

Learners<sup>1</sup>

ERO Valued Learner Outcome Indicators | Education and Training Act 2020 (ETA 2020)

Learner Progress & Achievement	Not evident at the time	Learner progress and achievement are not yet equitable and excellent. The school <b>establishes</b> priorities and plans to improve learners’ ‘outcomes. The school is beginning to respond to Māori <sup>2</sup> and Pacific <sup>3</sup> learners. Those with diverse learning <sup>4</sup> requirements are also beginning to be responded to. The school is identifying learners’ strengths and establishing strategies to increase success and reduce disparity.	Learner progress and achievement are showing <b>early signs</b> of becoming equitable. The school takes <b>early steps</b> to implement plans to improve learners’ outcomes within a strengths-based approach. The progress and achievement of Māori and Pacific learners are known and responded to. Learners with diverse learning requirements are known and responded to. Some learners are making accelerated progress towards achieving equitable outcomes.	Learner progress and achievement are becoming more equitable and excellent. The school is <b>strengthening</b> planning and implementation to improve learners’ outcomes and refine their strengths-based approach. The progress and achievement of Māori and Pacific learners are quickly responded to. Learners with diverse learning requirements are quickly responded to. Learners are making accelerated progress towards achieving equitable outcomes.	Learner progress and achievement outcomes are consistently equitable and excellent for all learners, within a consistently strengths-based approach. Māori and Pacific learners progress and achieve well. Learners with diverse learning requirements progress and achieve well. Learner outcomes are enhanced through <b>systematic and sustained</b> school processes, practices and actions.
		Learners give input about their learning to improve their achievement outcomes in: → National Certificates of Educational Achievement (NCEA), and/or other qualification pathways <sup>5</sup> on the National Qualifications Framework (NQF) and/or vocational and employment pathways. → Years 1-10, so that over time, more students are able to meet expectations and reach success.	Learners make choices and decisions about their learning to improve their achievement outcomes in: → NCEA, and/or other qualifications on the NQF and/or vocational and employment pathways. → Years 1-10, so that over time, more students are able to meet expectations and achieve success.	Learners demonstrate agency in their learning to improve their achievement outcomes in: → NCEA, and/or other qualifications on the NQF and/or vocational and employment pathways. → Years 1-10, so that over time, more students meet expectations and experience success.	Learners demonstrate agency and self-efficacy in their learning to achieve equity and excellence in their achievement outcomes in: → NCEA, and/or other qualifications on the NQF and/or vocational and employment pathways → Years 1-10 to meet or exceed expectations and experience success.
		Foundation for Improvement		Continuous Improvement	
Te Tiriti O Waitangi	Not evident at the time	The school is <b>establishing</b> ways to support Māori learners to achieve success with a strong, secure sense of their cultural identity.	Māori learners are <b>supported</b> to achieve success with a strong, secure sense of their cultural identity.	Māori learners are <b>well supported</b> to achieve success with a strong, secure sense of their cultural identity.	Māori learners are <b>consistently</b> well supported to achieve success with a strong, secure sense of their cultural identity.
		<b>Foundations</b> to give effect to Te Tiriti o Waitangi are clear and <b>established</b> to improve learner outcomes and the curriculum. This includes how the school gives learners opportunities to learn through tikanga Māori, providing access to te reo Māori me ōna tikanga, mātauranga Māori and te ao Māori for all learners.	<b>Early steps</b> to give effect to Te Tiriti o Waitangi are underway to improve learner outcomes and the curriculum, inclusive of equitable and sufficient opportunities to learn through tikanga Māori, te reo Māori me ōna tikanga, mātauranga Māori and te ao Māori for all learners.	<b>Further actions</b> to give effect to Te Tiriti o Waitangi are evident in and impacting positively on learner outcomes and the curriculum. This includes using tikanga Māori, applying learning progressions in te reo Māori me ōna tikanga and broader mātauranga Māori and te ao Māori learning for all learners.	Giving <b>full and systematic</b> effect to Te Tiriti o Waitangi is integral to learner outcomes and the curriculum, which includes well-enacted progressions in te reo Māori me ōna tikanga and local dialects, mātauranga Māori and te ao Māori for all learners.
		To promote learner outcomes, Māori whānau <sup>6</sup> , hapū and, iwi aspirations are <b>established</b> and valued, views are sought, and information about student learning is shared. Relationships to support learners’ language, culture and identity are <b>established</b> to promote learner outcomes.	To promote improved learner outcomes, the aspirations and views of Māori whānau, hapū and iwi are responded to, and improved consultation processes are <b>progressing</b> .	Learning outcomes are becoming well promoted through Māori whānau, hapū and iwi partnerships for learning that are <b>strengthening</b> through a range of strategies.	Learner outcomes are <b>well promoted</b> through Māori whānau, hapū and iwi partnerships, which are sustained through a strategic and planned approach. Collaborative approaches <b>enhance</b> trust and nurture respectful interactions between home and school to deliver whānau aspirations.
		The strategic plan is well aligned with improvements reflecting whānau consultation. Relationships to support learners’ language, culture and identity are <b>progressing</b> to promote learner outcomes.	The strategic plan implementation is delivering the improvements that whānau wish to see. Relationships to support learners’ language, culture and identity <b>continue to</b> strengthen to promote learner outcomes.		Relationships to support learners’ language, culture and identity <b>enhance</b> learner outcomes.

# Te Ara Huarau | School improvement framework

Inclusive Learning Climate	Not evident at the time	The school is establishing the <b>foundations</b> to improve its learning climate for learners. School values are reviewed and positive learning behaviours are established. Building respectful, culturally responsive relationships is a priority as a foundation in order to promote learner engagement. Restorative practices are established.	The school is <b>taking steps</b> to improve its learning climate to enable learners to experience a positive and culturally responsive environment that promotes engagement. Respectful relationships and restorative practices are progressing. Learners and whānau, parents and families participate within a range of contexts – cultural, local, national and global citizenship.	Learners experience a school learning climate that is positive and culturally responsive to promoting their engagement. Respectful relationships and restorative practices are continuing to <b>strengthen</b> . Learners and whānau, parents and families participate and contribute to a range of contexts – cultural, local, national, and global citizenship.	Learners experience a school learning climate that is <b>consistently</b> positive and culturally responsive, which promotes their engagement. Respectful relationships and restorative practices are well established. Learners and whānau, parents and families participate and contribute to a range of contexts – cultural, local, national, and global citizenship.
		Learner input is informing school approaches for supporting diversity. Inclusive practices are defined and <b>established</b> with equity for Māori and Pacific. Learners with diverse and high needs receive the supports to which they are entitled.	Learners are becoming involved in diversity initiatives to improve school approaches. Inclusive practices are <b>implemented</b> with a specific focus on inclusion and equity for Māori and Pacific. Learners with diverse and high needs receive effective supports.	Learners are leading some diversity initiatives to help improve school approaches. The school is continuing to <b>strengthen</b> inclusive practices including a specific focus on Māori and Pacific. Learners with diverse and high needs increasingly experience integrated and effective supports.	Learners lead diversity initiatives and evaluate school approaches for supporting diversity. School practices and actions are <b>consistently</b> inclusive and cater well for all learners including a specific focus on Māori and Pacific. Learners with diverse and high needs are well supported, integrated, monitored and resourced.
		Learners’ rights are <b>beginning</b> to be addressed. To uphold the uniqueness and the right <sup>7</sup> of learners and to eliminate racism, stigma, bullying and any form of discrimination, the school is <b>establishing</b> the sufficiency of policies, procedures, plans and approaches.	Learners’ rights are being <b>progressed</b> to uphold the uniqueness of learners, and to eliminate racism, stigma, bullying and any form of discrimination. The school is <b>taking steps</b> to implement and/or refresh policies, procedures, plans, processes and approaches.	Learners’ rights are being <b>strengthened</b> to uphold their uniqueness. Learners’ rights are well considered within policies, procedures, plans, processes and approaches. The school is <b>strengthening</b> practice, actions and evaluation, using the inputs of learners and Māori whānau, hapū, iwi, and parents, families and community in order to eliminate racism, stigma, bullying and any form of discrimination.	Learners’ rights are upheld, and their uniqueness is <b>consistently</b> enhanced through effective school policies, procedures, plans, processes, approaches, practices and actions. Comprehensive evaluation using inputs from learner and Māori whānau, hapū, iwi and parents, families and community ensures steps are taken to eliminate racism, stigma, bullying and any form of discrimination.
		Foundation for Improvement		Continuous Improvement	
Wellbeing & Safety	Not evident at the time	Learner wellbeing is beginning to be supported. The school <b>establishes</b> organisational structures to improve learner wellbeing, resilience and optimism about their futures. These organisational structures include te ao Māori and mātauranga Māori approaches.	Learner wellbeing is supported. The school is taking <b>early steps</b> to improve conditions, structures, systems and processes that promote learner wellbeing, resilience and optimism, inclusive of te ao Māori and mātauranga Māori. Services for students and whānau, parents and families are broadening to respond to student needs.	Learner wellbeing is well promoted. The school is <b>refining and strengthening</b> conditions, actions and practices that promote learner wellbeing, resilience and optimism, which includes te ao Māori and mātauranga Māori. Increasingly, the school implements well-considered wellbeing approaches and services.	Learner wellbeing is consistently well promoted and <b>sustained</b> . Systematic wellbeing approaches serve learners and whānau, parents and families well. Comprehensive and <b>enhanced</b> school conditions and approaches, including te ao Māori and mātauranga Māori promote learner wellbeing, resilience and optimism.
		The school <b>establishes</b> foundations to support learners’ sense of belonging and connection to the school, as well as confidence in their identities, languages, and cultures. Enhancing learners’ emotional and social competence may be a key focus alongside bullying prevention and health promotion. The school is establishing supports and targets to improve attendance, working closely with Māori whānau, hapū, iwi and parents, families and communities.	The school is <b>taking steps</b> to promote learners’ sense of belonging and connection to the school and confidence in their identities, languages, and cultures. Strategies, including bullying prevention and health promotion, are in place to promote learners’ social and emotional competencies. The school is removing barriers to attendance and working closely with Māori whānau, hapū, iwi and parents, families and communities to support attendance and engagement.	Learners express a stronger sense of belonging and connection to the school and confidence in their identities, languages, and cultures. Bullying prevention and health promotion are <b>strengthening</b> learners’ social and emotional competencies. Attendance and engagement are improving as the school’s responsive support strategies improve through working closely with Māori whānau, hapū, iwi and parents, families and communities.	Learners <b>consistently</b> demonstrate a strong sense of belonging and connection to the school. Learners show social and emotional competence, and confidence in their identities, languages and cultures. Attendance continues to rise and partnerships with Māori whānau, hapū, iwi and parents, families and communities are increasing and/or supporting attendance and enhancing engagement.
		Learner safety is beginning to be supported. The school has <b>established</b> thorough compliance policies and processes to review key assurance practices. An initial review of health and safety, employment, and risk management is undertaken to improve safety and minimise risks.	Learner safety is better supported. The school is <b>taking steps</b> to make improvements to compliance, health and safety systems, policies and processes. A useful, planned and considered approach to managing health and safety and compliance systems and processes is focused on minimising risks.	Learner safety is well promoted. Health and safety systems and processes, prevention, promotion and management are <b>refined and strengthened</b> . Proactive identification and responses are undertaken, along with ongoing reviews of key safety processes to minimise risk. The school’s planned cycle of review and improvement is strengthened through internal reviews, and the inclusion of multiple voices and/or other expertise.	Learner safety is well promoted. Compliance, health and safety systems and processes, prevention, promotion and management are <b>continuously improving</b> . School safety systems and processes also effectively minimise risk. Planned and responsive internal/external reviews occur and further strengthen school policies, processes and practices.



Conditions to Support Learners<sup>7</sup> ERO Process Indicators with closer connection to the Standards for the Teaching Profession (STPs)

Responsive Curriculum   Planning <sup>8</sup>	Not evident at the time	To meet the aspirations of all learners and Māori whānau, hapū, iwi and parents, families and communities, curriculum design is <b>planned</b> to enable learners to access a variety of meaningful educational experiences and pathways.	To meet the aspirations of all learners and Māori whānau, hapū, iwi and parents, families and communities, the school is <b>taking steps</b> to develop the curriculum in order to increase learners' access and opportunities to a variety of meaningful educational experiences and pathways.	To meet the aspirations of all learners and Māori whānau, hapū, iwi and parents, families and communities, curriculum <b>refinement</b> through implementation is increasing learners' access and opportunities to broader and meaningful educational experiences and pathways.	Realising the aspirations of all learners and Māori whānau, hapū, iwi and parents, families and communities, curriculum implementation is <b>well developed and</b> consistently ensures learners have access to opportunities for meaningful and worthwhile educational experiences and pathways.
		The school is <b>establishing</b> a responsive, localised curriculum framework. <sup>9</sup> Support and expertise are accessed to improve the curriculum's responsiveness to learners' cultures, languages and identities and include te ao Māori, te reo Māori me ōna tikanga and mātauranga Māori.	The school is <b>implementing</b> a responsive, localised curriculum. Learners have access to learning and a curriculum that better responds to their cultures, languages, identities, including te ao Māori, te reo Māori me ōna tikanga and mātauranga Māori.	The school is continuing <b>to strengthen</b> the responsiveness of the localised curriculum. Learners have increased opportunities to learn and experience a broader curriculum that better responds to their cultures, languages and identities, and includes te ao Māori, te reo Māori me ōna tikanga and mātauranga Māori.	Learners experience a responsive, rich, broad and deep localised curriculum, which <b>continually improves</b> and responds to their cultures, languages and identities. There is an explicit focus on all learners being able to experience deep learning in relation to te ao Māori, te reo Māori me ōna tikanga and mātauranga Māori.
		Foundation learning areas of the curriculum, including oral language, reading and writing, mathematics and science are <b>established</b> and resourced to ensure all learners are able to access the broader curriculum.	Foundation learning areas of the curriculum, including oral language, reading and writing, mathematics and science are being implemented and <b>progressed</b> to ensure all learners are able to access the broader curriculum.	Foundation learning areas of the curriculum, including oral language, reading and writing, mathematics and science are being <b>strengthened</b> to help ensure all learners are able to access the broader curriculum.	Foundation learning areas of the curriculum, including oral language, reading and writing, mathematics and science <b>enhance</b> learners' access to the broad curriculum within a meaningful curriculum design.
		Curriculum design is <b>beginning</b> to adapt to how and when students learn in response to changing environments. There is a specific focus on digital equity for all learners, particularly for Māori and Pacific. Learners with diverse learning requirements are also a priority.	In response to changing environments, curriculum design is <b>progressing</b> to provide flexibility around how and when students learn. There is a specific focus on digital equity for all learners, particularly for Māori and Pacific. Learners with diverse learning requirements are also a priority.	Curriculum design is adapted and <b>strengthened</b> to continue responding to how and when students learn, within changing environments. There is a specific focus on digital equity for all learners, particularly for Māori and Pacific. Learners with diverse learning requirements are also a priority.	Curriculum design and leadership are <b>enhancing</b> how and when students learn in order to continuously improve in response to changing environments. There is a specific focus on digital equity for all learners, particularly for Māori and Pacific. Learners with diverse learning requirements are also a priority.
Foundation for Improvement				Continuous Improvement	
Effective Teaching <sup>10</sup>	Not evident at the time	Teaching is <b>establishing</b> a classroom culture focused on learning, characterised by respect, inclusion, empathy, collaboration and safety. Professional relationships focusing on the learning and wellbeing of each learner are being established. Relational teaching is understood, and teachers are beginning to use culturally responsive and relational approaches to improve students' learning.	Teaching is <b>implementing</b> a classroom culture that is focused on learning, characterised by respect, inclusion, empathy, collaboration and safety. Professional relationships focusing on the learning and wellbeing of each learner are in place. Relational teaching is developing with teachers' use of culturally responsive and relational approaches to improve student learning.	Teaching, characterised by respect, inclusion, empathy, collaboration and safety, is <b>continuing</b> to strengthen the classroom learning culture. Professional relationships focusing on the learning and wellbeing of each learner are strengthening. Relational teaching is being refined as teachers use culturally responsive and relational approaches in order to improve student learning.	The classroom learning culture is <b>well established and consistently characterised</b> by respect, inclusion, empathy, collaboration and safety. Professional relationships and effective teaching are focused on the learning and wellbeing of each learner. These are consistently underpinned by relational and culturally responsive teaching to improve student learning.
		Teachers are <b>establishing</b> teaching strategies and practices to support greater equity. Teachers are providing relevant and meaningful learning activities. Learning interventions that better support learners to access the curriculum are being established, which include a focus on Māori and Pacific. Learners with diverse learning requirements are also a priority.	Teachers are <b>taking steps</b> to implement teaching strategies and practices that build greater equity. Teachers are using relevant, challenging and meaningful learning activities. Learning interventions are better designed with targeted, well-monitored approaches, including a focus on Māori and Pacific. Learners with diverse learning requirements are also a priority.	Teachers are <b>strengthening</b> teaching strategies and practices to continue to promote greater equity. Teachers are increasing the use of relevant, challenging and meaningful learning activities. Learning interventions are increasingly better targeted to support student progress including the focus on Māori and Pacific. Learners with diverse learning requirements are also a priority.	Teachers are <b>consistently using</b> effective teaching strategies and practices in adaptive ways to promote equitable and excellent learner outcomes. Teaching is consistently relevant, challenging and meaningful. Appropriate interventions effectively support learners, and they focus on equity for Māori and Pacific. Learners with diverse learning requirements are also a priority.
		Teaching has relevant assessment tools in place, and these are <b>beginning</b> to be administered well. Student learning requirements are being established, and goals are set with learners.	Teaching is informed by relevant and reliable assessment to collate student learning information. Learners are supported to <b>make decisions</b> about their learning.	Useful assessment is informing students' learning, who are becoming well supported to make <b>choices and decisions</b> about their learning.	Teaching uses appropriate assessment consistently well to inform individual learning requirements. Learners are effectively supported and have <b>agency</b> in their learning.
		Teaching is <b>beginning</b> to use processes and targeted professional learning to improve professional capability and student learning. Professional development needs are clearly identified to build teaching capability with an equity focus for Māori and Pacific. Learners with diverse learning requirements are also a priority.	Processes that improve the learning and achievement of all learners, including collaboration on and moderation in teaching, are <b>progressing</b> .  Professional development is building teaching capability with an equity focus for Māori and Pacific. Learners with diverse learning requirements are also a priority.	Processes that improve teaching, including collaboration and moderation in order to support the learning and achievement of all learners, are <b>strengthening</b> .  Professional development strengthens teaching capability with an equity focus for Māori and Pacific. Learners with diverse learning requirements are also a priority.	Processes, including collaboration and moderation, to improve the impacts of teaching on the learning and achievement of all learners are <b>continuously improving</b> . Professional development enhances teaching capability with an equity focus for Māori and Pacific. Learners with diverse learning requirements are also a priority.
DRAFT: living document					

# Te Ara Huarau | School improvement framework

Leadership<sup>11</sup> & Capability

Not evident at the time	Leadership collaboratively sets the <b>foundations</b> for a culture of relational trust to ensure organisational capacity building for continuous improvement. Leadership establishes a culturally-responsive, improvement-focused approach.	Leadership collaboratively <b>takes steps</b> to build a culture of relational trust to ensure ongoing organisational capacity building for continuous improvement. Leadership is modelling and progressing the culturally responsive, improvement-focused approach.	Leadership collaboratively <b>strengthens</b> the culture of relational trust to ensure ongoing organisational capacity building for continuous improvement. Leadership is modelling and strengthening its culturally-responsive improvement-focused approach.	Leadership collaboratively <b>sustains</b> a culture of relational trust to ensure ongoing organisational capacity building for continuous improvement. Leadership models and ensures a continuously improving, culturally-responsive approach.
	Leadership collaboratively <b>establishes</b> the school's vision and values. Leadership establishes the plans for school improvement that will lead to equitable and excellent outcomes including the focus on equity for Māori and Pacific. Learners with diverse learning requirements are also a priority.	Leadership collaboratively <b>takes steps</b> to promote the school vision and values. Leadership takes steps to implement the plans for improved equitable and excellent outcomes, including the focus on equity for Māori and Pacific. Learners with diverse learning requirements are also a priority.	Leadership collaboratively enacts the school vision and values. Leadership <b>refines</b> planned implementation to promote equitable and excellent outcomes, including the focus on equity for Māori and Pacific. Learners with diverse learning requirements are also a priority.	Leadership effectively and collaboratively develops, promotes and enacts the school vision and values. Leadership <b>consistently</b> prioritises and plans for school improvement and for equitable and excellent outcomes, with a consistent focus on equity for Māori and Pacific learners. Learners with diverse learning requirements are also a priority.
	Leadership <b>establishes</b> a clear improvement agenda and strategy within aligned plans to achieve priorities. The school uses support to help design well-sequenced and timely improvement activities, and/or to develop plans for monitoring and reporting.	Leadership <b>progresses</b> the improvement agenda and the strategy, aligned with its priorities. The school uses support to implement well-sequenced and timely improvement activities. Monitoring and reporting informs the pace of implementation.	Leadership continues to <b>refine</b> its improvement agenda and strategy, which are aligned with its priorities. Monitoring is continuing to strengthen in order to inform the pace and success of implementation.	Leadership is <b>continually</b> adapting implementation and strategy to deliver on the school's priorities. Rigorous monitoring and reporting inform the pace and success of change.
	<b>Establishing</b> leadership approaches, both for and of teaching and learning, as well as ensuring access to relevant expertise, are key priorities. Leadership ensures culturally responsive teaching expectations are clear and shared to support all learners.	<b>Taking steps</b> to ensure school-wide leadership approaches, both for and of, teaching and learning, are progressing to develop the school's teaching capability. Leadership ensures culturally responsive teaching expectations are clear, shared and implemented to support all learners.	Continuing to <b>strengthen</b> schoolwide leadership, both for and of teaching and learning, is <b>improving and strengthening</b> the school's teaching capability and capacity. Leadership ensures that culturally-responsive teaching expectations are clear, shared and well-implemented to support all learners.	School-wide leadership, both for and of teaching and learning, is <b>well established</b> and ensuring that school teaching capability and capacity are <b>continuously improving</b> . Leadership ensures culturally-responsive teaching expectations are clear, shared, well-implemented and continuously improved to support all learners.
	<b>Foundations</b> for building professional capability and collective capacity are established to improve learner outcomes and for improvement and innovation. The school is recruiting and/or securing expertise as part of human resource management. Leaders access expertise for capacity building, which is inclusive of te ao Māori, te reo me ōna tikanga Māori and mātauranga Māori. Leaders are establishing professional knowledge-building approaches to support teaching effectiveness.	The school is <b>taking steps</b> to build professional capability and collective capacity to improve learner outcomes and for ongoing improvement and innovation. Expertise, inclusive of te ao Māori, te reo Māori me ōna tikanga and mātauranga Māori, is supporting capacity building. Leaders are taking steps to progress professional knowledge-building approaches with teachers to support teaching effectiveness.	The school is continuing to <b>strengthen</b> professional capability and collective capacity to improve learner outcomes as well as ongoing improvement and innovation. Capability building, inclusive of te ao Māori, te reo Māori me ōna tikanga and mātauranga Māori, is being strengthened. Leaders are refining professional knowledge-building approaches with teachers to support teaching effectiveness.	The school has sustainable, high levels of professional capability and collective capacity to <b>continually improve</b> and innovate with access to relevant expertise. Capability building, inclusive of equity for Māori learners is consistently enhanced in relation to te ao Māori, te reo Māori me ōna tikanga and mātauranga Māori. Leaders are continually engaged in professional knowledge building with teachers to enhance teaching effectiveness.

Foundation for Improvement

Continuous Improvement

Partnerships

Not evident at the time	The school is <b>re-establishing/initiating</b> educational connections, communication and relationships with Māori whānau, hapū, iwi and parents, families and communities in order to increase student engagement and learning. A strategic approach for consultation with Māori whānau, hapū, iwi and the school community is being initiated. Targeted support from educational partnerships is considered to support the school.	The school is <b>taking steps</b> to enact meaningful educational connections, communication and relationships with Māori whānau, hapū, iwi and parents, families and communities. School systems and processes for consultation are progressing to promote learning partnerships through planned consultation and collaboration with Māori whānau, hapū, iwi and parents, families and communities.	The school is <b>strengthening</b> meaningful, educationally significant connections, communication and relationships with Māori whānau, hapū, iwi and parents, families and communities. School processes and practices for consultation are improving to develop greater reciprocity and collaboration with Māori whānau, hapū, iwi and parents, families and communities.	The school has <b>well-established</b> educational powerful connections, communication and relationships and with Māori whānau, hapū, iwi and parents, families and communities to support student learning and outcomes. The school and community are engaged in reciprocal learning centred relationships and partnerships.
	Community collaboration is <b>beginning</b> to provide opportunities for students to become confident, connected actively involved learners.	Community collaboration is <b>underway</b> to enrich opportunities for students to become confident, connected, actively-involved learners.	Community collaboration is <b>strengthening</b> to enrich opportunities for students to become confident, connected, actively-involved learners.	Community collaborations are <b>well established</b> to enrich opportunities for students to become confident, connected actively involved learners.



# Te Ara Huarau | School improvement framework

Stewardship	Not evident at the time	The board <b>establishes</b> plans and strategies for active representation to ensure diversity, sustainability and succession are key priority areas.	The board is <b>taking steps</b> for active representation. Processes for ensuring diversity, sustainability and succession are being progressed.	The board is <b>strengthening</b> its active representation. Actions are being taken to ensure diversity, sustainability and succession are in place.	In its role, the board is actively representing and serving the school and education community. Diversity, sustainability and succession are strategically <b>enhanced</b> .
		Stewardship <b>establishes</b> strategic planning processes for community consultation, inclusive of Māori whānau, hapū and iwi perspectives, and in relation to the community’s vision and values.	Stewardship is <b>taking steps</b> to develop strategic planning processes for community consultation, which includes Māori whānau, hapū and iwi perspectives, and is being done in relation to the community’s vision and values.	Stewardship <b>strengthens and refines</b> strategic planning processes for community consultation, which include the perspectives of Māori whānau, hapū and iwi, and which relate to the community’s vision and values.	The board, inclusive of Māori whānau, hapū and iwi perspectives, <b>effectively</b> plans for and acts in the schools medium and long-term interests to realise the school community’s vision and values.
		Stewardship <b>establishes</b> priorities to improve school performance and learner outcomes. Equity for Māori and Pacific is strategically planned for with the input of learners and Māori whānau, hapū, iwi, and parents, families and community. Learners with diverse learning requirements are also a priority.	Stewardship is <b>taking steps</b> to improve school performance and learner outcomes. Improvements in equity are emerging for Māori and Pacific, with the input of learners and Māori whānau, hapū, iwi, and parents, families and community. Learners with diverse learning requirements are also a priority.	Stewardship acts strategically, <b>strengthening</b> the school’s performance and learner outcomes. Expected improvements in equity for Māori and Pacific are visible, with ongoing input from learners and Māori whānau, hapū and iwi, and parents, families and community. Learners with diverse learning requirements are also a priority.	Stewardship strategically and <b>consistently</b> enhances school performance and learner outcomes. Equity for Māori and Pacific learners is strategically planned with ongoing input from learners and Māori whānau, hapū and iwi, and parents, families and community. Learners with diverse learning requirements are also a priority.
		Targets to improve learners’ progress and achievements are specific, measurable and relevant, in relation to year level and to groups, including Māori and Pacific. Learners with diverse learning requirements are also a priority.	The board is taking steps to monitor targets to improve learners’ progress and achievement, which are specific, measurable and relevant, in relation to year level and to groups, including Māori and Pacific. Learners with diverse learning requirements are also a priority.	The board is refining targets and strengthening monitoring to improve learners’ progress and achievement. Targets continue to be specific, measurable and relevant, in relation to year level and to groups, including Māori and Pacific. Learners with diverse learning requirements are also a priority.	The board consistently responds to targets and monitoring in order to improve learners’ progress and achievement. Targets continue consistently to be specific, measurable and relevant, in relation to year level and to groups, including Māori and Pacific. Learners with diverse learning requirements are also a priority.
		The board <b>establishes</b> approaches to scrutinise its own and the school’s progress towards achieving equity and excellence in order to inform planning and resourcing for ongoing improvement. Stewardship may access external support to meet legal and statutory roles and responsibilities. This includes establishing a school policy and procedure framework.	The board is <b>taking steps</b> to scrutinise its own and the school’s performance around measures aimed at achieving equity and excellence, which will inform further planning and resourcing for ongoing improvement. Stewardship is taking steps to meet legal and statutory roles and responsibilities by implementing a cycle of policy review and ensuring supporting procedures are in place.	The board <b>strengthens</b> scrutiny of its own and the school’s performance in achieving equity and excellence in order to inform the refining of planning and resourcing for ongoing improvement. Stewardship and governance policies align with coherent school practices. The school strengthens legal and statutory roles and responsibilities.	The board <b>effectively</b> scrutinises its own and the school’s performance in achieving equity and excellence in order to inform planning and resourcing for ongoing and sustained improvement. The board meets its statutory and regulatory responsibilities.
Foundation for Improvement					
Evaluation for Improvement	Not evident at the time	The school is <b>establishing</b> key parts and elements of its internal evaluation framework, such as achievement data and other evidence, in order to inform school actions for equity and excellence designed to improve learner outcomes for Māori and Pacific. Learners with diverse learning requirements are also a priority.	The school is <b>taking steps</b> to progress evaluation activities such as data and evidence analysis and sense-making. This is done in relation to key focus areas for equity and excellence and Māori and Pacific in order to inform school improvement. Learners with diverse learning requirements are also a priority.	The school is <b>strengthening</b> its use of evaluation, inquiry and knowledge-building approaches to improve learner outcomes, with a clearer focus on equity and excellence and for Māori and Pacific. Learners with diverse learning requirements are also a priority.	The school has the collective capacity to do and use evaluation, inquiry and knowledge building for improvement and innovation with a clear focus on Māori and Pacific. This is resulting in equitable and excellent learner outcomes. Those with diverse learning requirements are also a priority.
		A monitoring system for targets is in place. <b>Beginning</b> to improve the dependability of progress and achievement data, information is a focus for review, inquiry and evaluation. <sup>12</sup>	Monitoring targets, internal inquiry and evaluation practices support <b>early improvement</b> . School knowledge about all learners’ progress and achievement is improving alongside the reliability of evidence.	Closer monitoring and regular evaluation and reporting against targets <b>underpin improvement</b> . School-wide strategies to increase all learners’ progress and achievement are increasingly effective.	Coherent organisational conditions promote monitoring, evaluation, inquiry and knowledge building. There is a specific focus on using evaluation <b>consistently</b> to inform equity and excellence.
		School processes for evaluation, inquiry and knowledge building for improvement and innovation are being <b>established</b> to build a systemic approach.	Key elements of evaluation, inquiry and knowledge building for improvement are being undertaken and are in the <b>early days</b> of informing school improvement. School processes for evaluation are progressing.	Internal evaluation processes and practices for inquiry and knowledge building for improvement and innovation are <b>strengthening</b> decision making. The impacts of these actions on learning are better known and school processes are strengthening.	<b>Systematic</b> , collaborative inquiry and internal monitoring and evaluation processes, practices and actions are embedded. Iterative and strategic approaches are evident and <b>sustainable</b> .

## Endnotes

1. As an improvement and progress framework, there is a deliberate inclusion of some processes in the outcomes section to acknowledge those that help affirm the ongoing improvement and progress continuum. This serves to connect with the practice of making school improvements in a continuum.
  2. Māori as tangata whenua are recognised in this document as the first group entitled to priority recognition. Māori learners are valued and also acknowledged to be as culturally diverse as are iwi.
  3. 'Pacific learners' refers to those diverse groups of students of Pacific Island heritage and recognises New Zealand's constitutional obligations in the Pacific, including the obligations to the Cook Islands, Niue and Tokelau. Other groups of culturally diverse and priority learners include and are not limited to, learners of diverse Pacific heritage, special and/or high needs and/or disabled learners. The word diverse has been used in accordance with the *ETA 2020*.
  4. 'Diverse learners' refers to the range of priority learners which may include and is not limited to gifted and talented learners and/or twice exceptional learners, and/or special, and/or high needs, and/or disabled learners, and/or other learners who require targeted and adaptive learning programmes and support. The word diverse has been used in accordance with the *ETA 2020*.
  5. Pathways refers to the variety of pathways, provisions and contexts, and includes but is not limited to tertiary studies and vocational training, including trades and employment.
  6. The rights of learners related to the wording in the *ETA 2020*. Alongside these rights schools would also be expected to address and consider education about the responsibilities associated with these rights, as well as what this looks like from a socio-cultural perspective. In some settings, this may align with a social sciences and hauora curriculum perspective.
  7. In some sections of this part of the framework, there are deliberate connections and some repetitions to reflect the way the descriptors work together in school practices. They may also reflect how evaluation connects to the descriptors in the practices of and for school improvement.
  8. ERO publications: *Extending their language - expanding their world: Children's oral language* (birth–8 years); *Teaching approaches and strategies that work (reading)*; *Teaching strategies that work: Mathematics*; *Keeping children engaged and achieving in Writing*; *Keeping children engaged and achieving through rich curriculum inquiries*; *Building genuine learning partnerships with parents*; *Science in primary and secondary schools*; *Growing curiosity teaching strategies to engage Year 5 to 11 students in science*.
  9. This section also links the curriculum to te Tiriti o Waitangi so that that all learners in New Zealand know, value and understand the New Zealand context and histories.
  10. With close reference to *the Standards for the Teaching Profession*, the *New Zealand Curriculum*, ERO *School Evaluation Indicators – effective practices*.
  11. Leadership for school improvement with reference to the *School Evaluation Indicators* and with close reference to the school improvement literature on the key role of school leadership may include some of the following key actions and areas:
    - a. Establish priorities. Decide and lead a shared and clear change agenda, with a sense of urgency, shared values (philosophy) and beliefs (mental models), which promotes high-equity expectations with learners and with all adults. Ensure feasibility.
    - b. Clarify schoolwide expectations for curriculum design, instruction/teaching, assessment use and targeted intervention. Use research and evidence – confirm for context and through practice impacts.
    - c. Formulate a shared school implementation strategy – develop chains of activity that lead to improvement to build into a plan. Realign operating structures, systems and processes to enable expectations.
    - d. Create the plan. Define goals and targets for groups of learners, theories of action to improve the instructional programme to meet the goals and ensure sufficient resourcing to deliver on the plan.
    - e. Review the plan to ensure the right change step-sequencing including a focus on the antecedents for success and a thorough measurement system to monitor the implementation of the plan.
  - f. Distribute leadership and incorporate key adults and learners in decision making. Build youth coalitions and connect with young people as change makers who are central to the voice that informs change and inclusion.
  - g. Support teacher growth and monitor this growth to improve instruction. Include a focus on the expected shifts in teaching practice, assessment use, relationship-based learning, sequencing learning and prioritised instructional time to support instructional improvement.
  - h. Establish and develop instructional leadership teams to reflect diversity and share collective responsibility for implementation, delivery and sustainability.
  - i. Communicate decisions in a transparent and timely way to build the shared change culture and align to co-ordinate efforts.
  - j. Build cross sector collaboratives, coalitions and partnerships to further improvement.
  - k. Ensure leadership accessibility to staff and maintain open lines of communication with other adults and learners. Encourage and use diversity of opinion and minority voice for innovation.
  - l. Model an ongoing commitment to develop internal cultural proficiency and capability – explore bias, frame engagement with an equity approach within kaupapa Māori and other diverse contexts.
  - m. Disaggregate data and search for understanding and root causes to inform equity decision making. Monitor diagnostic, benchmark and summative data and other evidence in an ongoing evaluative way to reflect and scrutinise the success of improvement initiatives.
  - n. Regularly monitor teacher practice shifts to inform progress towards implementation of instructional priorities and find solutions for persistent challenges. Adjust professional learning and development plans, increase collaboration and instructional coaching based on student achievement data combined with teacher practice data.
  - o. Pivot to use the most successful leadership practices to increase the likelihood that school goals are achieved and that the plan for implementation is fit for purpose and with a magnitude of success.
12. Inquiry in this framework is only used in the context of the School Evaluation Indicators.