gt; monitor and evaluate the impact of actions on student learning and outcomes.</li> </ul> <p>Relationships of respect and challenge support learning and the development of self efficacy and agency.</p> <p>The professional community seeks evidence about the effectiveness of learning processes and outcomes.</p> <p>Professional leaders and teachers engage with, and contribute to, the wider education network.</p>
<p><b>Access to relevant expertise builds capability for ongoing improvement and innovation</b></p>	<p>Leaders of learning are identified and a deliberate approach is taken to building internal professional leadership capacity.</p> <p>Distributed leadership ensures continuity and coherence across curriculum and learning programmes and supports sustainability.</p> <p>Relevant expertise facilitates professional learning opportunities that respond to needs identified, provide challenge and support the achievement of the school’s vision, values, goals and priorities.</p>

## Domain 6: Evaluation, inquiry and knowledge building for improvement and innovation

*The New Zealand Curriculum* and *Te Marautanga o Aotearoa* emphasise teaching as a process of inquiry, and the importance of professional leaders and teachers having the expertise to inquire into practice, evaluate its impact on student outcomes and build organisational and system knowledge about what works.<sup>70</sup>

The integration of evaluation, inquiry and knowledge building processes and the professional capability to engage in, and use these processes, create the organisational conditions for improving student outcomes.

The organisational conditions that support school capacity to do and use evaluation and inquiry for improvement and innovation include:

- > evaluation leadership
- > a learning-oriented community of professionals that demonstrates agency in using evaluation for improvement in practice and outcomes
- > opportunity to develop technical evaluation expertise (including access to external expertise)
- > access to, and use of, appropriate tools and methods
- > systems, processes and resources that support purposeful data gathering, knowledge building and decision making.

In effective schools, these processes are specific and purposeful in their focus on an area for improvement<sup>71</sup> and coherent and interconnected at student, classroom, teacher and school levels.

A learning community's capability and capacity to 'do and use'<sup>72</sup> evaluation, inquiry and knowledge building for improvement influences its capacity to engage with, learn through, and use, external evaluation.

70 Timperley, H. & Parr, J. (2010). Evidence, inquiry and standards. In Timperley, H., & Parr, J. (Eds.), *Weaving evidence, inquiry and standards to build better schools*, (pp. 9-23). Wellington: NZCER Press.

71 Bryk, A. (2014). *Improving: Joining improvement science to networked communities*. Presidential address to the American Educational Research Association. Philadelphia.

72 Cousins, B. & Bourgeois, I. (2014). Cross case analysis and implications for research, theory, and practice. In Cousins, J.B. & Bourgeois, I (Eds.). Organisational capacity to do and use evaluation. *New Directions for Evaluation*, 4, 101-119.

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

Evaluation indicators	Effective practice
<p><b>Coherent organisational conditions promote evaluation, inquiry and knowledge building</b></p>	<p>Policies, systems and processes and teaching practices embed evaluation, inquiry and knowledge building activities into the way the organisation plans for, and takes action to, accomplish its vision, values, goals and priorities.</p> <p>Appropriate tools and methods are used to gather, store and retrieve a range of valid and reliable data.</p> <p>The learning community recognises the importance of student and community voice, and draws on this to understand priorities for inquiry and improvement.</p> <p>Relational trust at all levels of the learning community supports collaboration and risk taking, and openness to change and improvement.</p> <p>Sufficient resources are allocated to support change and improvement (for example, time, expertise, staffing).</p> <p>Evaluation, inquiry and knowledge building processes are systematic, coherent, and 'smart' at student-teacher-learning community levels (vertical and horizontal connections).</p> <p>Effective communication supports the sharing and dissemination of new knowledge in ways that promote improvement and innovation.</p>
<p><b>Capability and collective capacity to do and use evaluation, inquiry and knowledge building sustains improvement and innovation</b></p>	<p>Opportunities for professional learning, mentoring and coaching develop knowledge, skills and confidence in evaluation and inquiry.</p> <p>Relevant expertise, within the learning community and external to it, is carefully selected and used to build capability and collective capacity in evaluation and inquiry.</p> <p>Leaders and teachers are data literate: posing focused questions; using relevant data; clarifying purpose(s); recognising sound and unsound evidence; developing knowledge about statistical and measurement concepts; making interpretation paramount; and having evidence-informed conversations.<sup>73</sup></p> <p>The generation of solutions, decision-making and implementation of improvement strategies are drawn from the current evidence base related to what will make most difference for learners.</p> <p>Participation in evaluation, inquiry and knowledge building activities contributes to changes in thinking and behaviour and builds inquiry 'habits of mind'.</p> <p>Participation in evidence based decision making builds efficacy and agency.</p>
<p><b>Evaluation, inquiry and knowledge building enable engagement with external evaluation and contribution to the wider education community</b></p>	<p>Professional leaders and teachers engage with, learn through, and use, external evaluation for improvement and innovation.</p> <p>Professional leaders and teachers lead, participate in, and contribute to, purposeful evaluation, inquiry and knowledge building activities in other communities of learners.</p>

73 Earl, L. & Timperley, H. (2009). Understanding how evidence and learning conversations work. In Earl, L. & Timperley, H. (Eds.). *Professional learning conversations: Challenges in using evidence for improvement*. Cambridge: Springer.



