



TE TARI AROTAKE MĀTAURANGA
Education Review Office

Te Ara Huarau

How ERO works with English-
medium State and State-integrated
schools

Ko te tamaiti te pūtake o te kaupapa



Te Tari Arotake Mātauranga (ERO) is the education sector's evaluation agency



The role of ERO in evaluation

Sector performance for accountability, educational improvement and knowledge improvement.



ERO's commitment to our whakataukī

"Ko te tamaiti te pūtake o te kaupapa"
The child is at the heart of the matter



ERO's focus on **equity and excellence** for all learners, particularly Māori learners.

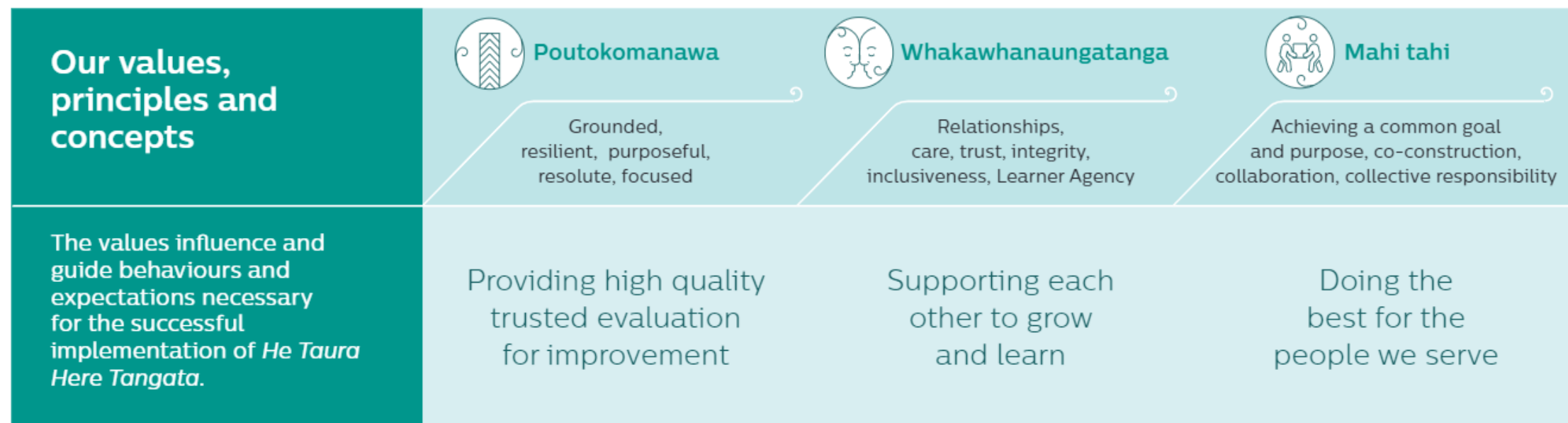


ERO’s vision is grounded in our ambition for equity and excellence for Māori learners. We strive to influence and support the education system to create inclusive environments where Māori enjoy education success as Māori.

We aim to support whānau, hapū and iwi in achieving their aspirations for their tamariki.

Articles	Principles		
<p>Kāwangatanga <i>Governance by the Crown</i></p> <p>Tino Rangatiratanga <i>Rights of Māori to have undisturbed possession of their taonga</i></p> <p>Ōritetanga <i>Full citizenship and human rights of Māori</i></p>	Partnership	Protection	Participation
	<p>For ERO this means:</p> <p>We will fulfill our Tiriti/Treaty obligations and continue to promote respectful and enduring partnerships with Māori</p>	<p>For ERO this means:</p> <p>Te Ao Māori is braided into the work and ethos of the organisation while ensuring Māori perspectives and interests, and the integrity and use of te reo me ngā tikanga Māori are protected and maintained</p>	<p>For ERO this means:</p> <p>A culturally inclusive environment based on integrity and trust supports Māori to actively participate and contribute to improving outcomes for Māori in the education system</p>

Me pēhea te mahi tahi | How we work together





A partnership approach for evaluation and improvement

- A tailored, collaborative approach focusing on each school's improvement journey
- An evaluation partner who works alongside your school to know your context
- Relationships based on mutual respect
- A phased approach aligned to your school's planning and reporting cycles
- Using evaluation expertise to support your school's internal evaluation capacity
- Identifying resources to assist your school's improvement journey.

Improving how we work with schools



In 2020, feedback informed ERO's new approach.

Feedback received included:

- *"Schools are complex. Respond to our individual context"*
- *"Periodic school reviews have limitations. Align ERO 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"*

Incorporating this feedback and further research, ERO developed a new evaluation approach **Te Ara Huarau**

Te Ara Huarau is a move away from event-based review.

Working alongside schools,
Te Ara Huarau focuses on:

The use of evaluation
to support schools
in their ongoing
improvement journey.

Equity and
excellent outcomes
for all learners.

Introducing the Narrative | Te Ara Huarau



ERO has been gifted the name Te Ara Huarau for our new approach to school evaluation in English-medium state and state-integrated schools. Below is an overview of the narrative that captures the concept of Te Ara Huarau.

Hāpaitia te ara tika kia pumau ai te rangatiratanga mō ngā uri whakatipu

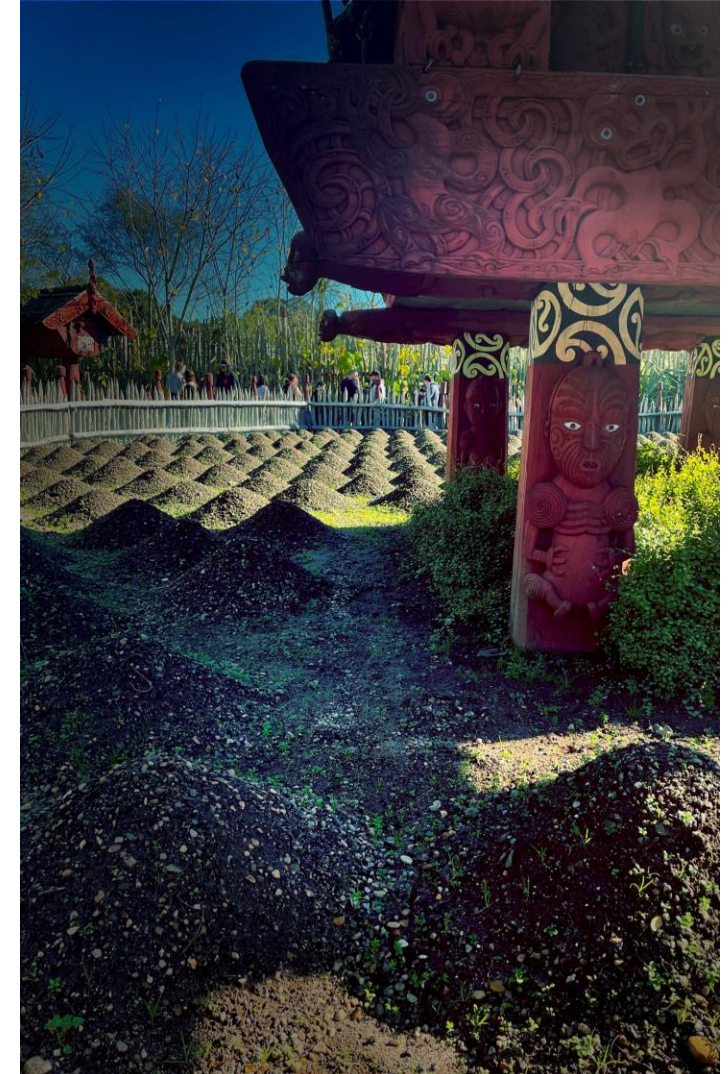
Foster the pathway of knowledge to strength, independence and growth for future generations

Māori cultivation is part of the rich cultural legacy that stretches back to the beginnings of time. Māori gardening is underpinned by ancient values, concepts and knowledge.

The cultivation of the kūmara is the metaphor for Te Ara Huarau. This metaphor enriches and deepens our understanding of the optimal conditions needed for the growth of the child in education.

Kūmara cultivation was a highly cooperative undertaking, calling all whānau together, to understand, grow and practise the culture in this work. Whānau are integral to tending the garden. The wisdom of the kaumatua advises on the conditions for cultivation and the tikanga to be followed. Tamariki are engaged and empowered in the process and learning the ways to a fruitful harvest that will benefit all.

Mā tini, mā mano, ka rapa te whai. Many hands make light work, there is strength in unity





Kohikohia ngā kākano, whakaritea te pārekereke, kia puāwai ngā hua

Gather the seeds, prepare the seedbed carefully, and you will be gifted with abundance of food

The word “hua” in the whakataukī literally means “fruit” and is also commonly used to mean “outcomes” and can be a description of success for our children.

A pārekereke is a traditional seedbed for growing kūmara seedlings. It is an analogy for the learning environment of children. This environment must be carefully prepared so that it provides well for the growth and development of the child. The importance of planning and preparing this environment cannot be underestimated.

This whakataukī reminds us how important it is to prepare an environment where our tamariki can flourish in terms of our collective responsibility as whānau, as iwi, as educators, communities to ensure that our kids have the most opportunities to blossom and bloom.

Te Ara Huarau recognises the need to understand the local context and the conditions required for a successful and fruitful “harvest” – and working collaboratively for the good of the people.

Nā tō rourou, nā taku rourou, ka ora ai te iwi – With your food basket and my food basket the people will thrive

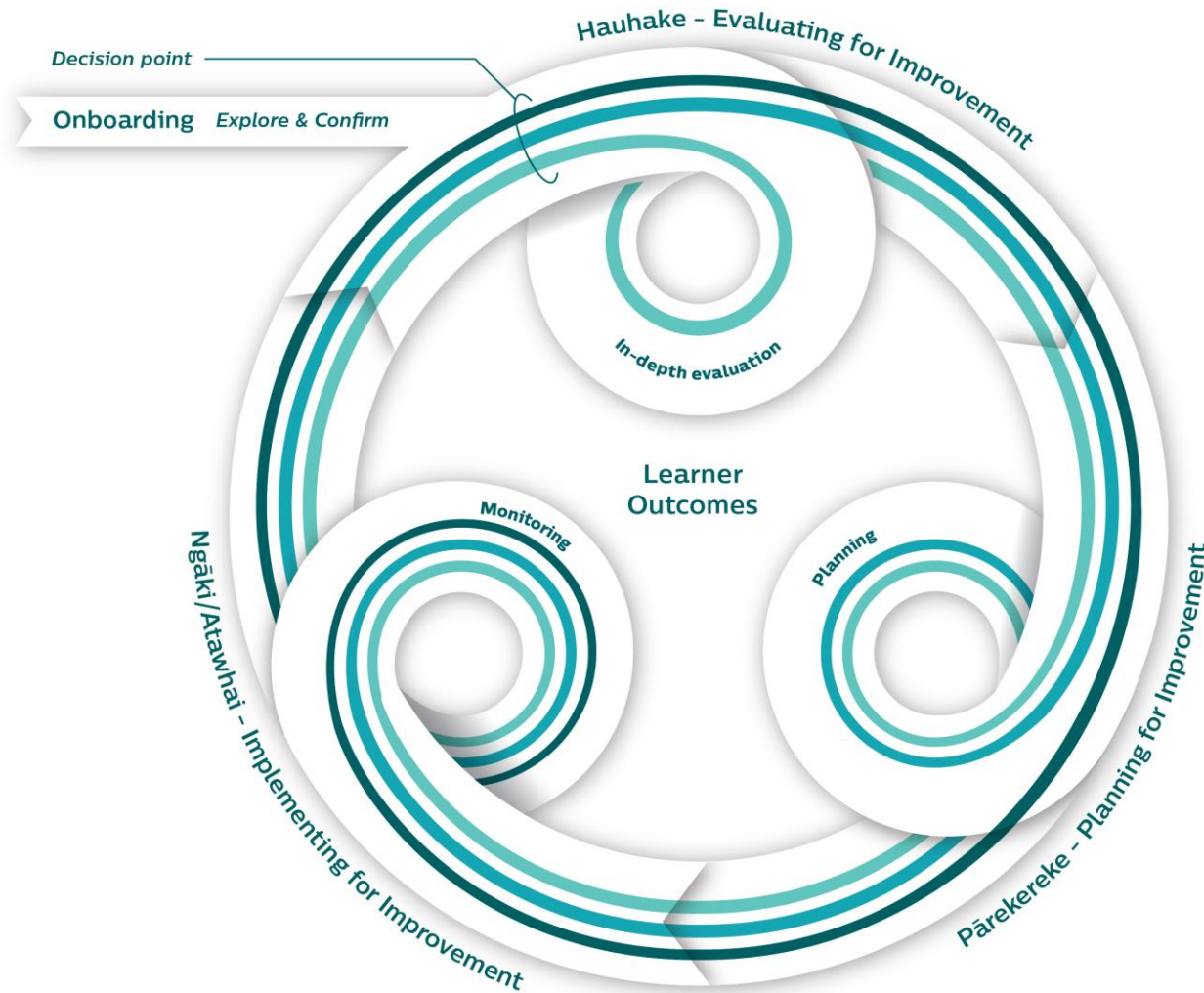


Te Ara Huarau | Three phases and the interdependence of these to grow a flourishing kūmara garden:



Hauhake	Evaluation for improvement
Hauhake, me te rokiroki i te kūmara ki te pākaro/pātaka	Unearthing the kūmara. Harvest, with care, storing the kūmara in the storehouse. Learning from this harvest to improve the next.
Pārekereke	Planning for improvement
Pārekereke, ka whakatō kia pihi ai te kōpura	Seed bed, planting the kūmara seed so that it buds. Understanding the conditions and planning for a successful harvest.
Ngāki/Atawhai	Implementing for improvement
Ngāki/atawhai, ka whakaheke werawera kia tupu pai te kūmara	Cultivate / care for, shed sweat so that the kūmara grows well. Everyone has different functions and skills to ensure a successful harvest.

Te Ara Huarau and three phases of Schools Improvement Journey



Te Ara Huarau works to achieve equity and excellence by engaging in culturally responsive, participatory and collaborative evaluation for improvement.

ERO works with and influences a school's strategic planning and reporting process.

Schools' leaders working and learning together with their community including whānau, iwi, and learners about what conditions are supporting success is a critical aspect of internal evaluation.

ERO will work together with schools to evaluate, build evaluation capacity and support continuous improvement in outcomes for all learners.



Hauhake

Evaluation for improvement

Ruia taitea, kohia te kai rangatira

Scatter the sapwood, gather up the chiefly wood.

The unearthing of the kūmara in readiness for storage: A time of evaluation, but also a great time to scope. Collectively deciding what story does the harvest tell about the strengths of the garden and the gardeners?

Hauhake requires the school community including whānau, iwi, school, learners and ERO to:

- explore the current state for learners and the school conditions that support learners
- explore what is happening for learners and what is known about equity and excellence for all, particularly for Māori and Pacific learners
- explore what is happening and what is known about equity and excellence for learners with additional needs
- analyse and synthesise findings to validate and verify strategic priorities and actions for improvement.

ERO works alongside the school to support evaluation for improvement.





Pārekereke

Planning for improvement

Kāhore he tārainga tāhere i te ara.

It is too late to make your bird spear on the road.

Pārekereke is a collective planning and preparing stage based on an understanding of a range of factors, including knowledge of growth and development; critical conditions for success and who, when and where the work will be undertaken.

Pārekereke phase requires the school community including whānau, iwi, school, learners and ERO to:

- ensure planning reflects the priorities for learners
- prioritise equity and excellence for all, particularly for Māori and Pacific learners
- prioritise equity and excellence for learners with additional needs.

ERO to share evaluation knowledge and supports internal evaluation capacity/capability building that is responsive to the context of the school and its learners.





Ngaki / atawhai

Implementing for improvement

Tēnā te ringa tango parahia.

Remove the weeds that threaten the growth of the kūmara

Everyone has a role and responsibility to ensure the success of the harvest. The different functions require relevant and appropriate skills which is fundamental to the outcome of the kūmara. This includes continuously monitoring the state and conditions of the environment.

During the Ngaki/Atawhai phase, the school community including whānau, iwi, school and learners will have primary responsibility for the ongoing implementation and monitoring of its improvement plan.

ERO will work with the school to:

- evaluate progress, and support monitoring and reporting
- facilitate further evaluation and reporting of impacts, ensuring focus on improving learner outcomes for equity and excellence
- support the school's internal evaluation to know how well they are working with every child to realise their potential to be successful.



Reporting under Te Ara Huarau



A Profile Report as your school transitions to Te Ara Huarau

Public report, only occurs once

ERO will work with schools to publish a one-off profile report as a school transitions to Te Ara Huarau. This will focus on the strategic goals schools have in place to improve learner outcomes and will form the baseline for future reporting.

Other reporting

With profile report, then alongside the School Evaluation Report

- Board Assurance with Regulatory and Legislative Requirements
- Provision for International Students
- Hostels

All schools will receive a *Board Assurance with regulatory and legislative requirements report* about a board's attestation to meeting those requirements. Hostel and Provision for International Students reports will be published alongside where applicable.

School Evaluation Report

Public report approximately every 3 years

Includes information about the school's improvement journey towards equity and excellence in outcomes for all learners, the school's focus for improvement, and what the school has achieved for learners. The report sets the scene for the next evaluation cycle and informs the school's strategic direction.

It also includes evaluation findings for education in Rumaki and bilingual settings.

Progress Reporting

These reports are not published on ERO's website. Progress reporting provides specific information for specific audiences such as the board, the community or the Ministry of Education.

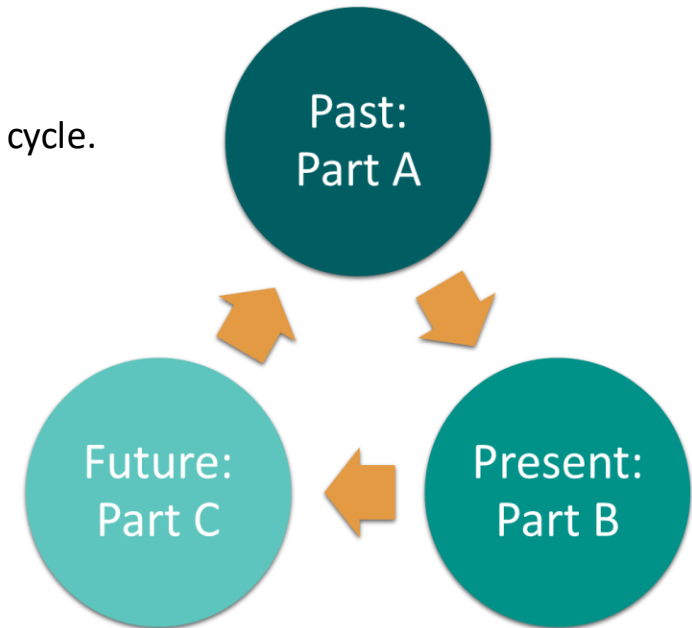
School Evaluation Report



A School Evaluation Report has three parts.

- Part A: A summary of the findings from the most recent Education Review Office (ERO) published report and subsequent evaluation
- Part B: An evaluative summary of learner outcomes and the school conditions to inform the school board's future strategic direction, including education in Rumaki/bilingual settings.
- Part C: The improvement actions prioritised for the school's next evaluation cycle.

Part C becomes Part A in the next School Evaluation Report.





School Improvement Framework

ERO is trialing this framework. The framework draws together ERO's Schools Evaluation Indicators, expectations for schools in terms of outcomes for learners in the Education and Training Act, and over time, the NELP will also be incorporated. Our aim is to provide one tool for use throughout a school's evaluation cycle. The framework is designed to identify and sharpen the focus for improvement and support monitoring of progress. ERO is reviewing the framework during 2023.

School Evaluation Indicators

The School Evaluation Indicators help provide direction for an evaluation to support your school improvement process. They focus on what matters most for learners based on education research. The indicators are useful to those involved in the evaluation to help make sense of the information gathered and reach sound conclusions.

Poutama Reo

The Poutama Reo framework is a self-evaluation tool to support improvement in te reo Māori provision in English-medium schools.

The framework was informed by the voices of learners, whānau, educators and leaders in English-medium schools and provides clarity and clear next steps on how to build upon what you have in place to maximise impact.

Other useful ERO resources can be found on ERO's website



What is te Pou Reo?

Te Pou Reo are a specialist, fluent te reo Māori team with a dual focus on: evaluation for improvement in rūmaki reo/bilingual immersion settings in English-medium Schools/kura. And research across the wider English-medium education space to highlight the conditions for system success. Te Pou Reo use kaupapa Māori approaches to ensure their work is culturally responsive, and gather insights that align to the goals of rūmaki/bilingual and te reo Māori revitalisation mahi.

Why is Te Pou Reo?

ERO understands that for English-Medium schools/kura to reach their te reo Māori goals for learners in rūmaki reo/bilingual learning they need meaningful insights, clarity and guidance that reflects the needs of Māori-immersion learning environments in English-medium schools such as rūmaki reo and Māori bilingual learning.

Starting in Term 4 2023 ERO will trial a kaupapa Māori evaluation approach for these spaces with a small number of schools before introducing this evaluation approach further in 2024. This work is undertaken by Te Pou Reo.

The trial

The work of Te Pou Reo in English-medium rūmaki/bilingual units is designed to ensure that ERO reviews meet the needs of learners, kaiako, leaders and whānau with:

- culturally responsive review processes
- fluent specialist te reo Māori evaluators, and
- specialist tools and frameworks that give meaningful insights and clarity to support the improvement planning within the rūmaki/bilingual unit and wider school.

The trial enables ERO to undertake reviews with up to 10 schools, using draft methodology, tools and approaches. Schools and whānau will give feedback, helping shape the finalised approach.

Leadership Partners

In some school reviews, we will be asking if you agree to having a Leadership Partner alongside for the process



The Leadership Partners programme is a joint initiative between ERO and the sector.

A leadership partner is a school leader who is part of our year-long professional development programme. The partner has had ERO training and is designated as a review officer.

The programme aims to:

- extend leaders' understanding of external evaluation practice / grow evaluative capacity in sector
- create the potential for leaders to develop insights into their own school through the opportunity of contributing to review of others
- build strong enduring partnerships and networks / build trust and confidence
- have school leaders share their expertise across the sector, in ways that further enhance the review process for both schools and ERO.

What happens next?



ERO is introducing schools to Te Ara Huarau incrementally

Following this meeting your evaluation partner will be in touch to arrange to meet with you and your leaders to begin working together.



Questions or feedback?

Please contact info@ero.govt.nz or
your evaluation partner



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