



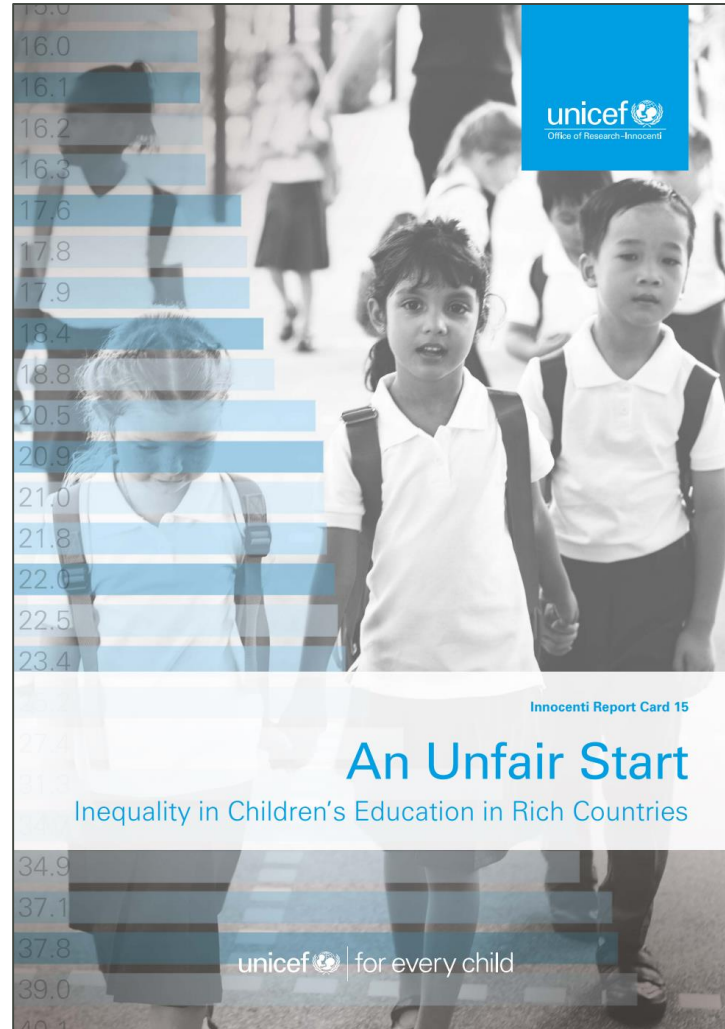
EDUCATION REVIEW OFFICE
Te Tari Arotake Mātauranga



ERO'S NEW APPROACH FOR SCHOOL EVALUATIONS



Equity and Excellence Remain a Major System Issue





Multiple Sources of Information and Feedback Over Time:

- Tomorrow's Schools Taskforce findings
- Post-review questionnaires
- Facilitated meetings with principals
- Discussions with national groups
- External Reference Group
- Feedback and insights from ERO staff
- Information and research from other jurisdictions

Building on Feedback About What's Worked Well



- Onsite kōrero informed by evidence
- Kōrero acting as a catalyst for change and improvement
- Our particular skillset - the “evaluation lens”
- Seeing things from an external perspective
- Unique system position sharing good practice

Schools Identified How Our Approach Could Be Improved



- ❑ “Schools are complex. Respond to our individual context”
- ❑ “Periodic school reviews have limitations. Align your school evaluation with our improvement cycles”
- ❑ “Give us more opportunity to participate and collaborate in our evaluation”
- ❑ “Support us to translate evaluation into action”
- ❑ “Share best practice and insights from your work across the sector”
- ❑ “Focus with us on what makes the biggest difference to learner outcomes”

Principles and Values

What Will Be Different?

What Will Be the Same?



○ Protection ○ Partnership ○ Participation

Building an evaluation approach grounded in:

- **Whanaungatanga**

Supporting each other to grow and learn

- **Mahi Tahī**

Doing the best for each other

- **Poutokomanawa**

High-quality trusted evaluation for improvement

Principles of the New Approach – the Difference



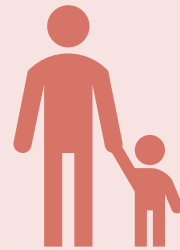
ERO aims to prioritise the things that matter most through an improvement -orientated approach that is:

- Collaborative
- Focused
- Tailored
- Responsive
- Informed by Evidence

What Will Remain the Same?



ERO's role in evaluating sector performance for accountability, educational improvement, and knowledge generation



Our commitment to our whakataukī
"Ko te tamaiti te pūtake o te kaupapa

The Child at the heart of the matter"



Our combined **focus on equity and excellence** – particularly for Māori, Pacific and students who need additional support

Working Together With Schools and Others

Focusing On:



Mahi Tahi: Doing the Best for Each Other

- Equitable and excellent educational outcomes for all
- High-quality teaching and learning
- Strong community and whānau partnerships
- Inclusive cultures of high expectations
- Highly effective leadership and governance
- A culture of continuous improvement

What Will the Approach Look Like?

Caveats



- Work in progress
- Evaluate as we go along
- English medium and state sector only

A Partnership Approach for Evaluation and Improvement



- A review officer working with you
- Forming an ongoing evaluation relationship
- Developing a bespoke and differentiated evaluation for your context
- Identifying what resources might assist your school's improvement journey

Starting With What Matters Most for Your School



- Valued student outcomes
- Local curriculum aligned to New Zealand Curriculum
- Opportunities to learn

Starting With What Matters Most for Your School

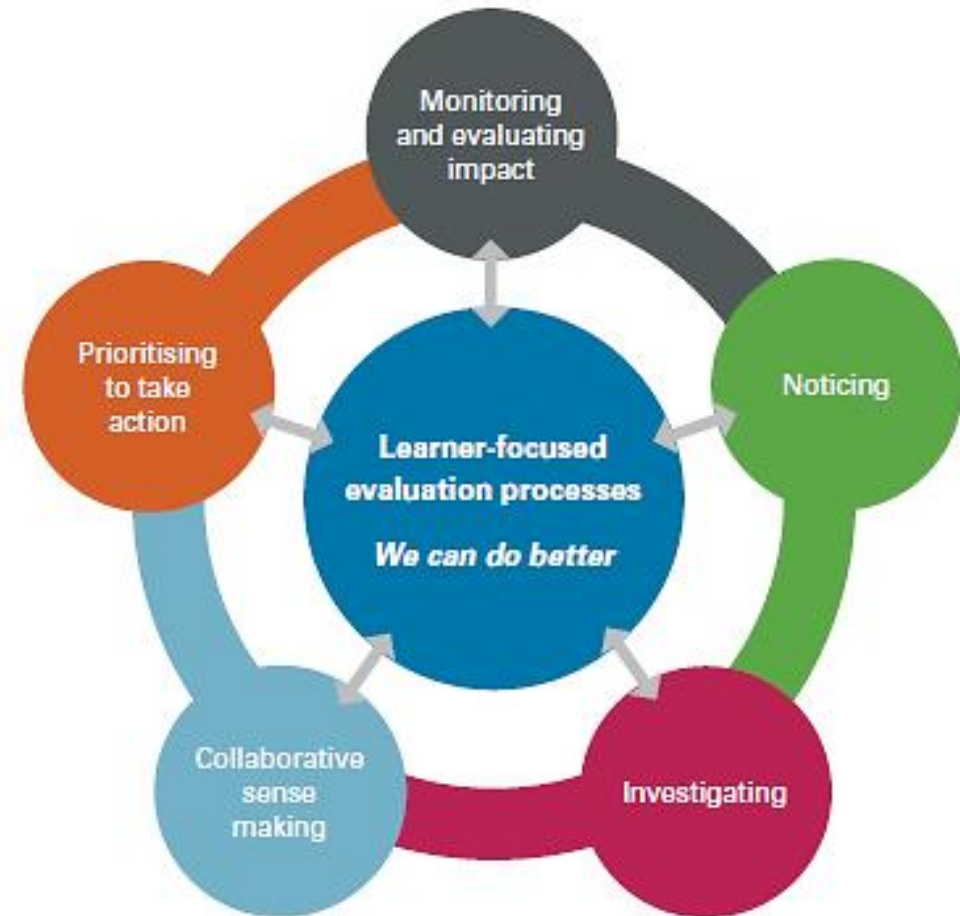
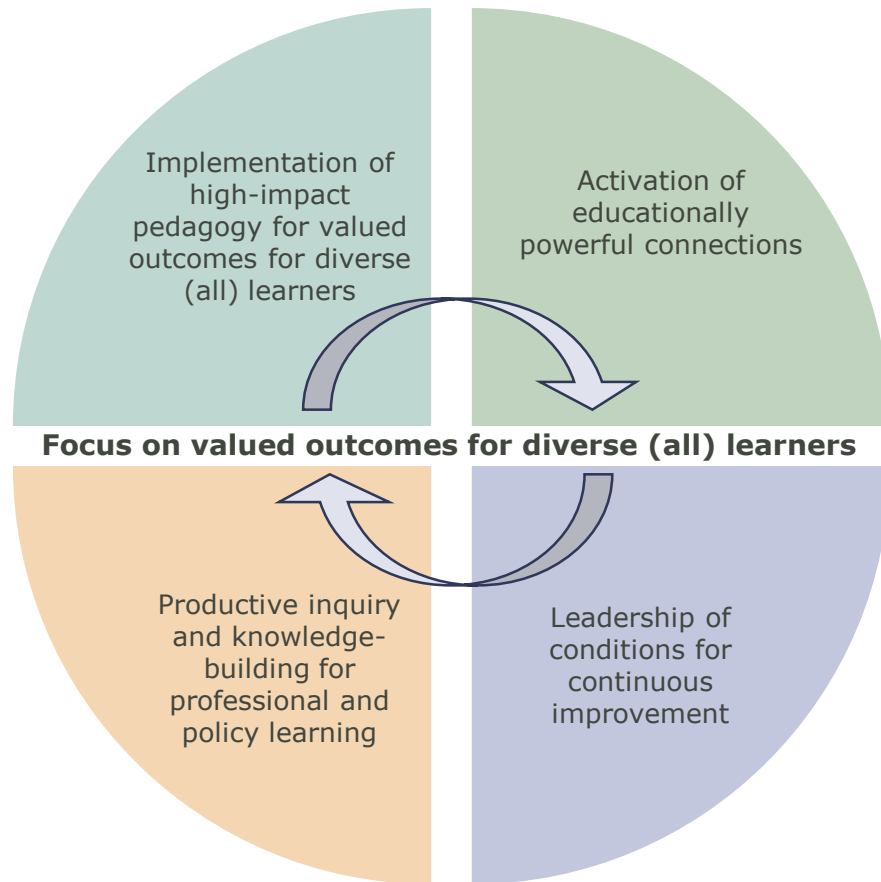


Figure 1. The four key levers for educational improvement

Embedding Evaluation in Your School's Quality Improvement Cycle



Whanaungatanga - Supporting Each Other to Grow and Learn

- **An Evaluation Process** Linking to School's Strategic Planning Priorities
- **Focused on Continuous Improvement** With Evaluations That Reflect Your Ongoing Work for Improvement
- **Solution Oriented** Providing Ongoing Evaluative Feedback, Building Internal Evaluation Capacity
- **Joined up Coherently** With External Partners

How We Will Work Together



Whanaungatanga - Supporting Each Other to Grow and Learn



- Initial engaging
- Exploring and deciding
- Differentiating and designing
- Evaluating for improvement
- Planning and reporting

What Happens Next?

From Engagement to Action

Kei Hea Inaianei?

Where to From Here? - Nationally



Whanaungatanga - Supporting Each Other to Grow and Learn

- Sharing the development with principals
- Developing the approach in 75 schools across the country
- Including schools of varying sizes and types
- Gathering real-time feedback from schools and our evaluators



ERO is developing an approach iteratively:

- GROUP 1 - We are now meeting with schools taking part in the research and development of the approach
- GROUP 2 –Beginning Term 1, 2021, ERO will make adaptations to the approach and begin the next round of implementation

We Want to Achieve – Better Outcomes for Our Tamariki and Our Future



- Building trust across the system
- Being future oriented
- Strengthening evaluative capability in the system
- Working more collaboratively and in a joined-up approach

This will allow us to learn as we go and get real-time feedback from you and from our evaluators. The detail will be key - we need our collective insights to get this right.

We Will Continue Our Korero

*Take care of our children.
Take care of what they **hear**,
Take care of what they **see**,
Take care of what they **feel**.
For how the children grow,
So will be the shape of
Aotearoa.*

Dame Whina Cooper



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