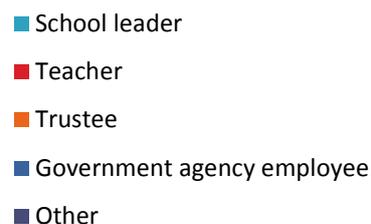
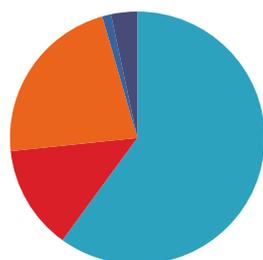


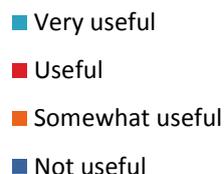
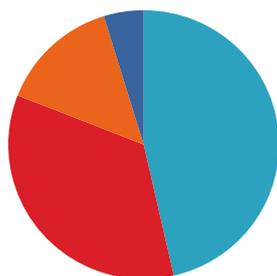
School Evaluation Indicators feedback

(to 26 November 2015)

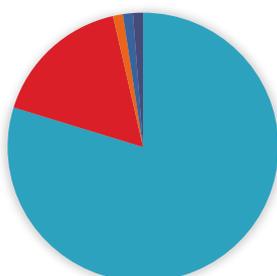
Respondent



How useful did you find the indicators?



Will the indicators help you change your practice to further improve performance and achievement for all children?



How could they be more useful?

- Exhaustive = exhausting? Some sub-headings for successful lifelong learner, for example, might help with recall.
- Written as a checklist, with an extra column for "other" (ways we do things here) could be effective for self-review. Great conversations to have with Leadership Teams. We have read,

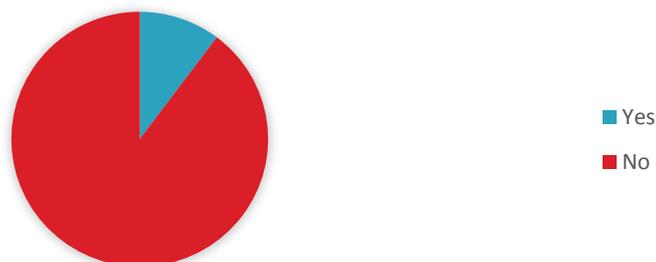
highlighted areas and made notes about ideas for next steps. The links to BES dimensions are clear and known by all leadership members and Principals. Performance Agreement is compiled round the Dimensions.

- Be less wordy with less academic-type language. Our senior management team read it over 3 weeks and found it very hard-going!
- There is nothing new in the proposals, teachers and schools already try to do all those things. These ideals are already trying to be met! Proper government state school funding is what's required and NO Charter School or Private school funding by tax payers.
- As a Board we have found the previous set of ERO Indicators very helpful for our self review, but this new Trial Document seemed impenetrable when we have come to read it. This is a very wordy document and lacks the practical and accessible questions for reflection and review that we find more helpful. We think the indicators may be a big improvement, and target the correct areas, but we all became bogged down in the document and found it too difficult to identify what was important. The statements are very broad and generic and it is hard to see how we can make effective use of this document. We note it is a Trial, so potentially you will make significant changes.
- They are written in a manner that is not clear for any person not well trained in educational-ese! The indicators used now are very easy to understand for teachers, parents and trustees. Each of the six current dimensions are clearly explained in everyday language. These new dimensions are too long and too difficult to understand. I have a BSc (Hons) and a teaching degree and I struggle to understand them - how will most parents on a BOT understand them?
- ERO could be more explicit about how the 'indicators' link to the kinds of evidence that would be sought in connection with making a judgement against them. In evaluation parlance generally, the term 'indicator' is often a single variable which has a diagnostic function - number of stand-downs in a year, for instance, which is an indicator of student engagement. These indicators are far more contentful and do a good job of condensing a large amount of research on school effectiveness and school improvement, but the flip-side of that is there are a variety of ways in which one could go about seeking evidence as to whether or not the state of affairs described in the indicator is present. For example, the first indicator in the Leadership domain reads "Leadership collaboratively develops and enacts the school's vision, values, goals and priorities for equity and excellence". This is extremely broad for an indicator. The dimensions labelled under 'effective practice' are closer to the common understanding of a qualitative indicator, but even here, a variety of interpretations are possible. For instance, "Leadership actively seeks the perspectives and aspirations, parents, families and whanau as part of the development of the school's vision, values, strategic direction, goals and priorities." Where would we look for evidence of this? Which parts are most important? What if some families are well represented in the goal-setting process and some aren't? Making a judgement against this would essentially require its own full-blown evaluation, with all of the scope for negotiation of meanings, inquiry and evaluative reasoning that this implies. In order to achieve the aim of providing a common evaluative framework for internal and external school evaluation, the consistency of exactly how the indicators are unpacked and related to the collection of specific evidence is going to be a prime concern.
- Be more realistic and curriculum focussed, with less emphasis on PC phrasing.

- We already have indicators, the learning outcomes, annual plans, NZC, NS, School Building Systems, review of curricula, why another layer?
- If these are intended for use by teachers, they need to be worded with examples, not just focused on the theory of ideal practice.
- Somehow be able to see what difference this will make for our student achievement.
- Why did you remove the "evidence may look like" column? This was very useful.
- They will help to keep me focused, better, on key areas. They act as a good guide.
- They need to be written in plain language to help ensure better use and ownership by schools. There is far too much jargon, academic language and education-speak in this document. The vast majority of school leaders, teachers and trustees are not academic. The language of the board room and the staff room is not reflected sufficiently in this document. If you wish to change people's thinking then do so in ways that are meaningful to them.
- To think about things in consultation with others.
- Not really sure at this stage, as we have yet to trial them fully.
- Have a set below this that are in teacher speak and then again in parent speak.
- Boards' role. An appreciation of the Governance/Management (dichotomy) - clarity.
- More rural examples.
- Just making sure all understand. Across the board, school staff, communities & students.... it's not about more paperwork it's about a better way
- Linked to NAGs to show context.
- A little bit more condensed. Just publish it in a different way to put on the staffroom wall.
- Provide NZSTA with guidelines of how these indicators can be used during regular self review or incorporated into school charters.
- These are fantastic as a guide.
- The indicators themselves are useful but they would be easier to use if just the indicators themselves were on one fold out sheet (chart). These could then be put on a staff room wall or referred to and checked more often (could then be the basis for discussions at staff meetings).
- I liked them better in chart form with a concise explanation of the section to remind you when following the indicators and practice.
- They are clear and precise.
- As a self review tool.
- Examples on how they could be shown, linked into curriculum or policy.
- Growing middle/senior leadership practices within job descriptions, performance agreements etc. to guide improved outcomes, so aligned to other documents such as areas of practice, collective agreement etc.
- For domain 5 and 6 it seemed a little artificial to separate them - for me they are too intertwined as to separate.
- Give clear descriptors of Dimensions which will support Curriculum Development and School Review.
- These are fantastic as a guide.
- Sets out expectations for quality learning. Could there be some examples from experts or advisers to help teachers and schools. What would these indicators look like?
- Gives the Kura BOT a specific focus

- Lots of the indicators are specifically aimed at teachers. More detail on how can Trustees can assist in effecting change might be good.
- Suitable set-out.
- More specific clear language. In parts there is an overload.
- Some are too wordy - or words need to be explained in this context.
- Just keep them specific.
- Remove "eduspeak" - not all of us understand institutional language.
- Sometimes repetitive.
- Plain language, some real pretentious language used. Kept it more concise.
- A chart or matrix similar to Hautu would be very helpful for Boards!
- Go back to the old ones. Use friendly English for all to understand.
- Seem to be written for primary school rather than secondary school students. Very repetitive.
- I feel these will provide a good roadmap in terms of how and what we can do as a school to make it as effective as possible.
- If they were written in a language that is more user friendly.
- Just ensure the valued student outcomes are completely in line with those in the other ERO document Well-being for Young People's Success at Secondary School
- An explanation of "cultural and linguistic responsiveness" would be good.
- Some of our staff found aspects repetitious and language specific to profession can be challenging. I find that a positive aspect for educators.
- Further development of online explanatory footnotes, linking to research. Good research links provided for culturally responsive pedagogy (NZ research). Would benefit from exemplars or exemplars of best practice for other indicators.
- Reform so they can be used as an ongoing self review tool e.g. layout.
- In their current form they are pitched at an aspiration level which makes a difficult connection into the school context. The language is too academic and difficult to comprehend for some in our school community
- Some of the 'Best Practice' items need to be linked to Professional development for Boards & Principal
- Could be set out in a clearer way and more clearly. I do not feel it is very user friendly, especially for Board members.

Were there any indicators missing?



If yes, what?

- Seems very detailed. Could be useful to have a diagram that shows where each BES Dimension fits in to new Domains, BES 8 and ?? Fit under Domain 2.
- More emphasis on simply improving teaching of the core subjects is missing. Money is going to be wasted on 'specialized' teachers. Better student assessment tasks are needed and these need to be Nationalised (the same assessment tasks used in all schools).
- Cultural Practice and knowledge. Cultural capability.
- National Standards - seems ERO only looked at NS in 2015, yet nothing in this document. Your practice does not equate to your rhetoric. Nothing in here regarding the role of "technology" in MLE's.
- Domain 3 indicators / practice. Not all teachers are leaders – even of the distributed kind. As such, Domain 2 ought to explicitly state that teachers-as-teachers are valued participants too, not just resources or objects of compliance. There are different levels of power and authority in schools, so differentiate between them. We may all be leaders in espoused theory, the reality is very different. Domain 3 indicators/practice: Teachers-as-teachers are part of the educationally powerful connections and part of the school community (the professional / work community). Make this explicit here. In general, recognize and encourage teacher-as-teacher identity, and professional culture and community. Give teachers-as-teachers the same level of respect as the other 'stake-holders' by making this clear. We are part of the solution as the Domains recognize – it is how teachers-as-teachers are represented in the document that I think can be improved. Social class counts re. student identity and performance/achievement. Everyone has a social class background as well as an ethnic background. Culture counts: as class and as ethnicity. Pacifica succeeding as Pacifica? Conscientization, resistance, and social transformation. Lots of talk of citizenship etc., strangely no mention of democracy (whatever that is or might be)
- Umm need more time for this.
- Reference to gender equality.
- Page 2 - there is no mention of "school culture".
- Importance of extra-curricular activities ie. music, debating, speech and drama lessons.
- Sound strategic leadership that is commonly respected from the national leader of education - is that the Ministry or ERO?? - and good communication between that national leader and schools.

What support do you need to use the indicators to achieve effective practice?

- Clear guidelines round how these are to be used - expectations as leaders (in a simple bullet-point guide).
- Succinct points would be better using more teacher/school friendly language.
- They are only ideals how will they be monitored or measured? More funding and PD will be needed.
- Can it be simplified and with more clarity and questions for our reflection? The content is good but it proved extremely difficult to penetrate the document for the Principal - for Trustees this will be very very challenging to use in its current form.
- Get the whole document rewritten by NZSTA. They are stars and writing things in everyday language that parents/trustees and teachers can all understand and use.
- As above - explicit linking to the kinds of evidence that would be expected to inform a judgement against each indicator. Otherwise, stakeholders will be able to talk, and evaluate, past one another, while believing that they have the support of the text!
- So many. For example, "is confident in their identity, language and culture." For this to be measured and attributable to a school is rash. Cultural identity and language confidence

actually starts at home and is complimented at school. Therefore, how's that a realistic indicator? And there's so many indicators that don't fit schools, or all schools.

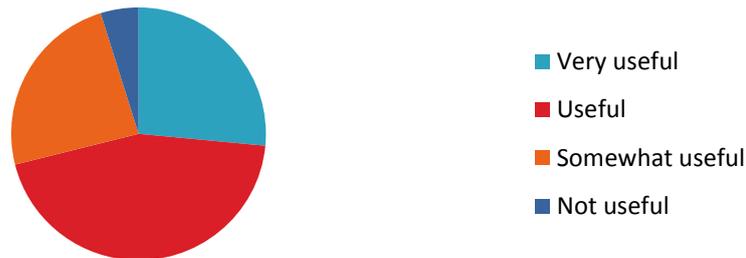
- Practical examples - we all know the theory, but on the ground we are not always working with the ideal student, whanau and teacher.
- More PD. Larger work load on the board.
- Possible sources of evidence.
- More classroom support.
- Timely discussion and information sharing with the review team prior to our next school review.
- time to work with teachers to help them build their understanding of their role in achieving indicators Quality ongoing pd/advisor to help stay focused on leading the school, rather than managerial tasks
- Time!!!
- I think we need time to trial these before we can really answer this.
- Resources: Time / money for Domain 5 and 6 esp. E.g. Kia Eke Panuku needs TK funding. More in-class support for juniors / smaller classes to raise ratio of students: adults. Give us the tools.
 - Stop talking up an educational crisis and recognize that schools are not entirely responsible for the tail of underachievement, and many schools have been working hard (and successfully) for a long time to make a difference. The cultural capital, dispositions, and family literacy practices needed for school success (knowledge which is mostly European in origin – but essential nonetheless) are not distributed evenly in NZ society. This is related, in complex ways, to social class – and yes, race relations as power-relations and ethnicity too. This is not deficit theorizing. This is not knocking culturally responsive pedagogy, which is vital. Child poverty is also linked to social class and race. Evidence based inquiry is a great idea....
 - Admission that schools and the education systems cannot do this alone.
 - Admission that social class counts – alongside ethnicity as culture
 - If we are true, free professionals, empowered and empowering, then turn the Education Council into a representative body, by and for the education workforce. Relational trust? Agentic teachers? Scrap national standards testing - we can be better than the US education system. It's not that hard. A more equal and free society."
- Some training or discussion time on best practice would be good.
- Professional development to learn more about them.
- Who from - Hattie. MoE has no real role in Education except to stuff it up. The range of words you use to describe the indicators is not consisted across the country. Area 3 is very poor in practice.
- With anything 'new', time and exposure to key changes need to be considered, ie. what is the same? What is different?
- Day relief to go to course for time to discuss with others. Paid for by MoE. A useful document; if we have time to go through it, it would be more useful.
- workshops with board, principal and staff & communities
- Ongoing board training for trustees on all areas of governance or "stewardship". A format for student achievement data that is easily read and understood by lay trustees.
- Good communication to ensure clarity and understanding.
- Support with the Self Review Processes from ERO.
- Continued support and learning for Trustees.
- Relate to regular governance practice e.g. self review, what is so? Why is it so? So what? And now what? questions
- We will be fine, thank you

- Staff and cluster PD - probably we would work through this as a self-review exercise and that would be 'in house'.
- I would like a Ministry person or contracted person to come to our Cluster Group and lead/facilitate a discussion, so that we as Principals and School leaders become more confident with the actual indicators and the ways we will use them.
- Perhaps some examples of good practice from schools.
- I will go through these indicators with Ann-Marie Noble who works at my school now and align them with my strategic plan.
- I already have a statutory manager in place and am about to meet with a SAF, so I have ongoing support when the LSM leaves.
- Examples, models.
- Having them kept at the forefront of meetings between ERO and NZSTA.
- Time to work collaboratively with colleagues.
- More funding for ICT. Current up to date data and research on whether using ICT is actually improving learning. More males in teaching. More advisers in schools e.g P.E and Arts advisers.
- Training to understand how to use the indicators
- Lots of what I read feel our board is actively involved in ensuring but there are others I can see room for improvement. Documents such as this are useful in providing indicators which staff and trustees can reflect their practice against. As with students you don't know what you don't know.
- Time!!!
- PD and resources available to all staff.
- Wondering if a supportive tool will accompany resource if/when required.
- More discussion around evidence needed to show how we can meet these indicators.
- More discussion about how to show evidence to meet indicators.
- Nil (clearly written).
- Exemplars - examples of what it looks like, eg. Domain 4.
- Onsite mentoring on a continuing basis by mentors sympathetic to rural / Maori / under privileged.
- Maybe some examples.
- Relating the language in simple terms.
- More resourcing, ie. more teachers in the classroom to assist with testing and assessment of students. More teachers who are Te Reo qualified and know demands of secondary teaching and are familiar with NCEA.
- Maybe a couple of workshops on how to use them ie. what should we prioritise.
- Copies must be easily accessible for all stakeholders, teachers, BoT, management etc.
- I needed a teacher to translate some of the teacher/ education speak to me a parent elected BOT member
- More funding for more teachers. Better teachers.
- In school pre review support should do it.
- Our current review will be interesting in this respect. We used them as a staff meeting discussion to good effect. We have adapted a self review document for heads of departments, to use new domains 3 and 4, and feel it to be more useful than previous version. Where ERO staff speak to the domains/indicators, in small forums, this is often useful
- Internal school-wide improvement in provision on internet capability and reliability. P.D on facilitating and developing ongoing community engagement initiatives.
- I am confident of the self review/school improvement processes we have in place at Norfolk School. I do worry for school leaders who do not have the same mindset. There are a

number of good schools in the NP area that are just cruising and doing their own thing. This document has the potential to raise school self review processes and support them.

- a whole lot of PLD opportunities!- can you also add some reflective progression that schools can self audit against
- Professional Development - examples of how some of these 'Best Practice' items can be achieved & developed
- Some further PD for BoT's when it comes to implementing them.

How did you find the introductory text?



Did you find the size and layout of the content easy to use?



Do you have any other comments?

- Clearly show in the evaluation indicators that teachers-as-teacher are professionals - part of a work community and culture of professionalism, active agents not resources. Give us the tools and the freedom to use them. Recognize that the education system cannot solve these problems alone. Recognize that many of these problems are not created by schools, but by the wider-society with all its inequalities of wealth, knowledge, and power. Schools cannot address some of these problems. With imagination, resourcing, and freedom we educators can address some of the other problems. Look at all the evidence and all the theories. There are no silver bullets, or holy grails. There are a lot of good ideas, however, and some of them are in your document.
- Layout with column for notes confirming actions that link to the indicators and 'effective practice' statements, as well as a column for 'next steps' would be useful as self-review tool. As leaders we need to constantly seek / identify strategies for improving practice (sort of 'future-focused' leadership). Love the acknowledgement and recognition on p.10 that 'schools can select the approach and tools used for internal evaluation'. Keen to see the new joint publication!

- The general message behind the indicators is valuable. The document is quite politically driven. The junior teachers feel it is not pitched to younger learners.
- NZ teachers are always being asked to do more than teachers in other countries and have to take the blame when things go wrong. Lack of teacher funding by the government is the problem. Effective teaching requires smaller class sizes and simply teaching properly resourced core subjects.
- Please simplify and make more accessible. We recently received the guide from STA and PPTA for Good Employers of Maori - this is a very useable document with points for consideration, a self review questionnaire etc. It is far more accessible. Our Board were excited to receive the new document, but disappointed by how wordy and difficult it was to work with.
- Please get some advice on how to rewrite this with more clarity! It is too academic and unwieldy to be of any use. Get rid of all the educationalist-speak and put it into everyday language we can all use.
- Statements about learning across the breadth of the NZ curriculum do not fit with the meaningless statement about achieving success against National Standards. National Standards are neither National nor Standardised and do not assist in accelerating learning or contribute to a world leading education system. We are simply echoing the failure of others. What set of National Standards and imposed excessive testing do Finland engage in (who sit at the top of world rankings in education)?
- How does this document sit within charters, curriculum plans, NZC 2007, Ka Hikitia etc.? Seems like another layer of outcomes upon outcomes and indicators that we already have.
- There is nothing new in this document, it affirms our school's thinking and charter but does not support new thinking for us. Provide teachers at the coal front with practical suggestions or extend and improve teacher training so the quality of job applicants is aligned with these ideals. An aspirational document!
- These indicators read like an attempt to categorise the entire general responsibility of a school, without actually refining that responsibility at all. In so doing, it doesn't appear to me to simplify matters. It is not so much that taking all the myriad responsibilities and expectations and assigning them to a category in this way is not useful, as that it is not MORE useful. I'm not opposed to the indicators or what they seek to achieve, so much as I don't see how they are an improvement over existing expressions of expectation. Not below standard, not above standard, just... achieved.
- More time will be spent implementing the new legal requirements.
- I really enjoyed the layout of the 2011 indicators. I see what you are trying to achieve but you're missing some of the essentials. It does appear to be very Maori overkill.
- I'd like to reiterate my comments about the language used in this document. If it represents a view that you can shift thinking, practice and outcomes for children by changing the language used in schools then I believe that needs some careful consideration. ERO has a passive resource - the Evaluation Indicators doc- and may be trying too hard to ensure it has an impact, by cramming as many "powerful words" in to an idea/concept/domain as it can. This document will be useful and used when it is taken by schools and re-interpreted in ways that make sense to the users and their contexts. ERO needs to make this step as easy as possible. Various concepts and language have been introduced to schools from "the outside"

over the past 10-15 years (eg constructivism, pedagogy, co-construction, agency etc...). Achievement profiles across all schools, the tail of under-achievement or the number of schools requiring statutory intervention have not shifted greatly as a result. As this document notes - there are "persistent disparities in achievement" across our schools. I expect little has changed in terms of outcomes as a result of jargon and academic speak being used by the sector. If ERO is committed to participatory monitoring and evaluation, then it needs to think carefully about whether this document invites the sector in or dissuades them from participation (apart from in the mandated review process). Think carefully about who is being targeted here and who these people are - they are not academics nor do they aspire to be. Present the ideas that you believe are crucial ("what matters most") to teachers, leaders or trustees in ways that they are likely to understand and build on. Gerard Direen.

- the indicators and effective practice is the most useful section and the hardest to read through - could this be made more user friendly / attractive
- We should already know this- good to see it made clear.
- Hattie is not an expert worthy of use by ERO - close ERO and call it a Hattie Review.
- Having been a Principal for 30 years and been through the 'Tomorrow's Schools' reforms. The major issue for Boards and Principals is to have a code of conduct agreed and adhered to by all. This could be articulated somewhere.
- Bit repetitive.
- Sending directly to board members was great. Also I am so glad to have gone to conference to get a greater understanding of the indicators. Everyone needs to!
- I was pleasantly surprised by a lot of the content. Especially the involvement of community. Would like to see more on the use of the arts to enhance learning across all areas.
- We need it in a different way spread out like the National Standards summaries.
- It was great to have Chris Rowe present to the NZSTA Principal and Board Chairs training day in Invercargill.
- I really appreciated the Māori contexts and explanations. These will be very useful for performance development for staff to assist them in meeting the Registered Teacher Criteria.
- I would prefer a large chart to the book format.
- They are good guidelines for effective whole school practice. They are also very useful when preparing for a visit from ERO.
- We intend to adapt these into our own School Self Review document, including evidence against the indicators.
- As stated, preferred the table layout. This will give me a clear direction for my leadership and expectations for whanau and tamariki.
- The document is very wordy. Most readers of this material will have a thorough grounding in the NZC.
- These seem to be a clear way of showing schools where their focus should be.
- Is this available online?
- It would be helpful to have a set of indicators as appendices that are on one page with little or no margin space - for easy use as a framework for engaging with.

- Great job, you can clearly hear what is the most important in NZ education right the way through them.
- More ICT funding is needed. The use of ICT needs to be really specific in its measuring the quality of learning. Students always seem to look and be engaged but are they actually improving the quality of learning? Are the curriculum indicators still important for each Level now that Inquiry is flavour of the moment? How can schools raise the achievement of boys when most of the teachers in NZ are female? Too much is written about students these days and not enough is done with or for the students anymore.
- No, a very good document
- pg32 mentions high and low performing teachers - to me this is a value judgement and I am unsure based on variances in each cohort how this is measured. Teacher engagement naturally alter student outcomes but there are other factors beyond a teachers influence that also have impact...how do these get measured against a teachers performance??
- Please explain Professional Leaders and Teachers? Engage with, learn through, and use, external evaluation for improvement and evaluation. (P.13 second last point.) Does this include head teachers working in a cluster to moderate teacher judgement or more, ie. outside appraisers for all teachers - but then how would a school afford this?
- We have found these indicators to be very useful and clear.
- The outcome charts, but could be bigger also.
- Yes: We need assurance that ERO is able to and willing to ensure cross-school consistency in applying assessments.
- Much more manageable than in the past.
- Overall a good document and worth reading.
- Too small.
- Little to no mention of the importance / use of ICT in secondary schools.
- Obviously a lot of good thought has gone into this. We are putting up the key points in our school Professional Learning room.
- It is very repetitive. The second half of the document basically was just a repeat of the first half!
- It's exciting. I want to get started.
- My personal view is that this is an impressively useful document and the staff view was nearly all very positive too. We particularly like how it brings together NZ-prioritised best practice (eg Domain 4) and thereby paints a picture of what schools should aspire to. There is a constant emphasis on 'what works for the learner' which is useful (although I believe that on a regional level there are variations which could be more explicitly acknowledged). We would not make significant changes and would be happy to start using this document as it is. Well done.
- Great to see the cultural competencies embedded in domain 4; however these should be explicitly embedded into Leadership domain as well, and maybe even stewardship; as schools are cultural institutions (not just curriculum).
- Layout: See earlier comments.
- font is very small excellent first diagram though
- The Board and I were very pleased with these Indicators. I would love to see these in practice within boards & school communities.

- Please ensure that PD is available for all. There is some wording that needs clarification so further PD would be great.
- This would put many people off reading it. I think as such a long and wordy document. To be more useful, I feel it needs to be simplified and set out more clearly.