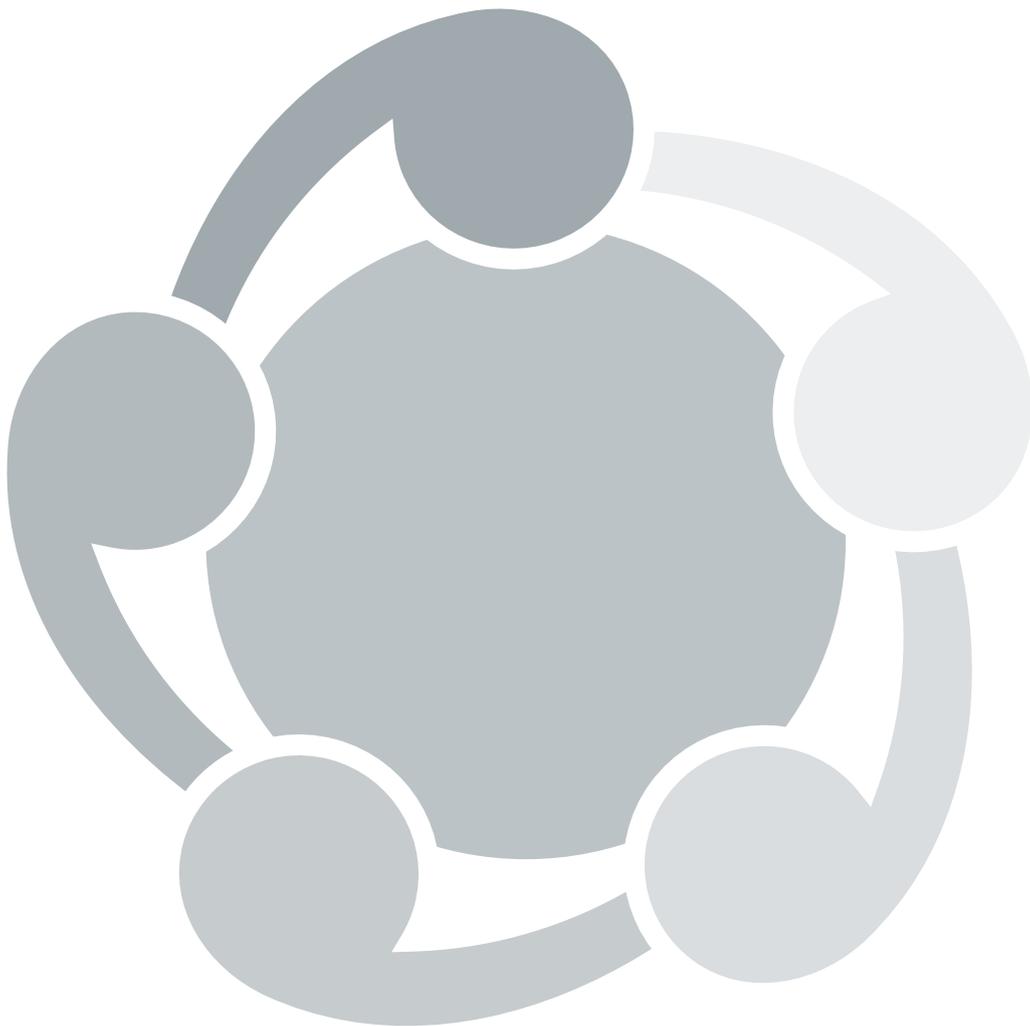


Evaluation Indicators for School Reviews

2011



# Ko te Tamaiti te Pūtake o te Kaupapa

## The Child – the Heart of the Matter

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## Ko te Tamaiti te Pūtake o te Kaupapa The Child – the Heart of the Matter

The Education Review Office independently evaluates the quality of education in schools and early childhood services and reports on these publicly with the aim of improving the achievement of all students. The evaluative questions, prompts and indicators in this booklet are for evaluations in schools.

Evaluation indicators are a tool used to inform the judgements that ERO review officers make when conducting these evaluations. While ERO recognises that many factors outside school influence student success, the focus here is on what we know about what schools, school leaders and teachers contribute to student engagement, progress and achievement. The indicators are based on the good practice dimensions that have been shown to contribute to student engagement, progress and achievement. By clearly outlining the dimensions and indicators of good practice, ERO is also making the review process transparent and providing a tool to assist schools to build their own evaluation capacity.

ERO first introduced evaluation indicators in 2003. These were always seen as a “work in progress” to be amended as their use was evaluated and new theory and research came to light. This revision builds on the original indicators while taking account of current research, including ERO national evaluations, and accepted good practice. It also aligns with new government and ERO directions for the future.

This printing follows our consultation in 2010 and incorporates comments and suggestions from teachers, principals, boards of trustees and others in the education sector.

These revised indicators have been a collaborative work between ERO staff and stakeholders, a venture which highlights ERO’s goal of maintaining a positive and productive evaluation relationship with schools and the broader education community.

Companion evaluation indicators are available for early childhood education services, Kōhanga Reo, and Te Aho Matua Kura Kaupapa Māori. All documents can be obtained from an ERO office or from the ERO website [www.ero.govt.nz](http://www.ero.govt.nz).



Graham Stoop  
Chief Review Officer  
Education Review Office

March 2011

# PART ONE: Introduction

## Introduction

ERO's education reviews focus on student learning and the ways in which school policies, programmes, processes and practices contribute to that student engagement, progress and achievement.

This document sets out evaluative questions, prompts and indicators for use in ERO's education reviews. These have been developed for the six dimensions of good practice that are based on current national and international research, including ERO national evaluations, evaluation theory and practice, and many years of experience within ERO.

The evaluative questions, prompts and indicators are a resource to inform the judgements that ERO reviewers make about different aspects of schools' performance. They are also intended to clarify the basis on which ERO reviews school performance, and to assist in school self review.

## Background

In 2003 the first set of evaluation indicators for use in ERO education reviews was published. The indicators were well received by reviewers, schools and the evaluation community. Further indicators were developed for early childhood education services (2004), Kōhanga Reo (2004) and Te Aho Matua Kura Kaupapa Māori (2008). A strong feature of the first set of indicators was their basis in national and international research. It gave credibility to the choice of indicators and focused on the factors that were shown to contribute to relevant outcomes. Another feature was their basis in evaluation theory and practice. Both of these aspects have informed the newer documents and these revisions.

As noted in 2003, the expectation was that the indicators would be regularly reviewed and amended. This new set of revisions takes up that challenge. Other factors influencing the revisions were:

- The indicators have been in use for more than five years and it is timely to capture what has been learned from their use.
- A new school curriculum has been written and various education initiatives have informed programmes and practice.
- The Ministry of Education has an Iterative Best Evidence Synthesis programme, which along with other national and international research and meta-analyses, has provided more information on factors that impact on student engagement, progress and achievement.
- An ERO internal reference group recommended an up-dating and alignment of documents to better relate to ERO's strategic directions, such as building evaluation capacity in schools.

## Principles

The principles underpinning the development of the original indicators and their subsequent revision are that they:

- Focus on what matters
- Are linked to student engagement, progress and achievement
- Help to ensure high quality outcomes for Māori students
- Are supported by current theory and research
- Are consistent with acknowledged good practice
- Resonate with ERO experiences
- Are observable or measurable
- Align with government and ERO priorities
- Build on the concept of the chain of quality
- Promote consistency by providing guidance for reviewers undertaking the task of reviewing
- Make the process by which ERO judgements are made transparent
- Are clear, logical and easy to use
- Assist schools to undertake their own self review.

## Purpose

The Ministry of Education's vision for schooling in the *New Zealand Curriculum* is to produce 'young people who will be confident, connected, actively involved lifelong learners.' Schools are expected to develop and nurture students' personal and social development. A further expectation is that student engagement, progress and achievement in schooling will result in active engagement and contribution to the economic and social fabric of society. Schools, therefore, are also expected to focus on ensuring that students achieve throughout their schooling and gain the knowledge, competencies and dispositions that will enable them to succeed in life. In this way, student engagement, progress and achievement are indirect measures for the wider goal of the confident, connected, New Zealand citizen of the future.

The specific purposes of the evaluation indicators are to:

- Assist ERO reviewers to consider what is significant when making judgements about quality education
- Keep the reviews focused on students and their engagement, progress and achievement
- Keep the importance of high quality outcomes for Māori students to the fore
- Assist schools to meet the needs of their diverse groups of students
- Make the review process transparent and consistent in quality
- Assist ERO reviewers to pin-point aspects where a school needs to improve
- Assist ERO reviewers to provide feedback to schools on areas of good practice
- Articulate for schools the basis on which the judgements are made
- Provide a tool to assist schools to conduct their own self review
- Build evaluation capacity in schools by modelling evaluative questions and evidence based judgments.

## ERO and Te Tiriti o Waitangi

ERO has a commitment to honouring Te Tiriti o Waitangi as the founding document of Aotearoa New Zealand that underpins relationships between Māori and the Crown. The Crown has the responsibility for the well-being of the Māori people and their culture. Good faith requires that the Crown is pro-active in upholding the rights of Māori through supporting the aspiration that Māori will have determination of things that are Māori, that they are able to live fulfilling lives as Māori and that they are consulted in a timely and genuine manner.

ERO has outlined the way that it will honour the Crown's aims in the document *He Toa Takitini*. ERO is committed to working in accordance with the Treaty and to promoting high quality educational outcomes for Māori students, especially as they still significantly underachieve in the current system.

*He Toa Takitini* is consistent with *Ka Hikitia – Managing for Success*, the Ministry of Education's strategy for working with Māori in the education sector. *Ka Hikitia* acknowledges the Treaty of Waitangi as a document that protects Māori learners' rights to achieve true citizenship through gaining a range of vital skills and knowledge, as well as protecting te reo Māori as a taonga.

The aim of *Ka Hikitia* is for a high quality education system that is accessible, equitable and responsive to different learning aspirations, ensuring every education option is a quality choice. Its purpose is to transform the education system to ensure Māori are enjoying success as Māori.

## Education reviews and Māori students

The *National Administration Guidelines* (NAGs) require that schools will consult Māori parents, whānau and iwi, listen to the aspirations that they have for their children and provide appropriate programmes and services to support their needs and interests. The NAGs also require schools to use self-review processes to analyse and act on data gathered in relation to the achievement of their Māori students. As part of education reviews ERO consults Māori in order to understand the aspirations and needs of Māori parents, whānau and communities in the context of each school.

## Education reviews and Pacific students

ERO is committed to supporting the achievement of Pacific students in the New Zealand schooling system. The Ministry of Education's *Pasifika Education Plan 2009–2012* aims to improve the way the system works for Pacific students by focusing on actions that will make the most difference to Pacific student achievement, especially in literacy, numeracy and The National Certificates of Educational Achievement (NCEA). Pacific students are not a heterogeneous group – they represent a wide range of geographical, historical, cultural and language backgrounds. ERO education reviews focus on ways in which schools with Pacific students meet their needs and work to improve their engagement, achievement and educational progress.

## The diversity of students and their education

All students have the right to a good education regardless of their cultural, linguistic or socio-economic backgrounds. The evaluative questions, prompts and indicators in this document emphasise the need for schools to respond to diversity and raise achievement for all their students. High quality teaching, where language, identity and culture are acknowledged as important, is a key factor in engaging students and lifting their achievement. Productive partnerships in which the sharing of cultural knowledge is undertaken also influences outcomes for students.

Students with differing identities, language, backgrounds, abilities and talents also need to be recognised and affirmed and have their learning needs addressed in an inclusive school culture. Whether students are from other cultural or language minorities, have disabilities or special needs, are gifted and talented, have transient schooling histories, are underachieving or are at risk of underachieving, school should be a place where their needs are met, talents are fostered and they meet with success.

To do this, schools need to undertake wide community consultation, especially with groups that are hard to reach. In the school, professional leadership, teachers' professional learning, resource allocation, support for students, and communication all need to take into account the languages, cultures, needs and interests of the variety of students. In the classroom, teaching and learning, assessment, and selection of curriculum content should reflect the needs, interests and aspirations of all students.

Section 8(1) of the *Education Act 1989* requires that people who have special educational needs (whether because of a disability or otherwise) have the same rights to enrol and receive education at state schools as people who do not. No child should be denied access to their local, regular school because of their impairment.

ERO education reviews and school self review are ways in which needs in areas relating to student diversity are identified, acted upon, monitored and evaluated and in which good practice is recognised and sustained.

## PART TWO: The Evaluative Questions, Prompts and Indicators

### Conceptual Framework: Six dimensions of good practice

The development of a new conceptual framework for the revised indicators was informed by feedback from internal and external sources. A need was expressed to retain the usefulness of the chain of quality but update it to reflect current research, theory and practice. The result was the following conceptual diagram which retains the essential four links of the previous diagram (effective governance and management; professional leadership; high quality teaching; and student achievement) but makes more explicit the other aspects of the original diagram (positive and safe school, and involved families and communities).

The changes were underpinned by:

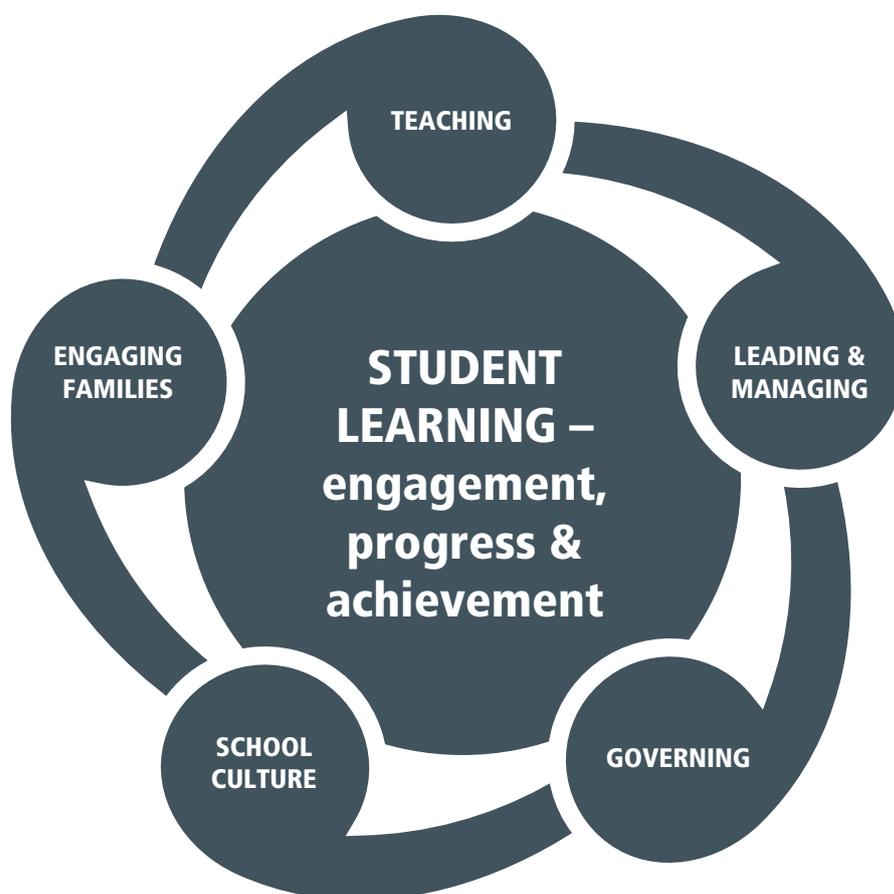
- the characteristics of an effective school derived from an analysis of recent ERO national evaluations (a focus on the learner; leadership within an inclusive culture; effective teaching; engaged families and communities; and coherent policies and practices within a cycle of self review)
- a synthesis of recent national research (the Best Evidence Syntheses, in particular) and relevant international research
- current evaluation theory and practice.

The new conceptual diagram is based on six dimensions of good practice. It retains the metaphorical strength of a chain but aims to show that each of the six dimensions is related to the others with student learning: engagement, progress and achievement as the central focus. Although they are shown as discrete elements, they should be considered holistically and, as a consequence, areas of overlap or similarity are to be expected.

The six dimensions are:

- Student learning: engagement, progress and achievement
- Effective teaching
- Leading and managing the school
- Governing the school
- Safe and inclusive school culture
- Engaging parents, whānau and communities.

Figure 1: The six dimensions of good practice



## Evaluation theory and the evaluation indicators

### Complementary evaluation

A key feature of ERO reviews is a complementary approach to external evaluation (education reviews) and internal evaluation (school self review). ERO's approach draws on the literature about the relationship between external and internal evaluations. Theorists argue that both types of evaluation are important and can benefit each other. Where the two approaches work together and respect the strengths and insights that each brings to the overall evaluation, it is called complementary evaluation. Complementary evaluation takes the most useful aspects from internal and external evaluation and adjusts these to the relevant context to produce a complete picture of the quality of education provision in that setting. It aims to find a balance between accountability and improvement.

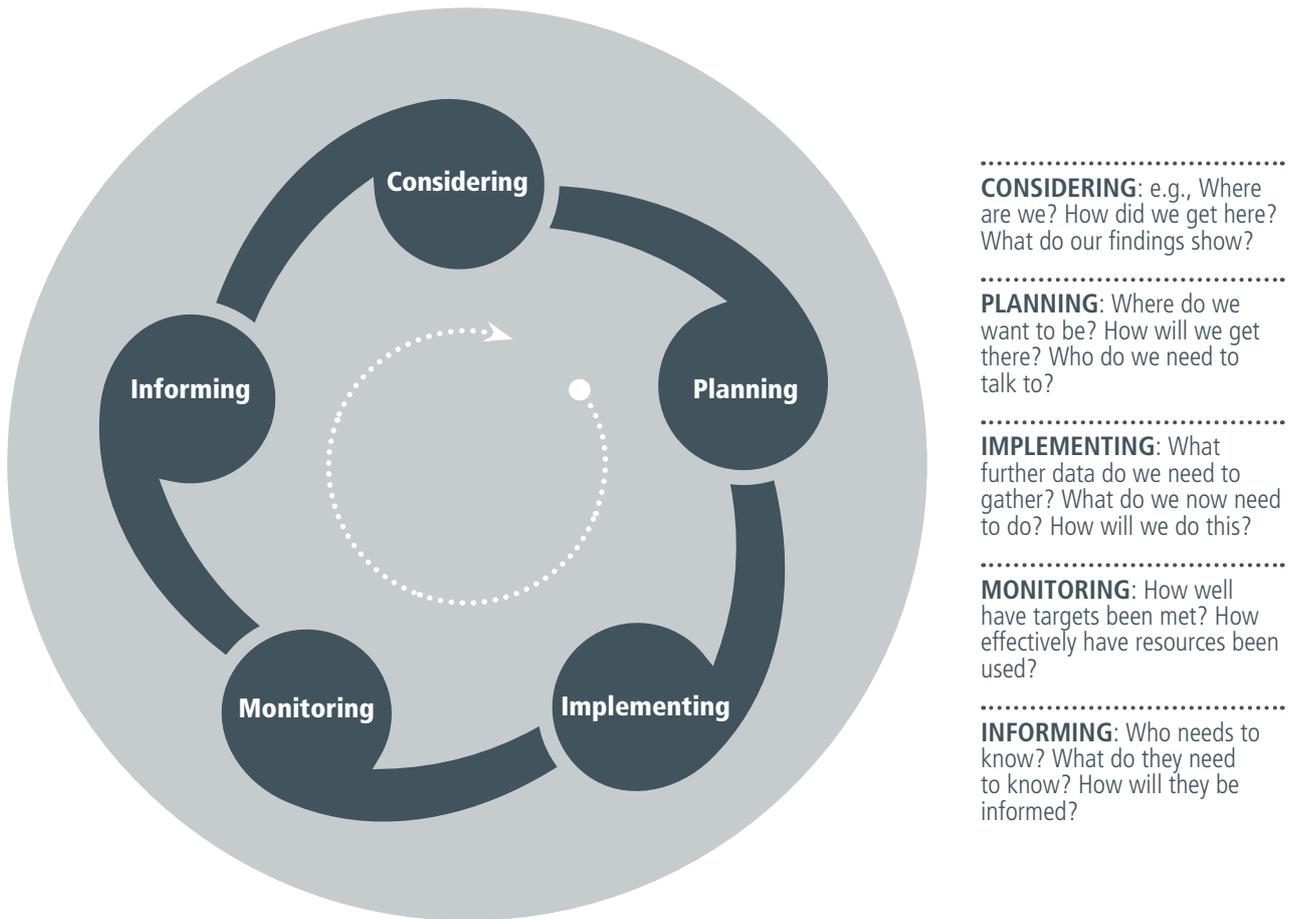
Evaluative questions, prompts and indicators are useful in both external and internal evaluation. In undertaking ERO's education reviews, review officers use the questions, prompts and indicators to focus observations, guide data gathering, synthesise findings, make judgements and frame reports. They provide a clear description of the kinds of outcomes, behaviours and practices ERO would expect to see in a high performing school. In this way, the review process is transparent and of consistent quality across settings. The document also details the sources of evidence and activities that ERO needs to view in order to make sound judgements.

**School self review**

Schools are required to conduct their own self review, although the manner in which this is to be done is not prescribed. The evaluative questions, prompts and indicators in this document provide a useful framework to underpin school self review and assist schools to ask questions that focus on aspects of good practice that have been shown to contribute to student engagement, progress and achievement.

Below is a simple self-review process for strategic school-wide review although it can suit other types of review such as regular cyclic or emergent reviews:

*Figure 2: Cyclic Process for Self-Review*



Schools can benefit from using the evaluative questions, prompts and indicators to conduct their own self review.

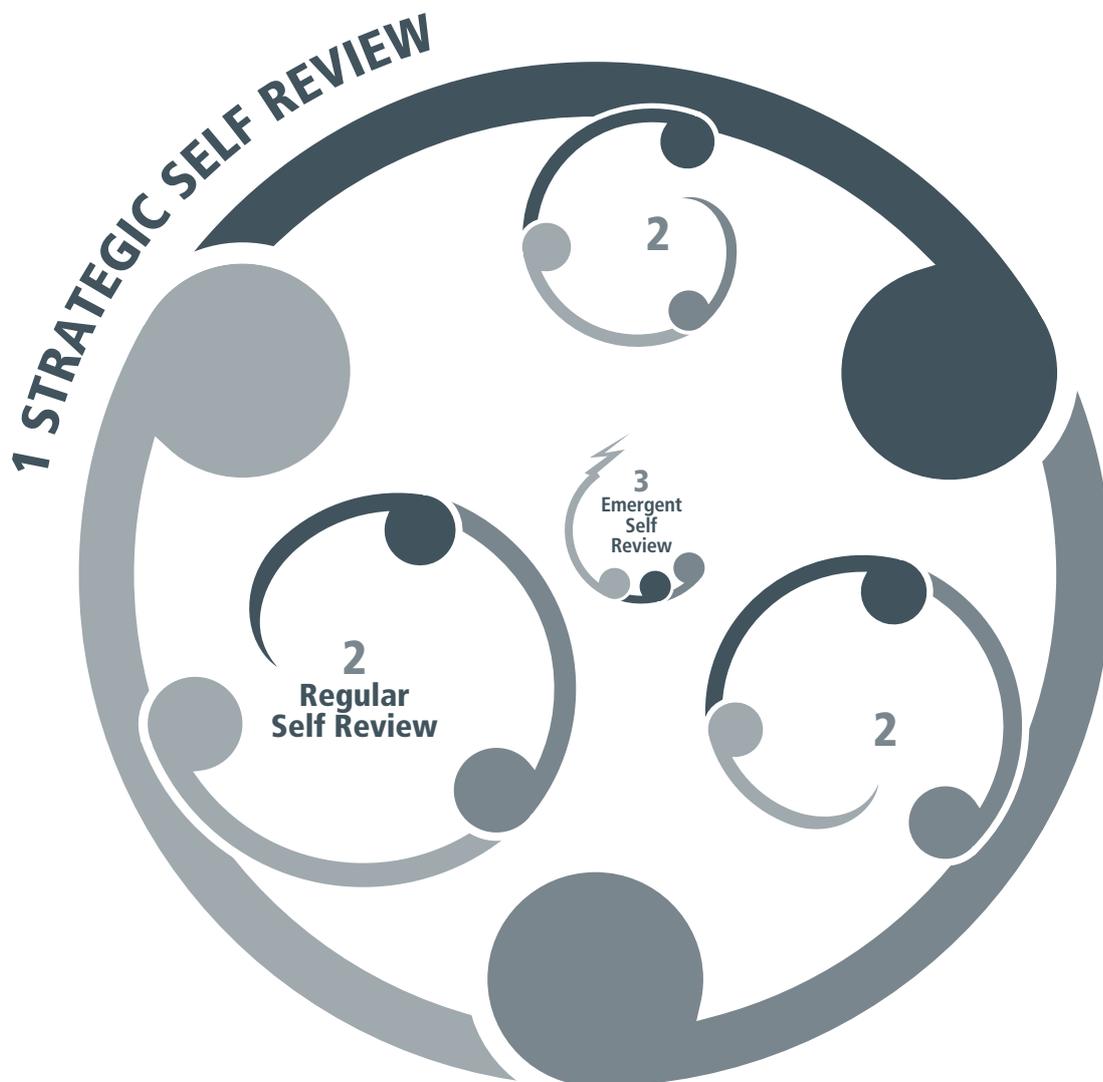
Self review is the way that schools keep focused on continuous improvement. There are three main types of school self review:

- **Strategic:** In-depth longer term reviews that identify important issues that affect the school as a whole, including its community. These are part of an ongoing process to meet the school’s vision and higher level goals through school-wide analysis, planning, implementation and evaluation. These might ask questions such as, ‘how can we do this better?’, ‘are we ensuring success for all our students?’ and ‘how do we know if we are making a difference?’

- **Regular:** ‘Business-as-usual’ reviews where schools and teachers (and students, where appropriate) regularly gather data, monitor progress towards goals, put programmes or interventions in place and evaluate the effectiveness of these. These can be of varying depth and length but should feed into school strategic and annual plans. They ask questions such as, ‘what is happening here?’, ‘how do we know?’ and ‘is this working?’
- **Emergent:** Spontaneous reviews that are put in place in response to an unplanned event, an issue or change that needs to be addressed promptly. This is done by understanding the causes, the extent of the concern, and determining ways to resolve or minimise the issue. They ask questions such as ‘how did this happen?’, ‘how can we fix it?’ and ‘what can we learn from this?’

*Figure 3: The three types of self review*

This diagram depicts how these work and relate to each other. Regular and emergent reviews of varying importance feed into the overall aims and visions of the school and its strategic planning and review cycle.



**Three types of self review:**

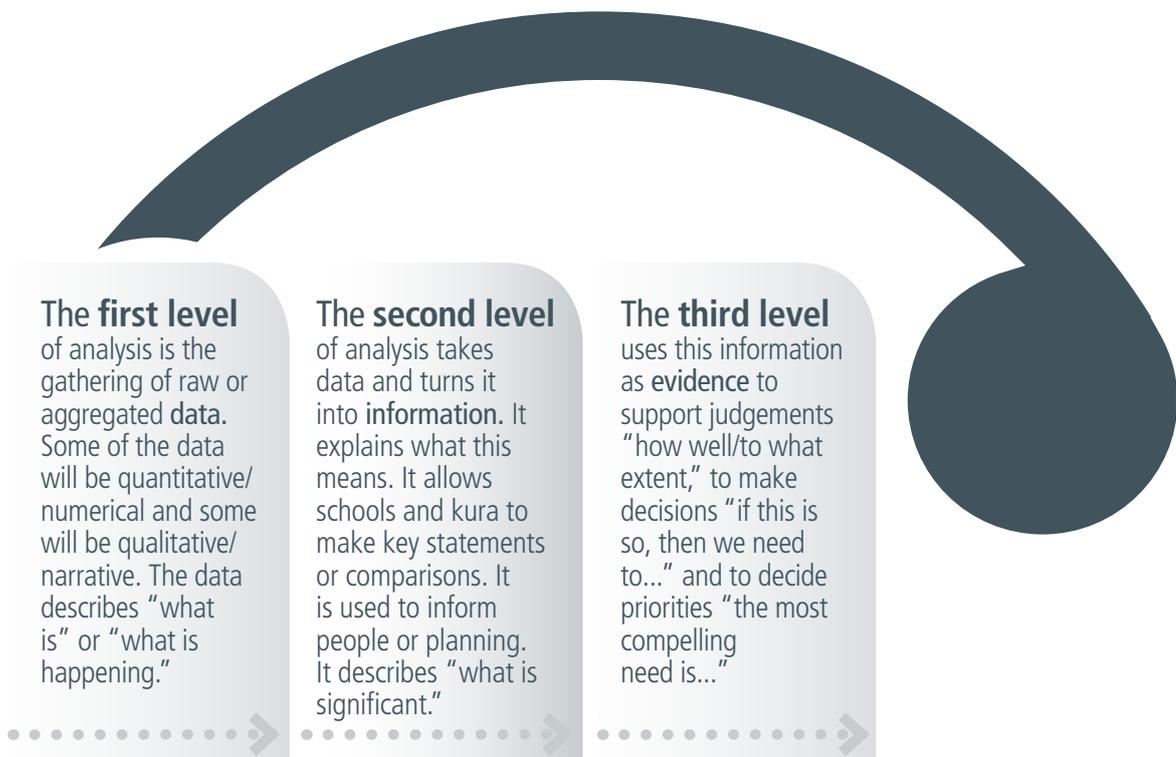
- 1 Strategic self review
- 2 Regular self reviews
- 3 Emergent self reviews

### Data, information and evidence

Because the evaluative questions, prompts and indicators are based on current research and agreed good practice, they provide direction on the key factors to be considered and investigated. The evaluative questions, prompts and suggested sources of evidence also provide a model for schools to follow when implementing their own self review.

The indicators can assist school personnel with asking their own questions, gathering and analysing their own data and using their own information and evidence as part of their self review and decision making. Figure 4 illustrates how data can be gathered, analysed and turned into evidence for decision making.

Figure 4: Data...➤ Information...➤ Evidence



School self review will involve analysis at these three levels and is the linchpin in establishing a continuous cycle of school and curriculum improvement.

### Outcome and process indicators

The major part of this document focuses on evaluation indicators. Evaluation theory distinguishes between two types of indicators – process and outcome.

**Outcome indicators** are direct signs, or specific measures, of the impact of certain actions. In schools, measures of student progress and achievement are examples of outcome indicators which can be linked to the impact of teaching and school decision making.

**Process indicators** are used where it is not possible to specifically measure the results linked to a desired outcome. The process indicators in this document are drawn from best evidence research findings which highlight the factors that contribute to student engagement, progress and achievement. They provide a guide to what might have caused a particular outcome. ERO uses both process and outcome indicators and evaluates both quantitative and qualitative evidence to gain a full picture across the six good practice dimensions of an effective school, rather than focusing solely on what is easy to measure.

## Layout of the Evaluative Questions, Prompts and Indicators

The questions, prompts and indicators are grouped under the six dimensions of good practice. There are two parts: an introductory section for each dimension and the indicators themselves.

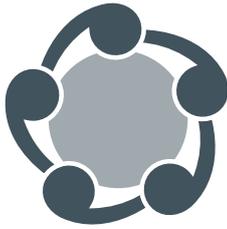
The introductory section begins with a set of **key evaluative questions** that highlight the main elements of that dimension. This is followed by a brief **discussion of the dimension** and its importance. The next part of the introduction is a statement on **self review and its relationship to that dimension**.

The introductory section for each dimension concludes with **key research sources** for that dimension or places to go for further information. A more detailed research bibliography is available in an appendix on ERO's website: [www.ero.govt.nz](http://www.ero.govt.nz).

Each of the dimensions is then set out in a table headed by the key evaluative questions (in case the indicator pages are used separately from the introductory pages).

The table contains:

- **Evaluative prompts** (further questions which unpack the key evaluative questions and focus on more specific aspects).
- **Sample indicators** (statements of measurable outcomes or observable behaviours, that is, examples of what ERO would expect to see in a high performing school). It is hoped that during the course of a review (either conducted by ERO or a by the school itself) that more specific contextually relevant indicators might be added to this list.
- **Possible sources of evidence** (sources of data and ways of gathering this to assist ERO in making judgements). These can also suggest sources that schools can use to gather data to compare their policies, programmes, processes or practices with the indicators in that good practice dimension.



## DIMENSION 1: Student Learning – Engagement, Progress and Achievement

### Key evaluative questions

- How well are students achieving and what evidence is there for this?
- How well are students progressing against national expectations (including standards, norms and benchmarks)?
- How are Māori students achieving and progressing compared to other groups in the school and similar groups nationally?
- How well are different groups of students with diverse needs achieving and progressing compared to other groups in the school and similar groups nationally?
- How robust is the information gathered by schools and teachers for making judgements about student achievement and progress, and how well is it used?
- To what extent are all students purposefully engaged in learning and in the wider life of the school?
- Are different groups of students with diverse needs purposefully engaged to a comparable extent?

### Introduction

Helping all students achieve to their potential through their time at school is a key purpose of schooling. Students who achieve well at school are more likely to be successful at the next stage of their education and in their lives beyond school.

The 2007 *New Zealand Curriculum* sets the direction for student learning through its vision, values, key competencies and learning areas. A well-designed and well-implemented curriculum enhances student engagement and achievement and prepares students for study, work and lifelong learning.

New Zealand has a commitment to the Treaty of Waitangi and recognition of Māori as tangata whenua. Achievement results show that schools do not currently engage Māori learners, or meet their needs to the same extent as non-Māori, and Māori achievement will only improve through targeted efforts.

Students who are engaged are more likely to learn and achieve, and in turn, students who achieve well are more likely to want to continue to succeed. This motivation promotes further engagement, self esteem and achievement. Both achievement and engagement are strongly influenced by effective teaching. High levels of student achievement are linked to a positive learning environment with high expectations, high levels of motivation, and positive relationships.

It is crucial that schools gather, collate, analyse and use valid and reliable information about students, such as their achievement, progress and attitudes to learning. This information is used to make decisions at a school-wide, cohort, classroom, group and individual level. Effective use of data is linked to improved decision making in the governing, leading and managing, and effective teaching dimensions.

## Self review and the engagement, progress and achievement of students

New Zealand and international research shows that schools with high quality self review demonstrate improved student achievement.

Self review is a key mechanism through which schools and teachers can gather and analyse information on the effectiveness of what they do, and their progress towards their goals and targets. It involves investigating evidence about student engagement, achievement and progress, and current ways of doing things to find out where improvement is needed. Schools and teachers use the results to inform their decisions about priorities for improving engagement, progress and achievement. It is an important process to enable schools to meet the needs and fulfil the potential of all their students. This includes analysing data for identified groups of students, such as Māori, Pacific, males, females, those with special needs, gifted and talented, those for whom English is a second language, and students who are not achieving or who are at risk of not achieving.

## Further information on the engagement, progress and achievement of students

Many research studies, evaluations and reports of good practice contributed to the following indicators, and it is not possible to list them all (although they are available from [www.ero.govt.nz](http://www.ero.govt.nz)). A few key sources or sites are listed here.

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- Education Review Office. (2008c). *Boys' education; Good practice in secondary schools*. Wellington: Author.
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Ministry of Education (2009). *Making a difference. How ten New Zealand schools and early childhood centres are engaging students in positive learning and achievement*. Wellington: Ministry of Education

Timperley, H. (2004). *Analysis and use of student achievement data*. Retrieved from Education Counts: <http://www.educationcounts.govt.nz>.

Websites: Education Counts (<http://www.educationcounts.govt.nz>); Education Review Office (<http://www.ero.govt.nz>); NEMP (<http://www.nemp.otago.ac.nz>); NZCER (<https://www.nzcer.org.nz>); PISA (see Education Counts); PIRLS (see Education Counts); NZQA; (<http://nzqa.govt.nz>); TIMSS (see Education Counts); TKI (<http://www.tki.org.nz>).

Wylie, C. (1992-). *Competent Children, Competent Learners* (longitudinal research project). Wellington: NZCER



## STUDENT LEARNING – ENGAGEMENT, PROGRESS AND ACHIEVEMENT

### Evaluative Prompts, Indicators and Evidence

#### Key evaluative questions

- How well are students achieving and what evidence is there for this?
- How well are students progressing against national expectations (including standards, norms and benchmarks)?
- How are Māori students achieving and progressing compared to other groups in the school and similar groups nationally?
- How well are different groups of students from diverse groups achieving and progressing compared to other groups in the school and similar groups nationally?
- How robust is the information gathered by schools and teachers for making judgements, and how well is it used?
- To what extent are all students purposefully engaged in learning and the wider life of the school?
- Are different groups of students with diverse needs purposefully engaged to a comparable extent?

	Evaluative prompts	Examples of indicators	Possible sources of evidence
<b>Achievement (Outcome indicators)</b>	<ul style="list-style-type: none"> <li>• How well are students achieving across year levels and learning areas?</li> <li>• How well are students developing key competencies?</li> <li>• How well are students achieving in literacy and numeracy?</li> <li>• Are students reaching a satisfactory level of achievement in relation to national expectations?</li> </ul>	<ul style="list-style-type: none"> <li>• Student achievement information provides clear evidence of how well students are achieving in relation to national norms, standards or benchmarks (both achievement levels and progress rates)</li> <li>• All students are achieving in national qualifications</li> <li>• Students are reaching appropriate standards in literacy and numeracy compared to national standards, norms or benchmarks</li> <li>• The school has appropriate systems for data management and record keeping, and uses these effectively</li> <li>• Comprehensive, clear, and accurate reports to the board about achievement are used to plan for improved student outcomes</li> <li>• Data indicate that students who leave school go on to further education, training or employment including supported employment settings</li> </ul>	<ul style="list-style-type: none"> <li>• National qualifications (e.g. NCEA achievement and unit standards)</li> <li>• Assessment data from tools such as asTTle, PAT, STAR, NEMP, curriculum exemplars</li> <li>• Student work samples e.g. student portfolios, marked written work, artefacts made by students, student performances in cultural and performing arts, sporting performances, displays of student work, including work for internally assessed standards</li> <li>• Reports such as, curriculum reports, departmental reports, syndicate reports, reports to the principal or board</li> <li>• Board minutes including reports on student achievement</li> <li>• Individual Education Plans (IEPs), Individual Care Plans, observations, learning stories</li> <li>• Feedback from parents, whānau and support staff</li> </ul>

	Evaluative prompts	Examples of indicators	Possible sources of evidence
<b>Progress (Outcome indicators)</b>	<ul style="list-style-type: none"> <li>• Is the rate of progress reasonable compared with national expectations and comparable schools?</li> <li>• Are students with special needs making learning and developmental progress appropriate to the goals of their individual plans?</li> </ul>	<ul style="list-style-type: none"> <li>• Analysis of achievement data identifies achievement patterns and trends, for the school, for cohorts and groups of students</li> <li>• Student achievement is tracked over time to monitor progress of individuals and groups</li> <li>• Achievement for year levels is compared from year-to-year to identify trends and patterns</li> </ul>	<ul style="list-style-type: none"> <li>• Reports such as, curriculum reports, departmental reports, syndicate reports, reports to the principal or board</li> <li>• Board minutes including reports on student achievement and reports on students with special needs and abilities.</li> <li>• Cumulative records of student achievement and progress</li> <li>• IEPs and Individual Care Plans</li> </ul>
<b>Engagement (Process indicators)</b>	<ul style="list-style-type: none"> <li>• How engaged are students in learning?</li> <li>• To what extent do students perceive school to be a place in which they undertake purposeful learning?</li> <li>• To what extent do students show that they are taking responsibility for their own learning?</li> <li>• To what extent do students display knowledge and confidence in talking about their progress and achievement?</li> <li>• To what extent are students involved in decision making as it relates to them?</li> <li>• To what extent do students display curiosity, commitment, resilience and independence in their learning?</li> <li>• To what extent do students engage in co-curricular activities as part of their school life?</li> </ul>	<ul style="list-style-type: none"> <li>• High levels of student interest and motivation are evident across all groups of students</li> <li>• Students are involved in goal setting and identifying their next learning steps</li> <li>• Students talk about their own learning and next steps. They know what they are learning and why it is important</li> <li>• Students are involved directly or indirectly (through representation) in decision making</li> <li>• Students are actively consulted about matters that affect them in a way that is appropriate to their age and maturity, and includes all groups of students</li> <li>• Students and their families are involved in setting goals and developing plans</li> </ul>	<ul style="list-style-type: none"> <li>• Observation of students in class and other school activities</li> <li>• Interviews and group discussions with staff, students, parents, specialist teachers</li> <li>• Surveys of staff, students, parents, specialist or community agencies</li> <li>• Data collation, analysis and dissemination (policies and practices)</li> </ul>

	Evaluative prompts	Examples of indicators	Possible sources of evidence
<p><b>Engagement (Outcome indicators)</b></p>	<ul style="list-style-type: none"> <li>• What do attendance, retention and other data tell about the school?</li> <li>• How engaged are students in wider school life?</li> <li>• How well have schools communicated with and engaged parents and whānau in matters around student attendance, retention, stand-downs and suspensions?</li> <li>• How effectively are parents and whānau, specialist teachers and agencies involved in decision making for students with special needs?</li> </ul>	<ul style="list-style-type: none"> <li>• Attendance data is analysed to investigate patterns and trends for different year levels and groups of students to identify areas for action, and monitor the effectiveness of strategies put in place to improve attendance</li> <li>• Reasons for students' low attendance are investigated and strategies are put in place to address the causes. The strategies may include pastoral care, learning programmes, teaching quality, relationship building, anti-bullying programmes</li> <li>• Retention data and reasons for leaving school are analysed to put in place targeted learning programmes to meet the needs of senior students and other groups of disengaged students</li> <li>• Stand-down and suspension data is analysed over time, compared with similar schools and used to decide on and monitor strategies put in place to improve students' engagement at school</li> <li>• Clear, positive plans are in place to re-introduce students who have been suspended or stood down</li> </ul>	<ul style="list-style-type: none"> <li>• Reports to board on achievement and engagement, including those working below their curriculum level</li> <li>• Attendance information (e.g. SMS, Register)</li> <li>• Stand-downs, suspensions and exclusions</li> <li>• Retention data</li> <li>• Destination of leavers</li> <li>• Incident/Behaviour Register entries</li> <li>• Policies and procedures to address areas of concern</li> <li>• Information on policies, activities and options that engage students in the wider life of the school</li> <li>• Regular home/school liaison</li> </ul>
<p><b>Māori students</b></p>	<ul style="list-style-type: none"> <li>• Are Māori students achieving and progressing at rates similar to non-Māori at this school and Māori nationally?</li> <li>• To what extent does the school environment cater for the holistic development of Māori students?</li> </ul>	<ul style="list-style-type: none"> <li>• Māori students achieve national qualifications and are reaching appropriate standards in literacy and numeracy compared to national standards</li> <li>• Achievement information for Māori students is analysed and used to identify strengths, build on what they already know and support all to achieve success</li> <li>• The school reports and celebrates Māori students' achievement and success</li> <li>• Māori students take on and are valued in leadership roles</li> <li>• Māori students are actively engaged in extension, enrichment or support programmes</li> </ul>	<ul style="list-style-type: none"> <li>• Data for Māori and non-Māori students on achievement, progress and engagement</li> <li>• Plans to identify and respond to the needs of Māori children</li> <li>• Charter targets</li> <li>• School newsletters and prospectuses</li> <li>• Reports to board and community</li> <li>• Special abilities and needs registers</li> </ul>

	Evaluative prompts	Examples of indicators	Possible sources of evidence
<b>Pacific students</b>	<ul style="list-style-type: none"> <li>Are Pacific students achieving and progressing at rates similar to non-Pacific at this school and Pacific students nationally?</li> </ul>	<ul style="list-style-type: none"> <li>Pacific students achieve national qualifications and are reaching appropriate standards in literacy and numeracy compared to national standards</li> <li>Achievement information for Pacific students is analysed and used to identify strengths, build on what they already know and support all to achieve success</li> <li>The school reports and celebrates Pacific students' achievement and success</li> <li>Pacific students take on and are valued in leadership roles</li> <li>Pacific students are actively engaged in extension, enrichment or support programmes</li> </ul>	<ul style="list-style-type: none"> <li>Data for Pacific students on achievement, and engagement</li> <li>Plans to identify and respond to the needs of Pacific students</li> <li>School newsletters and prospectus</li> <li>Reports to board and community</li> <li>Special abilities and needs registers</li> </ul>
<b>Diverse groups of students</b>	<ul style="list-style-type: none"> <li>How well has the school identified key groups of students?</li> <li>How well does the school identify their needs, introduce strategies to meet them, and monitor their effectiveness?</li> <li>How well does the school provide for transient children?</li> <li>Are students from diverse linguistic backgrounds achieving and progressing at rates similar to students overall?</li> <li>How well are students who achieve above national expectations progressing and achieving their potential?</li> <li>To what extent does the school welcome and support students with disabilities or high needs?</li> <li>To what extent are barriers to student presence, engagement and participation explored in the school?</li> </ul>	<ul style="list-style-type: none"> <li>Student achievement information is collated so that it can be analysed in different ways to respond to key groups of students</li> <li>Individuals or groups of students who need support or extension are identified</li> <li>Appropriate support is given to students who are not achieving or are at risk of not achieving</li> <li>Appropriate programmes are provided for students who are identified as gifted and talented</li> <li>Students from diverse groups are represented equitably across gifted and talented and learning support programmes and extra-curricular activities</li> <li>Students from diverse groups have opportunities to take leadership roles</li> <li>Students with high needs are making progress towards the goals in their IEPs</li> <li>Students with special needs learn alongside their peers in regular classrooms where possible</li> </ul>	<ul style="list-style-type: none"> <li>Policies and plans to address areas of non- or underachievement or non-participation</li> <li>Reports to board and communities</li> <li>Special abilities and needs registers</li> <li>Achievement and other data for key groups of students</li> <li>ESOL student plans and programmes</li> <li>Refugee student plans and programmes</li> <li>Transient student plans and programmes</li> <li>Special and high needs students' plans and programmes</li> <li>Individual Care Plans for students with high health needs</li> </ul>

	<b>Evaluative prompts</b>	<b>Examples of indicators</b>	<b>Possible sources of evidence</b>
<b>Quality of data and analysis</b>	<ul style="list-style-type: none"> <li>• What is the extent and quality of the information the school has about student achievement?</li> <li>• How well does the school analyse and use data for key groups of students?</li> <li>• How well does the school examine data from different sources to explore factors relating to achievement or non-achievement?</li> <li>• How well does the school act on the findings of their data analysis?</li> <li>• How well is data used to monitor the effectiveness of programmes and practices?</li> </ul>	<ul style="list-style-type: none"> <li>• The school has a range of valid, reliable and useful information about student learning across the curriculum but particularly in reading, writing and mathematics in Years 1 to 8 and in each learning area in Years 9 to 13</li> <li>• Curriculum/department/ syndicate reports include analysis of student achievement data and the implications of this for programmes</li> <li>• The school makes comparative analyses of achievement, attendance and disciplinary data</li> <li>• Achievement data are analysed to improve future learning programmes</li> </ul>	<ul style="list-style-type: none"> <li>• Timely collation and analysis of school-wide data to show trends, patterns, areas of success and areas of need including for key groups</li> <li>• Reports to board</li> <li>• Curriculum/department/ syndicate reports</li> <li>• Collated achievement information, e.g. graphs, spreadsheets, data bases</li> <li>• Databases, spreadsheets on stand-downs, suspensions, etc</li> </ul>
<b>Reporting to parents, whānau and community</b>	<ul style="list-style-type: none"> <li>• How well does the school report to parents on the progress and achievement of their children?</li> <li>• How well does the school report to the community on student progress and achievement?</li> </ul>	<ul style="list-style-type: none"> <li>• Parents receive clear, detailed, accurate, and timely reports of student progress and achievement</li> <li>• Parents of secondary students receive meaningful reports on the progress of their children that are specific (in relation to national curriculum levels/ NCEA credits/vocational plans/transition plans)</li> <li>• Parents of Years 1 to 8 students receive plain language reports twice yearly about the progress and achievement of their child in relation to national standards</li> <li>• Parents are given a range of opportunities to discuss the engagement, learning and progress of their children</li> <li>• Parents confirm that they have a clear idea of their child's achievement</li> <li>• The school reports to the Māori community on Māori progress and achievement</li> <li>• Overall student achievement, including areas of strength and areas of concern, is reported to the community</li> <li>• Student information is shared and used at key transition points from contributing and to feeder schools</li> <li>• Information is gathered about how well their students make the transition to the next school level and use feedback from receiving schools to review their programmes</li> </ul>	<ul style="list-style-type: none"> <li>• Reports to parents</li> <li>• Meetings and discussions with parents and whānau</li> <li>• Reports to community</li> <li>• Communications between school and contributing and feeder schools</li> <li>• Individual Education or Care Plan meetings</li> <li>• Parent/whānau requests for individual plan meetings</li> <li>• Transition and career plans</li> </ul>



## DIMENSION 2: Effective teaching

### Key evaluative questions

- How effectively do teachers set and share high expectations for student learning?
- How effectively do teacher practices and pedagogies promote student learning?
- How effectively do teachers use data to identify student needs, design learning programmes and monitor progress?
- How effectively is support provided for students who are at risk of not achieving or who have particular learning needs?
- What is the quality of relationships and interactions between teachers and students, and among students?

### Introduction

Effective teaching is potentially the largest single school influence on student achievement. Effective teachers have high expectations that all their students will achieve to their potential and are committed to providing a high quality education for all their learners. They treat children and young people as individuals, positively acknowledging their differences and building collaborative learning relationships. Effective teachers are approachable, communicate clearly with parents and whānau, and listen to the aspirations and concerns that parents and whānau have for their children. They are responsive and take appropriate action.

Effective teachers have comprehensive pedagogical and content knowledge of their subject areas and a deep understanding of the learning process. They provide learning-rich programmes that make connections to students' prior learning and experiences and respond to students' needs and interests. Effective teachers use a range of assessment data to differentiate the curriculum as needed and engage learners in purposeful learning through a range of media and resources.

Effective teachers provide thoughtful on-going feedback and use strategies that enable students to become self-managing, motivated learners who take responsibility for their learning.

### Self review and effective teaching

Self review involves teachers reflecting on their practice and the impact that their teaching is having on student achievement. This 'teaching as inquiry' approach helps teachers to change their teaching practice to meet the needs of all their students. On-going data-gathering provides information to assist in monitoring student engagement, progress and achievement, adapting learning programmes and strategies and identifying students who need further challenge or additional support. Reflection also helps teachers design focused personal goals and select relevant professional learning to achieve these goals. Critically reflective teachers keep up to date with research, including conducting small research projects of their own (such as action research) and constantly evaluate their own teaching against models of good practice.

### Further information on effective teaching

Many research studies, evaluations and reports of good practice contributed to the following indicators, and it is not possible to list them all (although they are available from [www.ero.govt.nz](http://www.ero.govt.nz)). A few key sources or sites are listed here.

- Alton-Lee, A. (2003). *Quality teaching for diverse students in schooling: Best Evidence Synthesis*. Wellington: Ministry of Education.
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- Bishop, R. & Berryman, M. (2006). *Culture speaks: Cultural relationships and classroom learning*. Wellington: Huia Publishers.
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- Hattie, J., Timperley, H., & Clarke, S. (2003). *Unlocking formative assessment: Practical strategies for enhancing students' learning in the primary and intermediate classroom*. Auckland: Hodder Moa Beckett.
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- Mitchell, D. (2008). *What really works in special and inclusive education*. Abingdon, Oxon: Routledge
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- Timperley, H. & Parr, J. (2004). *Using evidence in teaching practice. Implications for professional learning*. Auckland: Hodder Moa Beckett.
- Wylie, C. & Hipkins, R. (2006). *Growing independence: Competent learners at 14*. Retrieved NZCER: <http://www.nzcer.org.nz>.



## EFFECTIVE TEACHING

## Evaluative Prompts, Indicators and Evidence

## Key evaluative questions

- How effectively do teachers set and share high expectations for student learning?
- How effectively do teacher practices promote student learning?
- How effectively do teachers use data to identify student needs, design learning programmes and monitor progress?
- How effectively is support provided for students who are at risk of not achieving or who have particular learning needs?
- What is the quality of relationships and interactions between teachers and students, and among students?

	Evaluative prompts	Examples of indicators	Possible sources of evidence
<b>High expectations</b>	<ul style="list-style-type: none"> <li>• How well do teachers set and share high expectations?</li> </ul>	<ul style="list-style-type: none"> <li>• Teachers establish and articulate high expectations for learning</li> <li>• Teachers demonstrate the belief that all students can achieve regardless of their ethnicity, social background, gender, ability or needs</li> <li>• Teachers encourage students to set high personal learning goals and take their share of the responsibility for achieving these</li> <li>• Teachers identify strengths and potential in all students to support their learning and development</li> </ul>	<ul style="list-style-type: none"> <li>• Documentation</li> <li>• Meetings and discussions with staff &amp; students</li> <li>• Initial class descriptions</li> <li>• Class observations</li> <li>• Surveys of student and parent satisfaction</li> <li>• Interviews with specialist teachers, support staff and agencies</li> <li>• Individual Education and Care Plans</li> </ul>
<b>Teacher knowledge of curriculum, pedagogy, and pedagogical content knowledge</b>	<ul style="list-style-type: none"> <li>• How knowledgeable are teachers about the curriculum and how confidently do they teach using the vision, principles, values, key competencies and learning area content?</li> <li>• How effective are teachers in using their knowledge of how students learn in general and in each learning area?</li> <li>• How knowledgeable and confident are teachers about teaching students from diverse groups?</li> </ul>	<ul style="list-style-type: none"> <li>• Teachers are suitably trained and qualified</li> <li>• Teachers confidently use their knowledge of: learning area content; pedagogy; the deeper features of The New Zealand Curriculum; their students and their needs; and the school's vision, values and learning priorities when selecting content and designing their teaching approach</li> <li>• Teachers sequence their programmes to link previous and future learning, other learning areas and the key competencies in the NZC</li> <li>• Teachers use evidence from: research; their colleagues; and their own past practice to reflect on and improve their teaching</li> <li>• Teachers recognise students' identities, languages, abilities and talents and ensure their learning needs are addressed</li> <li>• Teachers undertake regular professional learning relating to pedagogy, their teaching areas, and pedagogical content knowledge</li> </ul>	<ul style="list-style-type: none"> <li>• Qualifications of teachers including content-specific knowledge</li> <li>• Classroom observations</li> <li>• Interviews, group discussions</li> <li>• Annotated teacher notes (e.g. alongside planning)</li> <li>• Evidence of differentiated teaching and flexible grouping</li> <li>• Professional learning goals and plans</li> </ul>

	<b>Evaluative prompts</b>	<b>Examples of indicators</b>	<b>Possible sources of evidence</b>
<b>Match to student knowledge, interests, needs and abilities</b>	<ul style="list-style-type: none"> <li>• How well do teachers identify students' prior knowledge, skills and experiences?</li> <li>• How well do teachers tailor their teaching to take account of diverse backgrounds and cultures?</li> <li>• How effectively do teachers select and use teaching approaches to match student needs?</li> <li>• How effectively is support provided for students who are at risk of not achieving or have particular learning needs?</li> <li>• How well do teachers provide support and guidance to support staff working with students with diverse needs?</li> </ul>	<ul style="list-style-type: none"> <li>• Teachers use their knowledge of their students and their achievement information and interests to decide on the teaching content and approach that will motivate and challenge them</li> <li>• Teachers develop clear learning goals based on knowledge of individual students</li> <li>• Students learning activities and content are relevant, authentic and interesting.</li> <li>• Students' learning is carefully sequenced to build on their prior knowledge</li> <li>• Students who have special needs or abilities are effectively provided for</li> <li>• IEPs are prepared for high needs students in consultation with parents/whānau, specialist and support staff</li> </ul>	<ul style="list-style-type: none"> <li>• Planning showing differentiated teaching and learning strategies and content, including for gifted and talented, and special needs</li> <li>• Class observations</li> <li>• Student work</li> <li>• Environment</li> <li>• Analyses of assessment results</li> <li>• Minutes of meetings with support staff</li> <li>• Feedback from parents, whānau</li> <li>• Student feedback</li> </ul>
<b>Use of a wide range of teaching methods/ strategies</b>	<ul style="list-style-type: none"> <li>• How well do teachers select the teaching and learning strategies that best meet their students' needs and abilities?</li> <li>• How well do teachers design tasks to build on prior knowledge and engage students in challenging, meaningful learning?</li> <li>• To what extent do teachers adapt programmes, activities and the environment to involve students with diverse needs in classroom activities?</li> </ul>	<ul style="list-style-type: none"> <li>• Teachers provide sufficient and effective opportunities for all students to engage in purposeful learning</li> <li>• Students understand and use processes, tools and strategies to learn new concepts and transferable skills</li> <li>• Deliberate acts of teaching are targeted to students learning needs</li> <li>• Open-ended questions are used to promote thinking and learning</li> <li>• The pace of learning is appropriate to students' needs.</li> <li>• Students spend most of their time purposefully engaged in learning</li> <li>• Teachers provide opportunities for students to work with others in a variety of ways within and between classes</li> </ul>	<ul style="list-style-type: none"> <li>• Classroom observations</li> <li>• Meetings and discussions, group discussions</li> <li>• Lesson planning documents</li> <li>• Use of range of media and technologies</li> <li>• Evidence of key competencies embedded in content and assessment</li> <li>• Evidence of assistive technology for students with special needs to access the curriculum</li> </ul>
<b>Learning environment</b>	<ul style="list-style-type: none"> <li>• How actively do teachers work to build a positive, focused and inclusive learning environment?</li> <li>• How well do teachers build a culture of respect and trust in their classrooms?</li> <li>• How respectful are the relationships and interactions between teachers and students, and between students and students?</li> <li>• How well does the physical environment support student learning?</li> </ul>	<ul style="list-style-type: none"> <li>• Teachers actively work to build and maintain a positive, constructive learning environment</li> <li>• Students feel physically safe and supported to learn</li> <li>• Students feel emotionally safe and supported to learn</li> <li>• Students support and treat each other respectfully</li> </ul>	<ul style="list-style-type: none"> <li>• Observations</li> <li>• Meetings and discussions with students</li> <li>• Student and parent surveys</li> <li>• Classroom environments</li> <li>• School and playground environments</li> <li>• Displays of student work</li> </ul>

	<b>Evaluative prompts</b>	<b>Examples of indicators</b>	<b>Possible sources of evidence</b>
<b>Effective classroom management with a focus on learning</b>	<ul style="list-style-type: none"> <li>• How effectively do teachers establish a supportive and positive classroom culture?</li> <li>• How well understood and accepted are the expectations for behaviour in class?</li> </ul>	<ul style="list-style-type: none"> <li>• Classroom management values the culture and well-being of all students</li> <li>• Classroom management is focused on learning rather than on behaviour, and management strategies elicit, and sustain student cooperation and engagement</li> <li>• Teachers demonstrate a high degree of positive feedback and praise, and acknowledge positive behaviours</li> <li>• Students are taught how to manage their learning and behaviour</li> <li>• Predictable and well understood school and classroom routines are evident, including smooth transitions between lessons and classes</li> <li>• Serious student behaviour incidents are managed effectively and promptly. Causes are identified and addressed</li> </ul>	<ul style="list-style-type: none"> <li>• Evidence of positive student engagement with classroom activities and learning opportunities.</li> <li>• Classroom observations</li> <li>• Interviews, group discussions</li> <li>• Surveys of students and parent satisfaction</li> <li>• Individual behaviour management plans</li> </ul>
<b>Formative assessment</b>	<ul style="list-style-type: none"> <li>• How well do teachers provide feedback to students?</li> <li>• How well do teachers assist students to use learning strategies effectively?</li> </ul>	<ul style="list-style-type: none"> <li>• Teachers co-construct appropriate learning intentions and success criteria with their students</li> <li>• Regular, specific and constructive teacher feedback on students' work contributes to the next stage of learning</li> <li>• Teachers assist students to understand more about their own learning</li> <li>• Exemplars are effectively used to help students understand what high quality work looks like</li> <li>• Students can talk about their own learning and achievements and their next steps for learning</li> </ul>	<ul style="list-style-type: none"> <li>• Written feedback on student work</li> <li>• Interviews, group discussions</li> <li>• Observations of lessons and conferencing</li> <li>• Feedback from parents and whānau</li> <li>• Feedback from students</li> </ul>

	Evaluative prompts	Examples of indicators	Possible sources of evidence
<b>Appropriate and regular assessment and effective use of assessment data</b>	<ul style="list-style-type: none"> <li>• How effective are the choices of assessment tools?</li> <li>• How well is the data analysed and used to inform teaching decisions?</li> </ul>	<ul style="list-style-type: none"> <li>• Assessment information is valid and reliable and gathered from a variety of sources</li> <li>• Fair and inclusive assessment processes enable all students to demonstrate their learning</li> <li>• Assessment data are used effectively to inform planning, identify individual students for support or extension and to set goals with students and their parents/whānau, support staff or specialist teachers</li> <li>• Teachers provide timely, accurate and meaningful information to parents on student achievement and progress</li> </ul>	<ul style="list-style-type: none"> <li>• Achievement data that is compared to baseline data and national, standards norms, benchmarks or individual student progress</li> <li>• Collation and analysis of class data</li> <li>• Surveys of student and parent satisfaction</li> </ul>
<b>Quality teaching for Māori children</b>	<ul style="list-style-type: none"> <li>• How well do teachers establish relationships with Māori students and their whānau?</li> <li>• How well do teachers understand and meet the needs of Māori students?</li> </ul>	<ul style="list-style-type: none"> <li>• Teachers are focused on raising Māori student achievement</li> <li>• Māori students articulate that their school and teachers have high academic and behavioural expectations of them</li> <li>• Strong, and positive relationships are evident between Māori students and teachers</li> <li>• Teachers are knowledgeable about tikanga Māori and incorporate aspects of this knowledge into their programmes</li> <li>• Māori student leadership is nurtured</li> </ul>	<ul style="list-style-type: none"> <li>• Observations</li> <li>• Assessment data</li> <li>• Surveys of students and parent satisfaction</li> <li>• Meeting minutes</li> <li>• Meetings and discussions with Māori parents and whānau</li> </ul>
<b>Teaching to promote te reo and bicultural awareness</b>	<ul style="list-style-type: none"> <li>• How well do teachers provide opportunities for all students to experience te reo and tikanga Māori?</li> </ul>	<ul style="list-style-type: none"> <li>• All students have opportunities to increase their understanding of te reo and tikanga</li> </ul>	<ul style="list-style-type: none"> <li>• Classroom observations</li> <li>• Interviews with teachers</li> <li>• School, syndicate, faculty/department, classroom plans and reports</li> </ul>
<b>Use of appropriate teaching and learning resources</b>	<ul style="list-style-type: none"> <li>• How well do teachers select and use appropriate teaching and learning resources?</li> <li>• How well do students access and use information from a variety of sources?</li> <li>• How well does the school co-ordinate and monitor specialist services and support for students with special needs?</li> </ul>	<ul style="list-style-type: none"> <li>• Teaching and learning resources in the classroom meet the diverse range of needs, interests, backgrounds and experiences of students</li> <li>• Teachers use e-learning effectively to help students to make connections, share learning, and enhance opportunities to learn</li> <li>• Students use the library effectively</li> <li>• Teachers use ICT resources as an effective tool to enhance learning</li> <li>• Staff with specific responsibilities such as the Special Education Needs Coordinator (SENCO), provide support and guidance to teachers and teacher aides</li> </ul>	<ul style="list-style-type: none"> <li>• Classroom observations</li> <li>• Lesson/unit plans</li> <li>• Student meetings and discussions</li> <li>• Library records</li> <li>• IEPs</li> <li>• Individual Care Plans</li> <li>• Meeting minutes</li> <li>• Agency feedback</li> </ul>

	<b>Evaluative prompts</b>	<b>Examples of indicators</b>	<b>Possible sources of evidence</b>
<b>Teacher reflection and support</b>	<ul style="list-style-type: none"> <li>• How well do teachers reflect on their practices and their impact on student learning?</li> <li>• How well are PRTs and teachers new to the school mentored and supported?</li> </ul>	<ul style="list-style-type: none"> <li>• Teachers use student assessment to reflect on the effectiveness of their teaching and to develop personal professional learning goals</li> <li>• Teachers collaboratively work with colleagues to share teaching practices likely to provide the best outcomes for students</li> <li>• PRTs receive regular feedback and have a programme tailored to their identified needs and interests</li> <li>• Induction programmes support new staff to fully understand and give effect to the school's vision, values, goals, curriculum and student diversity</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher meetings and discussions</li> <li>• Appraisal documentation</li> <li>• Documentation of programmes of advice and guidance for PRTs</li> </ul>



## DIMENSION 3: Leading and managing the school

### Key evaluative questions

- How effective is professional leadership throughout the school?
- How well does school leadership use evidence to make decisions?
- How well does school leadership ensure high quality curriculum design, teaching strategies, interventions, professional development and performance appraisal?
- How well do the school's procedures and practices align with policies and directions?
- How responsive is the leadership to community aspirations, interests and concerns?

### Introduction

Effective school leadership has a significant effect on student achievement and well-being. The Ministry of Education's *Kiwi Leadership for Principals* states, "Effective educational leadership builds the pedagogical, administrative and cultural conditions necessary for successful learning and teaching". Leaders establish goals and expectations, articulating and communicating these clearly and setting the provisions in place for implementation.

Leaders play a key role in developing a school culture in which the expectation is that all students will experience success in learning. Leaders build professional learning communities in which they participate and show leadership through an active focus on raising student achievement. They set the tone for the school culture and build respectful relationships. Leaders celebrate diversity and model inclusive, culturally appropriate ways of operating. They work in partnership with parents, whānau, iwi and other community groups.

Some aspects of leadership are specific to the principal's role, such as overall responsibility for day-to-day management of a broad range of matters, including personnel, finance, property, health and safety, and design and delivery of the curriculum.

Effective leaders motivate and develop the capabilities of others, including empowering people throughout the school to develop and exercise leadership roles.

### Self review and leading and managing the school

Self review is a key process through which school leaders can gather and analyse information and use the findings to establish the quality and relevance of the school's policies, procedures, programmes and practices. Research shows that self review is most successful when it is led from the top, where the principal acts as an evaluation champion or advocate. Self review should be informed by evidence relating to students' progress and achievement, evaluation of teaching programmes and interventions, appropriate resources and quality of teaching, and how these link to student learning. The evidence gathered is used to monitor progress towards targets and strategic goals, and to plan for improvement. Self review processes should, however, allow for both planned and spontaneous reviews.

International and New Zealand research shows that there is more variation in the quality of teaching within schools than among schools. Internal review of the quality of teaching and teaching programmes is used to monitor effectiveness and identify professional development needs which is one way to reduce this variation and raise quality overall.

The principal is responsible for setting up processes and structures for self review and working with the board of trustees to prepare the school for external review. Research shows that when used together internal evaluation (self review) and external evaluation (ERO education reviews) are likely to produce the most useful outcomes.

### Further information on leading and managing the school

Many research studies, evaluations and reports of good practice contributed to the following indicators, and it is not possible to list them all (although they are available from [www.ero.govt.nz](http://www.ero.govt.nz)). A few key sources or sites are listed here.

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## LEADING AND MANAGING THE SCHOOL

### Evaluative Prompts, Indicators and Evidence

#### Key evaluative questions

- How effective is professional leadership throughout the school?
- How well does the school use evidence to make decisions?
- How well does leadership ensure high quality curriculum design, teaching strategies, interventions, professional development, and performance appraisal?
- How well do the school's procedures and practices align with policies and directions?
- How responsive is the leadership to community aspirations, interests and concerns?

	Evaluative prompts	Examples of indicators	Possible sources of evidence
<b>Establishing goals and expectations</b>	<ul style="list-style-type: none"> <li>• How successful is the school leadership in articulating the vision, values and direction for the school?</li> <li>• To what extent do staff and students inform and support the school's vision, goals and expectations?</li> <li>• To what extent are parents, whānau, iwi and community involved in contributing to the school's vision and direction?</li> <li>• How well does the school leadership emphasise the importance of an inclusive culture?</li> </ul>	<ul style="list-style-type: none"> <li>• Professional leaders articulate high expectations for student learning and achievement and for teachers as professionals.</li> <li>• The staff and community are involved in determining, informed about, understand and support the vision for the school</li> <li>• Leaders gain sufficient agreement about goals to ensure a coordinated approach to educational developments within the school</li> <li>• Staff actively work towards the school's vision and goals</li> <li>• Professional leaders are accessible to students, staff, parents and whānau</li> <li>• Expectations are clearly articulated in school documentation</li> </ul>	<ul style="list-style-type: none"> <li>• Documentation that articulates vision, goals, priorities including displays</li> <li>• Interviews, group discussions</li> <li>• Documents such as templates for planning and reporting</li> <li>• Reports to the board and community</li> <li>• Feedback from parents or whānau and agencies</li> </ul>
<b>Strategic resourcing</b>	<ul style="list-style-type: none"> <li>• How well does the school allocate resources to support its goals?</li> <li>• To what extent does the school consider resource implications in relation to diverse needs of students?</li> </ul>	<ul style="list-style-type: none"> <li>• Resources are allocated to meet school priorities and goals</li> <li>• Professional development matches identified priorities and need</li> <li>• Leadership roles are appropriately delegated for activities critical to achieving school goals</li> </ul>	<ul style="list-style-type: none"> <li>• Documentation e.g. annual plan</li> <li>• Interviews, group discussions</li> <li>• Appraisal documentation</li> <li>• Professional development programme</li> <li>• Budgets</li> <li>• Resource information</li> </ul>

	Evaluative prompts	Examples of indicators	Possible sources of evidence
<b>Designing, coordinating, and evaluating the curriculum</b>	<ul style="list-style-type: none"> <li>• How well does the school consult students, staff, parents and whānau in establishing curriculum aspirations and content?</li> <li>• How well does the school's curriculum set direction for student learning in line with the vision, principles and values of <i>The New Zealand Curriculum</i>?</li> <li>• How clear and coherent is the curriculum design and implementation?</li> <li>• How well does the curriculum reflect student learning needs and community aspirations?</li> <li>• How well does the design and content of the curriculum enhance student engagement and achievement?</li> <li>• How well are sustainability factors considered to ensure that desired improvements are fully implemented and maintained?</li> </ul>	<ul style="list-style-type: none"> <li>• A clear rationale is evident for the choices made in designing the curriculum and in selecting learning areas of emphasis</li> <li>• The school leaders ensure the curriculum will lead to the development of key competencies</li> <li>• Clear links are evident between the school's goals, <i>The New Zealand Curriculum</i> and the strategies designed to implement these</li> <li>• Content taught in one part of the programme is well integrated with other parts of the programme</li> <li>• Learning programmes have appropriate sequences and coherent progression over the class and year levels</li> <li>• The school's community is reflected in school documentation, curriculum content and resources</li> <li>• Self review processes are used to investigate the effectiveness of curriculum decision making in improving student engagement and achievement</li> <li>• The opinions and views of students, parents and whānau are incorporated as part of ongoing review and development of the curriculum and learning programmes</li> <li>• Strategies to achieve sustainable practices and progress are clearly documented and followed and regularly reviewed</li> <li>• Learning programmes show adaptations to support students with diverse needs</li> </ul>	<ul style="list-style-type: none"> <li>• Templates/frameworks for school-wide planning, syndicate or departmental planning</li> <li>• Communication and consultation plans, minutes and reports</li> <li>• Reports to the board</li> <li>• Self review plans, data analysis and decision making</li> <li>• Staff, student and community interviews</li> </ul>

	Evaluative prompts	Examples of indicators	Possible sources of evidence
<b>Coordinating and evaluating teaching</b>	<ul style="list-style-type: none"> <li>• How effective are the procedures used to monitor and enhance the quality of teaching?</li> <li>• How effectively are systems used to articulate and promote effective teaching?</li> <li>• How effective are the personnel management systems for developing and retaining high quality teachers?</li> <li>• How well does the school address staff underperformance and provide support to those not meeting the standards?</li> </ul>	<ul style="list-style-type: none"> <li>• The performance appraisal system is effectively used to identify and address on-going improvement of the quality of teaching through personal development goals specifically linked to the school's strategic goals</li> <li>• Appraisal goals reflects 'best practice' research for effective teaching</li> <li>• A robust process addresses underperformance, including providing support for identified teachers</li> <li>• Leaders acknowledge responsibility and work actively to build capacity among staff to cater for the strengths, needs and aspirations of Māori and Pacific students</li> <li>• Leaders provide ethical direction for the school on the importance of meeting the diverse needs of all students, including students with high needs</li> <li>• Leaders ensure the school has the capacity among staff to address the needs and meet the aspirations of other diverse groups such as refugees, underachievers and gifted and talented students</li> <li>• Appropriate support is provided for Māori and Pacific staff when they undertake additional cultural or pastoral responsibilities</li> </ul>	<ul style="list-style-type: none"> <li>• Systems set up to support high quality teaching, e.g. induction, performance appraisal, professional learning</li> <li>• Documentation relating to performance appraisal and personal development/ professional learning observations</li> <li>• Observations</li> <li>• Attestation documentation</li> <li>• PRT programmes</li> <li>• The school's teacher registration database</li> </ul>
<b>Leadership opportunities</b>	<ul style="list-style-type: none"> <li>• To what extent does the school provide leadership opportunities for staff and students?</li> <li>• How successful are school leadership and the school's systems at managing change?</li> <li>• To what extent does the school provide leadership opportunities to cater for diversity within an inclusive culture?</li> </ul>	<ul style="list-style-type: none"> <li>• Equitable and transparent opportunities are provided for staff to develop leadership capability</li> <li>• Professional development and support is given to extend senior and middle leadership</li> <li>• Systems for recruitment, appointment and promotion are robust and fair</li> <li>• Support and opportunities for students to develop and demonstrate leadership are provided</li> </ul>	<ul style="list-style-type: none"> <li>• Meetings and discussions</li> <li>• Professional development goals and plans</li> <li>• Documentation on applications and appointments</li> <li>• Board documentation</li> <li>• Staff meeting minutes</li> <li>• School magazines/yearbooks</li> <li>• Assemblies</li> <li>• Student council agendas and minutes</li> </ul>

	<b>Evaluative prompts</b>	<b>Examples of indicators</b>	<b>Possible sources of evidence</b>
<b>Promoting professional learning</b>	<ul style="list-style-type: none"> <li>• How successfully does the school leadership promote high expectations and quality teaching?</li> <li>• How well does the school provide a range of professional learning opportunities for staff?</li> <li>• To what extent has the school provided professional learning opportunities to enhance staff knowledge and understanding of the Treaty of Waitangi, te reo and tikanga Māori?</li> </ul>	<ul style="list-style-type: none"> <li>• Leaders not only promote but directly participate with teachers in formal and informal professional learning</li> <li>• Leaders establish effective professional learning communities where decisions are based on evidence about student achievement and robust professional learning opportunities</li> <li>• Professional learning and development is focused on student learning, achievement and engagement</li> <li>• Effective and well-targeted professional development balances the needs of the school as a whole and the individual teacher</li> <li>• Professional development needs are identified through the appraisal process and other relevant quality assurance processes</li> <li>• Professional learning opportunities challenge deficit thinking and support teachers to develop a sense that they can make a difference for all students</li> <li>• The principal has opportunities to network and grow professionally</li> </ul>	<ul style="list-style-type: none"> <li>• Professional development goals and plans</li> <li>• Appraisal documentation</li> <li>• Time made available for teachers to meet and discuss student achievement and teaching</li> <li>• Meetings and discussions</li> </ul>
<b>Management in a positive environment that supports learning</b>	<ul style="list-style-type: none"> <li>• How efficient and effective is the day-to-day management of the school?</li> <li>• How well established are the routines and responsibilities that support a safe and orderly environment?</li> </ul>	<ul style="list-style-type: none"> <li>• Responsibilities are clear and appropriately delegated</li> <li>• Routines and transitions are smooth and well managed</li> <li>• Systems for assessing and managing health and safety risks are sound</li> <li>• Effective communication processes are evident</li> </ul>	<ul style="list-style-type: none"> <li>• School documentation including staff handbook</li> <li>• Observations</li> <li>• Meetings and discussions</li> </ul>
<b>Self review</b>	<ul style="list-style-type: none"> <li>• How embedded are systems and practices for self review to monitor and gauge on-going effectiveness?</li> <li>• How effective and inclusive are change management strategies?</li> <li>• How well does the school monitor provisions for diversity and inclusion?</li> </ul>	<ul style="list-style-type: none"> <li>• Self review processes are well understood, effectively used and promoted by school leadership</li> <li>• Self review findings inform school decision making</li> <li>• Where changes are needed as a result of self review, they are managed sensitively and inclusively</li> </ul>	<ul style="list-style-type: none"> <li>• Meetings and discussions</li> <li>• Documentation</li> <li>• Planning and assessment information</li> <li>• Self review action plans</li> </ul>

	<b>Evaluative prompts</b>	<b>Examples of indicators</b>	<b>Possible sources of evidence</b>
<b>Analysis and use of assessment data</b>	<ul style="list-style-type: none"> <li>• How well does the school leadership analyse and use data to identify priorities, implement programmes, and monitor effectiveness?</li> </ul>	<ul style="list-style-type: none"> <li>• Effective tools and systems including National Standards and benchmarks are used to gather, collate, analyse and use student assessment and other information for improving teaching and learning</li> <li>• The analysis of student assessment data (including separated data for Māori and Pacific achievement and special needs and abilities) is used to improve teaching and to identify areas for teacher professional development</li> <li>• Curriculum/department/syndicate reports include analysis of student achievement data and the implications for teaching and learning</li> </ul>	<ul style="list-style-type: none"> <li>• Reports such as, curriculum reports, departmental reports, reports to the principal or board</li> <li>• Collation and analysis of school-wide data to show trends, patterns, areas of success and areas of need including for key group/s and how this is acted upon</li> </ul>
<b>Links with community</b>	<ul style="list-style-type: none"> <li>• How well do school leaders use local resources and expertise to support priorities?</li> <li>• How well do school leaders consult with and engage the parents/whānau of students with diverse learning needs and abilities?</li> </ul>	<ul style="list-style-type: none"> <li>• Professional leaders promote and develop links with parents/whānau and the community that enhance outcomes for students</li> <li>• School- family/whānau links are designed to support parents active involvement in their child's learning</li> <li>• External agencies, resources and expertise are effectively used</li> <li>• Personnel and physical resources from within the community are used to improve student learning</li> <li>• The school is sensitive in its dealings with diverse groups of parents and community personnel</li> </ul>	<ul style="list-style-type: none"> <li>• Surveys of staff, students and parents</li> <li>• Policies to promote engagement with families and communities</li> <li>• Reports of activities and initiatives designed to engage families and communities</li> <li>• Discussion with community groups related to students with diverse needs and abilities</li> </ul>



## DIMENSION 4: Governing the school

### Key evaluative questions

- What is the quality of governance in providing vision, values and strategic direction?
- What is the quality of the relationship between governance, leadership and management roles?
- How coherently does the board focus its efforts on student achievement, including the alignment of resources, policies and practices?
- How effectively are human, financial and property resources aligned and allocated to support the board and school's strategic direction?
- How well does the school provide evidence to support the board in its strategic planning and self review?

### Introduction

Effective governance provides strategic direction and coherence across school policy and decision making. Strategic planning uses valid and reliable information about the needs and aspirations of the students and the school community to inform the direction and goals of the school. The school's policies, processes and practices are in turn aligned with the school's vision and strategic direction.

An integral part of governing a New Zealand school well involves ensuring that all dimensions support the achievement of Māori students and the development of all students' appreciation of te reo me ngā tikanga Māori through robust leadership, appropriate programmes and pedagogies, and equitable distribution of resources.

Governing the school is linked closely to leading and managing the school. Effective schools will have a clear understanding of the respective roles and responsibilities of governance and management lies. The focus is on board members, the principal and the leadership team working collaboratively to achieve the agreed vision and goals for the school.

Effective governance uses valid and reliable information to provide a picture of overall achievement across the school and to monitor engagement, progress and achievement for all students and for diverse groups of students to inform future direction and priorities. Where possible, this information is also used to compare achievement levels and progress rates with similar schools.

Analysis of data informs decisions about priorities for resource allocation, programme implementation and evaluation, and staff professional development. From an analysis of data, schools and boards can monitor whether they are setting priorities and allocating resources to meet the identified needs of Māori students and other key groups, including underachieving students.

### Self review and governing the school

National Administrative Goal 2 requires schools to develop a strategic plan which documents how they are giving effect to the National Education Guidelines through their policies, plans and programmes, including those for curriculum, assessment and staff professional development. It also requires schools to maintain an on-going programme of self-review, including evaluation of information on student achievement.

Through the Education Act 2001, the planning and reporting requirements establish a culture of continuous improvement through a process of goal setting, monitoring progress and evidence-driven annual self-review. Boards are required to monitor progress against their strategic and annual plans so that appropriate improvements may be made to teaching and learning programmes within the school.

Continuous self review ensures that the school monitors progress towards its goals and the effectiveness of strategies implemented to achieve these goals. Self review and the changes that arise from it can improve student outcomes directly by ensuring school systems focus on student achievement and indirectly by improving the quality of teaching and learning programmes, which in turn has been shown to lift student achievement.

Self review processes are informed by regular data-gathering and analysis cycles, which in turn build into the school's long term planning. Self-review processes also need to be responsive to unplanned events or unexplained factors that need further investigating.

### Further information on governing the school

Many research studies, evaluations and reports of good practice contributed to the following indicators, and it is not possible to list them all (although they are available from [www.ero.govt.nz](http://www.ero.govt.nz)). A few key sources or sites are listed here.

- Education Review Office. (2007a). *School governance: An overview*. Wellington: Author.
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## GOVERNING THE SCHOOL

### Evaluative Prompts, Indicators and Evidence

#### Key evaluative questions

- What is the quality of governance in providing vision, values and strategic direction?
- What is the quality of the relationship between governance, leadership and management roles?
- How coherently does the board focus its efforts on student achievement, including the alignment of resources, policies and practices?
- How effectively are human, financial and property resources aligned and allocated to support the board and school's strategic direction?
- How well does the school provide evidence to support the board in its strategic planning and self review?

	Evaluative prompts	Examples of indicators	Possible sources of evidence
<b>Vision and values</b>	<ul style="list-style-type: none"> <li>• How clear and well accepted are the school's vision and values?</li> <li>• How visible is the intent of the school's vision and values in documents and practices?</li> <li>• To what extent has the board contributed to the development of the vision and values in the school's curriculum?</li> </ul>	<ul style="list-style-type: none"> <li>• The board effectively engaged its communities to develop the school's vision and values</li> <li>• The school's vision and values are clearly articulated, understood, and agreed to by the community and supported by staff</li> <li>• Board members can articulate and discuss the vision and values</li> <li>• Board members are engaged in the design of the school's curriculum</li> </ul>	<ul style="list-style-type: none"> <li>• Strategic plan and charter</li> <li>• Meetings and discussions</li> <li>• BOT documents</li> <li>• Newsletters and prospectus</li> <li>• Curriculum documents</li> </ul>

	Evaluative prompts	Examples of indicators	Possible sources of evidence
<b>Strategic planning and the focus on student achievement</b>	<ul style="list-style-type: none"> <li>• How effectively does the board focus its efforts on student achievement?</li> <li>• How coherent is the alignment of policies, procedures and practices?</li> <li>• How well are professional development and performance management systems aligned to school goals?</li> <li>• How effectively does the board provide for the inclusion of students with high needs?</li> </ul>	<ul style="list-style-type: none"> <li>• Board decision making focuses on improving student outcomes and monitoring progress towards achieving goals</li> <li>• The strategic plan identifies the most urgent learning needs for all students and sub-groups of students who are at risk of not achieving</li> <li>• Targets are challenging and encompass year levels, learning areas, and key groups including Māori and Pacific, students at risk of not achieving and students with high needs</li> <li>• The actions in the annual plan are focused on priorities likely to lead to improved student outcomes, and outline what will be put in place, who will be responsible and manageable timelines</li> <li>• The board ensures through the principal that there is clear alignment from the strategic plan, through the annual plan, to curriculum delivery and programme implementation</li> <li>• Practices in the school are aligned with board policies and procedures</li> <li>• The board and principal welcome students with high needs and emphasise the importance of an inclusive culture through their comments, policies, processes, resourcing and planning</li> </ul>	<ul style="list-style-type: none"> <li>• Documentation including charter, strategic and annual plans, policies, role descriptions, board minutes, procedures, self-review records</li> <li>• Targets for Māori, Pacific and other students (e.g. students at risk of not achieving or students with high needs)</li> <li>• Professional learning and development programmes and plans</li> <li>• Principal's performance management documentation</li> </ul>
<b>Use of achievement data</b>	<ul style="list-style-type: none"> <li>• How well does the board use and respond to assessment data?</li> <li>• How well does the board use other quantitative and qualitative data to guide its decision making?</li> </ul>	<ul style="list-style-type: none"> <li>• The board has clear expectations about the extent and timeliness of reports they should receive from school leaders about student progress and achievement</li> <li>• Trustees are highly interested in and use reliable progress and achievement data including National Standards and benchmarks to identify needs, trends and patterns, compare progress over time and to inform decisions for future planning</li> <li>• Strategic and other planning is based on analysed student achievement data and other information</li> </ul>	<ul style="list-style-type: none"> <li>• Analysis of school-wide data including trends and patterns</li> <li>• Analysis of data about Māori students, Pacific students and other key student groups, such as students with special needs and abilities</li> <li>• Analysed surveys of staff, students and parents</li> <li>• Attendance, retention and destination data</li> </ul>

	Evaluative prompts	Examples of indicators	Possible sources of evidence
<b>Self review</b>	<ul style="list-style-type: none"> <li>• How effective is the board's oversight of the school's self-review processes and its own self review?</li> <li>• How well embedded are school review processes?</li> <li>• How effective are school and board self-review processes in identifying what is working well and what needs to be improved?</li> <li>• To what extent do self review processes allow for planned and spontaneous reviews?</li> <li>• To what extent are the findings from self-review processes acted on?</li> </ul>	<ul style="list-style-type: none"> <li>• The school and board have an ongoing cycle of robust self review that identifies priorities for improvement, develops and implements plans, monitors progress, and evaluates effectiveness</li> <li>• Self-review processes are well understood and embedded in a way that ensures their on-going use</li> <li>• Regular monitoring and review cycles inform strategic planning and decision making</li> <li>• Self-review processes are tailored to be responsive to unplanned issues and events</li> </ul>	<ul style="list-style-type: none"> <li>• Self review reports including analysis of variance, comparing actual achievement with targets</li> <li>• Syndicate/department/faculty reports</li> <li>• Reports from staff with specific responsibilities</li> </ul>
<b>Allocation of resources</b>	<ul style="list-style-type: none"> <li>• How are priorities set and how well does the allocation of resources align with priorities determined by evidence?</li> <li>• To what extent does the board have sufficient resources to support learning programmes for all students?</li> </ul>	<ul style="list-style-type: none"> <li>• The board makes appropriate decisions to allocate resources based on assessment and other data to meet identified needs and priorities</li> <li>• Resources are allocated appropriately to meet the identified needs of Māori students</li> <li>• Resources are allocated to support the promotion of the bicultural understanding and te reo for all students</li> <li>• Library is well resourced with up-to-date resources that are inviting, appealing, useful and readily accessed by all students</li> <li>• The provision of information and digital technologies enhance learning</li> <li>• Allocation of resources is reviewed regularly and re-allocated as new needs arise</li> </ul>	<ul style="list-style-type: none"> <li>• Strategic and annual plans</li> <li>• Staffing plans</li> <li>• Timetables</li> <li>• Audits</li> <li>• Library facilities and use</li> <li>• ICT suite/facilities and use</li> <li>• Policies for access and use of library and computer suites</li> <li>• Curriculum/syndicate management documents</li> <li>• School budget</li> <li>• Planning for using special education funding and staffing – ORRS, SEG, teacher aides, therapists, specialist teachers</li> </ul>
<b>Board operation and management</b>	<ul style="list-style-type: none"> <li>• How well understood, and respected are the boundaries between governance and management?</li> <li>• How well understood are the roles and responsibilities of the board and senior management team?</li> <li>• How well does the board and school's leadership team collaborate to achieve high quality decision making?</li> </ul>	<ul style="list-style-type: none"> <li>• Members of the board, including the principal, undertake their allocated responsibilities and collaborate effectively as a team</li> <li>• Trustees access training and support to increase their awareness of and understandings of good governance</li> <li>• Trustees use the information they receive to contribute to setting the direction for the school</li> <li>• The board complies with financial, property, human resource, health and safety and other legal requirements</li> </ul>	<ul style="list-style-type: none"> <li>• Documentation, e.g. board minutes, descriptions of role responsibilities, code of conduct</li> <li>• Meetings and discussion</li> <li>• School policies and implementation plans</li> <li>• Observations of board meetings</li> </ul>

	Evaluative prompts	Examples of indicators	Possible sources of evidence
<b>Performance management</b>	<ul style="list-style-type: none"> <li>• How well are good employer roles and responsibilities understood and recognised?</li> <li>• How improvement focused is the principal's appraisal?</li> <li>• To what extent does the principal's appraisal link to school vision, values and goals?</li> <li>• To what extent are trustees supported to evaluate their performance as a board?</li> </ul>	<ul style="list-style-type: none"> <li>• Appointment procedures, complaints about staff and disciplinary meetings are fair and focused on improved outcomes for students</li> <li>• Principal appraisal is rigorous, aligned to professional standards and school strategic goals and focused on improvement</li> <li>• Principal appraisal is informed by a variety of internal and external sources</li> <li>• The board provides opportunities for the principal to undertake appropriate professional learning and development linked to appraisal</li> <li>• Trustees annually evaluate their performance against annual plan and role descriptions</li> </ul>	<ul style="list-style-type: none"> <li>• Documentation, e.g. principal's appraisal file</li> <li>• Meetings and discussions</li> <li>• Employment policies</li> <li>• Interviews</li> </ul>
<b>Leadership opportunities</b>	<ul style="list-style-type: none"> <li>• To what extent does the school extend leadership opportunities to trustees, non-teaching staff and community personnel?</li> </ul>	<ul style="list-style-type: none"> <li>• Leadership and other professional development opportunities are available to trustees to enhance their capability to carry out their duties</li> </ul>	<ul style="list-style-type: none"> <li>• Board minutes</li> <li>• School documentation</li> <li>• Personal development plans</li> </ul>
<b>Whānau and community relationships</b>	<ul style="list-style-type: none"> <li>• How well does the board engage with and represent the aspirations and views of the school community?</li> <li>• How effectively does the board consult its community about the charter and priorities e.g. for the strategic plan?</li> <li>• How effectively does the board communicate its progress towards its targets?</li> <li>• How effectively are proactive initiatives developed to liaise with the community, build common goals, share information and support Māori learners?</li> </ul>	<ul style="list-style-type: none"> <li>• The board uses a variety of strategies to ensure all its communities are consulted, including those who are harder to reach or under-represented</li> <li>• The school uses a variety of communication strategies to inform parents and the community of relevant matters</li> <li>• The board values and responds to the views of their community</li> <li>• The school advances Māori participation through the provision of open and transparent systems of communication and consultation with iwi, hapu and whānau</li> <li>• The school regularly seeks and responds to the perceptions of parents and students on a variety of topics and analyses and makes use of student, staff and parent survey data</li> </ul>	<ul style="list-style-type: none"> <li>• Interviews, group discussions</li> <li>• Hui, fono, meeting summaries and minutes</li> <li>• Newsletters, website, community reports</li> <li>• Analysed surveys of staff, students and parents</li> <li>• Communication strategies</li> </ul>



## DIMENSION 5: Safe and inclusive school culture

### Key evaluative questions:

- How well does the school provide for a safe physical and emotional environment?
- How well does the school promote and maintain respectful relationships in an inclusive culture?
- How well does the school's organisation sustain an orderly and positive learning environment?
- How well does the school develop successful learning and education pathways to meet the diverse interests and needs of students of all cultures and abilities?

### Introduction

An effective school culture is one in which practice nurtures potential and fosters success for all. Boundaries are understood and agreed on by everyone. A supportive and safe school culture is important so students and their families feel accepted and have a sense of belonging. It also builds respectful relationships that foster self esteem and contribute to student engagement and achievement.

The Treaty of Waitangi provides a rationale for building a school culture that acknowledges kaupapa Māori and promotes te reo and tikanga Māori. Student achievement is affected by the degree to which a student's culture is recognised and respected by the school and by the degree to which there is a strong connection between the culture of the community and whānau and the values of the school.

Schools also recognise and accept the multi-cultural nature of New Zealand's population and the diverse heritages and traditions of its students. Students are able to excel and successfully realise their cultural distinctiveness and potential.

An effective school culture is one that is safe and well-organised with expectations for behaviour that allow teachers to focus on their teaching and students on their learning. It promotes student well-being, encourages participation and enables resilience to develop.

There is a direct link between success in school and the school environment in which the learning takes place. Students are more able and more motivated to do well in schools that have a positive school culture and in which they feel safe and supported.

The physical environment reflects school values and the cultures of the student population. Buildings and facilities are easy to access, especially for students, staff, parents and visitors with disabilities. The school has policies and procedures in place to promote health and safety and to address any areas of concern, such as bullying and harassment.

### Self review and an inclusive school culture

NAG 5 requires schools to provide a safe physical and emotional environment. An ongoing cycle of self review enables schools to ascertain if the school has a safe and inclusive culture, to identify areas of effectiveness and areas for improvement, and to monitor the effectiveness of strategies put in place to address concerns. Information is gathered through a variety of methods from staff, students and parents in a sensitive and ethical manner.

Self-review strategies include consulting the school's community to determine to what extent students and their families identify with the school, feel recognised, valued and listened to. Self review can also identify and address issues related to the school culture and environment that present risks to staff or students and are barriers to effective teaching, smooth routines or student engagement, progress and achievement.

## Further information on a safe and inclusive school culture

Many research studies, evaluations and reports of good practice contributed to the following indicators, and it is not possible to list them all (although they are available from [www.ero.govt.nz](http://www.ero.govt.nz)). A few key sources or sites are listed here.

- Bevan-Brown, J. (2003). *The cultural self review: Providing culturally effective, inclusive education for Māori learners*. Wellington: New Zealand Council for Educational Research.
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## SAFE AND INCLUSIVE SCHOOL CULTURE

## Evaluative Prompts, Indicators and Evidence

## Key evaluative questions

- How well does the school provide for a safe physical and emotional environment?
- How well does the school promote and maintain respectful relationships in an inclusive culture?
- How well does the school's organisation sustain an orderly and positive learning environment?
- How well does the school develop successful learning and education pathways to meet the diverse interests and needs of students of all cultures and abilities?

	Evaluative prompts	Examples of indicators	Possible sources of evidence
<b>Safe physical environment</b>	<ul style="list-style-type: none"> <li>• How successful is the school in providing and monitoring a safe physical environment?</li> <li>• How effectively has the school made adaptations to meet the needs of students with disabilities or special needs?</li> </ul>	<ul style="list-style-type: none"> <li>• Buildings and facilities are easy to access, especially for students, staff, parents and visitors with disabilities</li> <li>• The school grounds and facilities are safe, clean and well maintained</li> <li>• The school environment is checked regularly and hazards are addressed</li> </ul>	<ul style="list-style-type: none"> <li>• Documentation including policies, procedures, e.g. procedures for evacuation</li> <li>• Systems set up and used to monitor and record key information e.g. accident or incident registers, medical supplies</li> <li>• Observation</li> </ul>
<b>Safe emotional environment</b>	<ul style="list-style-type: none"> <li>• How effectively does the school establish and monitor a safe emotional environment?</li> <li>• How effective is the school's induction programme?</li> <li>• How well does the school manage transitions to and from the school and between levels?</li> <li>• How effective are the school's systems for dealing with issues of bullying, harassment, violence and serious misbehaviour?</li> <li>• In what ways does the school use co-curricular and extra-curricular activities to accommodate and expand students interests and needs?</li> </ul>	<ul style="list-style-type: none"> <li>• The school environment is welcoming</li> <li>• An effective process helps students to become familiar with the school before starting</li> <li>• Students are able to develop a sense of belonging</li> <li>• The school's health education programme is responsive to student and community needs</li> <li>• Students report that they feel safe at school</li> <li>• Students know about and recognise bullying and harassment</li> <li>• Students feel confident to and report bullying and harassment incidents</li> <li>• Evidence-based positive behaviour programmes are in place</li> <li>• Bullying, harassment and violence are effectively addressed</li> <li>• Processes for staff and students to raise concerns are clearly understood and used</li> <li>• Pastoral care networks foster clear lines of communication within the school and with outside agencies to provide for the best interests of the student</li> </ul>	<ul style="list-style-type: none"> <li>• Classroom, playground and environment observations</li> <li>• Interviews, group discussions with staff, students and parents</li> <li>• Surveys of staff, students and parents</li> <li>• Health programmes</li> <li>• Targeted programmes to meet identified needs</li> <li>• School behaviour management strategies</li> <li>• School behaviour management records</li> <li>• Special needs and abilities registers and meeting notes</li> <li>• Individual Education Plans (IEPs)</li> <li>• School policies to deal with various health or psychological concerns</li> </ul>

	<b>Evaluative prompts</b>	<b>Examples of indicators</b>	<b>Possible sources of evidence</b>
<b>Respectful relationships in an inclusive culture</b>	<ul style="list-style-type: none"> <li>• How respectful are the relationships and interactions among teachers and students?</li> <li>• How respectful are the relationships and interactions among teachers and parents?</li> <li>• How well are students with high needs provided for in an inclusive culture?</li> <li>• How effectively does the school engage with other social service agencies?</li> </ul>	<ul style="list-style-type: none"> <li>• Teachers demonstrate professional regard for other staff and parents</li> <li>• Teachers are respectful and affirming in their relationships with students</li> <li>• Teachers show regard for students as individuals</li> <li>• Students show respect for each other</li> <li>• Students' opinions and ideas are listened to valued and, where appropriate, acted on</li> <li>• Students indicate there are positive and supportive relationships with teachers</li> <li>• Students act respectfully towards adults</li> <li>• The school is prepared to make appropriate changes to support a student with high needs</li> <li>• The school's induction process is organised and welcoming for students with high needs and their families</li> <li>• Students with high needs take part in sporting, cultural and education outside the classroom activities (where appropriate) alongside regular students at the school</li> </ul>	<ul style="list-style-type: none"> <li>• Documentation such as school or class charters</li> <li>• Observations</li> <li>• Meetings and discussions</li> <li>• Surveys of staff, students and parents</li> <li>• IEPs and Individual Care Plans</li> <li>• Minutes of meeting with outside services and agencies</li> </ul>
<b>Focus on learning within a positive learning environment</b>	<ul style="list-style-type: none"> <li>• How successfully does the school provide a positive learning culture?</li> <li>• How successful are the systems to provide student support and advocacy?</li> <li>• How clear are the expectations for behaviour?</li> </ul>	<ul style="list-style-type: none"> <li>• A positive tone in the school supports the learning of all students</li> <li>• School behaviour guidelines are explicit and are applied consistently</li> <li>• The school students, staff, parents, whānau and community know about and respond to agreed school expectations for attendance and behaviour</li> <li>• Teachers promote student self-esteem and self-regulation</li> <li>• Productive teacher student learning partnerships are evident</li> <li>• Teachers respond appropriately to information about student well-being</li> <li>• Issues and trends in poor behaviour are identified and strategies developed and monitored to deal with them.</li> <li>• The interest of students with behavioural problems are effectively balanced with the welfare of other students</li> <li>• Consistent procedures and practices, that treat all students fairly, are used for stand-downs, suspensions, exclusions, and expulsions</li> <li>• Data on poor behaviour, such as bullying and vandalism, are gathered, analysed and acted on</li> </ul>	<ul style="list-style-type: none"> <li>• Documentation of school-wide codes of conduct, classroom rules etc, including displays</li> <li>• Assemblies</li> <li>• Parent and student surveys</li> <li>• Iwi feedback</li> <li>• Collation and analysis of school-wide data</li> <li>• Strategies to address poor behaviour</li> <li>• Programmes in place to develop student confidence</li> <li>• Teachers have student profiles for their class</li> <li>• Record keeping</li> </ul>

	<b>Evaluative prompts</b>	<b>Examples of indicators</b>	<b>Possible sources of evidence</b>
<b>Including Māori students and whānau</b>	<ul style="list-style-type: none"> <li>• How effectively does the school provide Māori learners with the opportunity to get what they require to realise their own unique potential and succeed in their lives as Māori?</li> </ul>	<ul style="list-style-type: none"> <li>• Bi-cultural values are fostered</li> <li>• Māori students are full participants in all aspects of school life</li> <li>• Students have opportunities to engage in cultural activities such as kapa haka, Ngā Mana Korero</li> <li>• Whānau are involved and contribute to the school's planning processes</li> <li>• The school works in partnership with its Māori parents, whānau and community</li> </ul>	<ul style="list-style-type: none"> <li>• Observations</li> <li>• Interviews and discussions</li> <li>• Group discussions</li> <li>• Assemblies</li> <li>• Kawa, e.g. powhiri</li> <li>• Whānau feedback</li> </ul>
<b>Including diverse students</b>	<ul style="list-style-type: none"> <li>• How well does the school recognise and celebrate the diverse cultures represented in the school?</li> <li>• How well does the school recognise and respond to the needs of students with varying abilities, disabilities and needs?</li> <li>• To what extent does the school put processes in place to identify the requirements of students with special needs?</li> <li>• To what extent does the school make use of the range of support services and personnel to meet students' varied social, physical, cultural and learning needs?</li> <li>• How effectively does the school provide appropriate programmes and opportunities for gifted and talented students?</li> </ul>	<ul style="list-style-type: none"> <li>• Teachers know, respect, and value who students are and their language and cultural identity</li> <li>• Diversity is known about, recognised, celebrated and reflected in the school culture</li> <li>• Students and the parents of students with diverse needs feel the school listens and attends to their needs</li> <li>• The school has processes in place to identify and meet social, physical, sensory, neurological, psychiatric, behavioural or learning needs of students</li> <li>• The school has a coordinated approach to the use of in-school, local and national resources, support services and personnel</li> </ul>	<ul style="list-style-type: none"> <li>• Observations</li> <li>• Interviews and discussions</li> <li>• Group discussions</li> <li>• Surveys of parents</li> <li>• Documentation</li> <li>• IEPs</li> </ul>



## DIMENSION 6: Engaging parents, whānau and communities

### Key evaluative questions

- How well does the school gather and use information about the needs, wishes and aspirations of parents, whānau and the wider community?
- How effectively does the school inform parents about their children and communicate information about the school?
- How well does the school engage parents and whānau in the life of the school?
- How well does the school engage with and make use of community resources, agencies and other educational institutions?

### Introduction

Research suggests that effective school-home partnerships can enhance children's learning at both home and school. Strong school-home links are of particular importance for children whose social class, culture, and/or ethnicity and cultural heritages differ from those predominant in the school.

Effective partnerships involve consultation with the community to develop shared visions and goals to underpin school directions and priorities. NAG 1 (v) requires schools to consult the school's Māori community, develop and make known to the community policies, plans and targets for improving the achievement of Māori students.

Effective schools listen to the aspirations that parents and whānau have for their children. They consult them on relevant matters and communicate with them in a timely and appropriate manner. Effective schools ensure that all their communities have a voice and a sense of identification with the school and its goals. Schools willingly share ideas and strategies that parents and whānau can use at home to support children's learning.

Parents value teachers who are approachable, knowledgeable about individual students, and willing to engage in honest discussion about students and their progress.

Effective schools value two-way communication. They provide parents with meaningful information and guidance on ways they can support their children. They also make use of agencies, organisations, resources and personnel in the wider community to enhance students' educational and social outcomes.

### Self review and engaging parents, whānau and communities

Self review enables schools to ascertain the extent to which parents are engaged in key aspects of the school's culture and operations or are satisfied with them. One indication of engagement is parental participation in learning, sporting and cultural events. Self review can also explore parental perceptions on matters such as the school's approachability, responsiveness, partnerships, consultation, the information received, and timeliness and accuracy of reports on students' progress. The results of consultation and perception surveys can inform improvements in policies, processes, programmes and practices.

### Further information on engaging parents, whānau and communities

Many research studies, evaluations and reports of good practice contributed to the following indicators, and it is not possible to list them all (although they are available from [www.ero.govt.nz](http://www.ero.govt.nz)). Instead a few key sources or sites are listed here.

- Barth, R.S. (2006). *Educational leadership: Improving relationships within the schoolhouse*. Retrieved from ASCD: <http://www.ascd.org>.
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## ENGAGING PARENTS, WHĀNAU AND COMMUNITIES

### Evaluative Prompts, Indicators and Evidence

#### Key evaluative questions

- How well does the school gather and use information about the needs, wishes and aspirations of the parents, whānau and the wider community?
- How effectively does the school inform parents about their children and communicate information about the school?
- How well does the school engage parents and whānau in the life of the school?
- How well does the school engage with and use community resources, agencies and other educational institutions?

	<b>Evaluative prompts</b>	<b>Examples of indicators</b>	<b>Possible sources of evidence</b>
<b>Gathering information from the community</b>	<ul style="list-style-type: none"> <li>• How well does the school gather information about the needs, wishes, aspirations, and satisfaction of parents, whānau and the wider community?</li> <li>• How effectively does the school consult parents, whānau and the community about its priorities?</li> </ul>	<ul style="list-style-type: none"> <li>• Various strategies are used to seek community views and encourage parents to approach the school</li> <li>• Consultation includes surveys, interviews, and meetings both at the school and in the community</li> <li>• Information from families whānau and the community, about their perceptions of, and attitudes towards, the school is systematically gathered, analysed and used</li> </ul>	<ul style="list-style-type: none"> <li>• Documentation that shows how the school has obtained community views</li> <li>• Analysed surveys</li> <li>• Meetings and discussions</li> <li>• Interactive technologies such as texting, email, web surveys</li> </ul>
<b>Using information in making decisions</b>	<ul style="list-style-type: none"> <li>• How effectively does the school use the information gathered?</li> <li>• How well does the school handle complaints?</li> </ul>	<ul style="list-style-type: none"> <li>• Views and opinions from the community are considered and, where appropriate, acted upon</li> <li>• Concerns from parents are responded to</li> <li>• The process for complaints is clear, regularly publicised, and used effectively</li> </ul>	<ul style="list-style-type: none"> <li>• Board minutes</li> <li>• Evidence about how community views are incorporated into the charter, strategic plan and other documents</li> <li>• Records of complaints and actions</li> <li>• Agenda, notices and minutes of meetings</li> </ul>

	Evaluative prompts	Examples of indicators	Possible sources of evidence
<p><b>Forming partnerships with parents and students to share information about learning, progress and the school</b></p>	<ul style="list-style-type: none"> <li>• How well does the school communicate key information such as its vision, curriculum, key dates, procedures, etc?</li> <li>• How effectively does the school report to parents?</li> <li>• How well informed are parents and whānau about qualifications requirements and career pathways</li> <li>• To what extent are parents satisfied with the information the school provides?</li> </ul>	<ul style="list-style-type: none"> <li>• A range of methods is used to communicate and share important information between families/whānau and the school</li> <li>• Parents are informed about school programmes</li> <li>• Parents and teachers share ways they can support the child's learning</li> <li>• School reports to parents about their children are timely and clearly explain progress and achievement and how the parent and child can contribute to future improvements</li> <li>• Parents receive reports on progress of their children that are specific in relation to national curriculum levels/norms/standards/IEPS</li> <li>• Parents are involved in decisions about their child's learning and programmes</li> <li>• The school communicates effectively with parents concerning particular education needs including that for special education and gifted and talented students.</li> <li>• Clear information is provided for students and parents about programme choices, qualification requirements, career pathways and students progress towards achieving their goals.</li> <li>• The school website is relevant, interesting, current and easy to navigate</li> <li>• The school uses effective strategies to communicate with families where English is not the first language spoken at home</li> </ul>	<ul style="list-style-type: none"> <li>• Prospectus</li> <li>• Handbook for new students and parents</li> <li>• Information presented in community languages</li> <li>• Home-school communication notebooks</li> <li>• Portfolios and e-portfolios</li> <li>• School and class newsletters</li> <li>• School website</li> <li>• Survey or interview information shows parents satisfaction with their interactions with the school</li> <li>• IEPs</li> <li>• Individual care plans</li> <li>• Home/school communication notebooks</li> </ul>

	Evaluative prompts	Examples of indicators	Possible sources of evidence
<b>Engaging parents and whānau</b>	<ul style="list-style-type: none"> <li>• How well does the school engage its community in the wider life of the school?</li> <li>• To what extent do parents/whānau become involved in learning and co-curricular activities?</li> <li>• To what extent does the school support parents and whānau to access specialist resourcing and support?</li> </ul>	<ul style="list-style-type: none"> <li>• The community identifies with the school and its vision</li> <li>• Parents feel they are in a partnership with the school to support their child's learning</li> <li>• The school has effective processes for engaging parents when students are enrolled</li> <li>• School documentation shows how parents will be partners in their child's schooling</li> <li>• Parents actively participate in the school in a variety of ways</li> <li>• Parents needs are considered when arranging times/venues for meetings</li> <li>• Parents attend meetings and events at school</li> <li>• People in the community feel they are listened to and valued</li> <li>• Data are monitored and analysed on parent involvement, such as attendance at parent-teacher meetings, parent help</li> </ul>	<ul style="list-style-type: none"> <li>• Collated and analysed surveys of staff, students and parents</li> <li>• Meetings and discussions</li> <li>• Information about parent attendance at school events</li> <li>• Documentation passed on to receiving schools</li> <li>• Student profiles</li> </ul>
<b>Engaging the Māori community</b>	<ul style="list-style-type: none"> <li>• How well does the school engage its Māori community?</li> <li>• How well does the school consult and inform the school's Māori community, about policies, plans and targets for improving the achievement of Māori students?</li> </ul>	<ul style="list-style-type: none"> <li>• Māori parents and whānau are engaged in culturally appropriate ways</li> <li>• Māori parents feel the school values them as Māori and that the school is committed to improving the achievement of Māori students</li> <li>• Strong partnership is developed between school, iwi and whānau</li> <li>• The Māori community contributes to the development and review of school policy and practice through effective relationships</li> <li>• The school reports to the Māori community on Māori progress and achievement</li> </ul>	<ul style="list-style-type: none"> <li>• Agenda, notices and minutes of meetings, hui</li> <li>• Survey or interview information shows parents'/whānau satisfaction with their interactions with the school</li> </ul>
<b>Engaging Pacific and other community groups</b>	<ul style="list-style-type: none"> <li>• How well does the school engage its Pacific and other key cultural groups?</li> </ul>	<ul style="list-style-type: none"> <li>• Parents of Pacific student are engaged in culturally appropriate ways</li> <li>• Parents of Pacific students feel the school values them and that the school is committed to improving the achievement of Pacific students</li> <li>• The involvement of all the school's cultural and language groups is actively encourage</li> <li>• When schools have significant groups with diverse languages, the school uses community liaison people, provides translations and/or uses interpreters</li> </ul>	<ul style="list-style-type: none"> <li>• Interviews, group discussions</li> <li>• Documentation</li> <li>• Newsletters, translated documents</li> </ul>

	<b>Evaluative prompts</b>	<b>Examples of indicators</b>	<b>Possible sources of evidence</b>
<b>Relationships with the wider community</b>	<ul style="list-style-type: none"> <li>• How well does the school link with and use community resource people and agencies to support students?</li> <li>• How well does the school build purposeful relationships with contributing early childhood centres and schools?</li> <li>• How well does the school build purposeful relationships with the schools and educational institutions receiving their students?</li> <li>• How effectively does the school build and maintain relationships with businesses, employers and community groups?</li> </ul>	<ul style="list-style-type: none"> <li>• The school identifies and uses appropriate agencies to support students and their families</li> <li>• The school uses community resources to complement its teaching programmes</li> <li>• Information from the child's previous centre or school is used to provide initial programmes that cater for their learning needs and abilities/disabilities</li> <li>• Assessment and other information is passed on to receiving schools when students move to another school</li> <li>• Information from specialist organisations and agencies is incorporated into school and classroom planning as appropriate</li> </ul>	<ul style="list-style-type: none"> <li>• Strategic plans</li> <li>• Annual reports</li> <li>• Calendar of events for the year</li> <li>• Lesson/unit planning showing use of community resources</li> <li>• Notes on meetings and contacts with early childhood centres and receiving schools</li> <li>• Feedback from employers</li> </ul>

## PART THREE: Using the Evaluative Questions, Prompts and Indicators

### Guidelines for Reviewers

The key evaluative questions, prompts and indicators in this document are a resource for reviewers and provide a set of tools for use in the established process for education reviews. The various aspects of the document can be used at several levels.

At the individual **school level**, discussions between ERO and the school about which evaluative questions, prompts or indicators to use, and about the interpretation of data gathered using the questions and indicators, are intended to assist developmental thinking and lead to a shared understanding about the basis of evaluative judgements.

- The diagram *The six dimensions of good practice* (p.7) can be used to highlight important aspects of school life, their relationship to each other and to student achievement and self review.
- The key evaluative questions can be used to open up discussion on the factors that contribute to each dimension. Reviewers can use these overarching questions to guide ERO education reviews and explain to schools that these questions can be used to design their own self review.
- The evaluative prompts break down the key evaluative questions into aspects that can be used to guide the gathering of evidence.
- The indicators provide statements of good practice, that is, what ERO would expect to see in a high performing school. The indicator statements are useful, therefore, in describing a school's good practice or in highlighting aspects that need more attention in a particular school.

At the **system level**, it will be possible to assemble an increasingly rich database of information using the dimension and indicator headings. This will enable ERO to:

- provide feedback about good practice to individual schools; and
- provide information on system-wide performance to assist with national policy development processes.

The evaluative questions, prompts and indicators are not a definitive set. Using current research and practice as a basis, they cover most key factors that contribute to student engagement, progress and achievement but they have been left deliberately open to enable reviewers and/or schools to develop more specific questions or indicators to reflect the context or focus of the review. Similarly with the kinds of evidence suggested, different sources other than those listed here might provide the data that will lead to sound evaluative judgements.

The evaluative questions, prompts and indicators should be used holistically rather than in isolation. They are not a checklist. One of the most important uses of the indicators is in exploring the relationship between different (and sometimes apparently unconnected) aspects of school performance. Care should be taken when evaluative questions, prompts or indicators are used in isolation as they were developed in a conceptual framework of interconnected elements.

**Using the evaluative questions, prompts and indicators in the review process**

- During the **exchange of information**, before the review visit to the school, ERO considers self-review information provided by the school in relation to the dimensions, evaluative questions, prompts and indicators.
- During **discussions about the scope of the evaluation**, ERO could use *The six dimensions of good practice* diagram to help guide the process so that reviews are focused on student engagement, progress and achievement and the factors that contribute to these. The evaluative prompts and indicators will also help ERO to be explicit about what it will investigate in the context of the school's curriculum priorities and to help schools to understand the basis on which they will be reviewed.
- This document will also help reviewers to formulate **evaluative** and **investigative questions**, and provide a guide to **types of evidence**.
- The evaluative questions, prompts and indicators can be used to **develop** or **design** classroom observation prompts or interview guides.
- At the stage of **synthesising information** gathered during the review, reviewers could use the evaluative questions, prompts and indicators as a basis for discussion and debate about what constitutes good practice and what is important to include in ERO's evaluative findings.
- The indicators will also assist with **report writing** through providing a guide to the way in which areas of strength and areas for review and or development can be reported. Greater consistency in the judgements recorded in reports will also help ERO to aggregate and analyse information nationally.

## Suggestions for schools

This document with its dimensions of good practice, evaluative questions, prompts and indicators can be of use to schools in two main ways:

- Preparation for external review (ERO education review)
- Implementation of internal review (school self review).

### Preparation for external review (ERO education review)

ERO's whakatauki: *Ko te tamaiti te pūtake o te kaupapa* (*The child – the heart of the matter*) highlights that ERO education reviews focus on the student, in particular, how a school makes a difference to each student's learning. This is measured through output indicators (student progress and achievement) and process indicators (the dimensions of good practice that contribute to student engagement, progress and achievement).

This means that ERO will always want to know how a school's policies, processes, programmes, and practices impact on students, their learning and achievement. ERO's interest is in how schools use evidence to guide decision making.

ERO reviewers will have broad questions in mind such as:

#### What is so?

- What is happening here?
- What is important?
- What data/information is there?
- What does the school do with this data/information?
- What do we need to ask or discuss?

#### Why is it so?

- Why are things like this?
- What is important to consider?
- What are our investigations showing?
- How does this compare with the school's picture of itself?

#### So what?

- What is the significance of these findings?
- What is important and material?
- What judgements are we making?
- What is our evidence for these?

#### Now what?

- What are the next steps?
- How achievable are these?

The dimensions of good practice will help highlight particular areas of strength or need for development. The evaluative questions and prompts will assist reviewers to delve further and the indicators will describe the kinds of evidence, practices and activities that exist in cases of good practice. The possible sources of evidence will assist schools to collate, analyse and present material that will support sound judgements.

The evaluative questions, prompts and indicators are, as the name suggests, indicative. They are not definitive. Reviewers and schools may devise different and valid questions, indicators and sources of evidence to suit the context of the school.

**Implementation of internal review (school self review).**

Schools are expected to undertake their own self review and New Zealand and overseas research provides reasons for its importance. The research tells us:

- Good school self review can improve student outcomes
- Good self review can improve teacher performance which in turn has an impact on student outcomes
- Increased ownership and participation in evaluation can lead to increased use and understanding of evaluation
- Increased meaningful use of evaluation tools and processes can build evaluation capacity, which in turn can lead to continuous improvement
- Where self review is seen as important in its own right as a continuous process, not just preparation for external review, it is more likely to become a valuable part of an institution's way of operating.
- Improved outcomes are more likely when external and internal reviews are complementary
- Self review can benefit from skilled facilitation and school-wide professional development
- There are no "quick fixes;" self review capacity building needs a comprehensive long-term focus backed by appropriate resources and support
- Collaborative staff and agreed embedded systems are important for long-term sustainability of self review.

Pages 8 to 10 of this document outline a process for undertaking self review. The evaluative questions, prompts and indicators following that section give detailed examples of what schools can examine under each of the dimensions of good practice to determine what is working well in their school and where there are areas for improvement. Schools can use this document in a range of ways, for example, to:

- Contribute to long-term planning and decision-making
- Set goals, targets and priorities
- Look broadly across the school's policies, procedures and practices
- Select an area to focus on and examine in-depth
- Determine their own areas of good practice and areas of need
- Compile reports for the board and community.





**EVALUATION INDICATORS FOR SCHOOL REVIEWS 2011**

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