EDUCATION REVIEW OFFICE
Te Tari Arotake Mātauranga

School Improvement Framework

The refreshed School Improvement Framework (SIF) defines the characteristics of highly effective schools and outlines a pathway for improvement. It is strengths based, growth-orientated, and built on New Zealand and international research into school effectiveness. The SIF is intended to be used by both schools and evaluation partners to enable a shared understanding of where a school is now, and key areas and priorities for ongoing improvement.

Schools will use the SIF independently as part of their ongoing monitoring of progress and improvement, as well as collaboratively with ERO as part of the Te Ara Huarau evaluation cycle. It supports decisions about the improvement pathway for a school and the probable level of ERO evaluation resourcing.

The principles of poutokomanawa, whakawhanaungatanga, and mahi tahi inform the design, function, and use of the SIF. It is structured to reflect the overall focus on learner outcomes and wellbeing, and structured to emphasise those core domains that have the largest impact on learner outcomes: leadership, curriculum, and teaching and learning. Te Tiriti o Waitangi is woven throughout all domains as a foundation for success, as well as explicitly articulated as a domain. The conditions for success; professional capability and collective efficacy, inclusion and wellbeing, partnerships, and stewardship and governance work with core domains and foundations to realise learner outcomes and wellbeing. Evaluation for improvement rounds out the SIF, as an additional 'lens' through which schools and evaluation teams can view learner outcomes and wellbeing.

Overall outcome statement - Learner success and wellbeing

Improvement Required	Working Towards	Embedding	Excelling
Outcomes for learners: • show significant inequity that has continued over time. • show significant inequity amongst groups of learners	**Outcomes for learners:** • are becoming more equitable and excellent. • are improving for some learners. • still show inequity for some groups of learners	**Outcomes for learners:** • are increasingly equitable and excellent. • are improving for most learners. • show increasing equity for groups of learners.	**Outcomes for learners:** • are equitable and excellent. • show improvement is sustained over time. • show there are no significant inequities for groups of learners.
Information shows **a limited number** of learners:	Information shows **some learners**:	Information shows **most learners**:	Information shows that learners:
• have a strong sense of belonging and are confident in their identity, language and culture. • understand their role in giving effect to Te Tiriti by active participation in te reo Māori, tikanga Māori and articulating a broad understanding of mātauranga Māori and the histories of Aotearoa. • regularly attend and engage in meaningful learning. • make sustained progress and achieve at the appropriate curriculum level/phase throughout their schooling. • make progress and meet goals relevant to them in partnership with their whānau and teachers. • have agency in their learning and in key decisions taken by the school. • gain the knowledge and skills to successfully progress towards recognised school qualifications and are well-prepared for further study, training and employment. • confidently participate and make contributions in a range of contexts as local, national, and global citizens • are physically, emotionally, and culturally safe and healthy in an environment that is inclusive and free from racism, discrimination and bullying.			

Overall

Leadership

	Improvement Required	Working Towards	Embedding	Excelling
L1	**Improvement goals** • Leadership is **yet to** set and pursue appropriate improvement-focused goals and targets.	**Improvement goals** • Leadership is **beginning to** set and pursue improvement-focused goals and targets including taking steps to accelerate the progress of those learners at risk of underachievement.	**Improvement goals** • Leadership **sets and pursues** a small number of improvement goals and targets including the acceleration of progress for those learners at risk of underachievement.	**Improvement goals** • Leadership **sets and relentlessly pursues** a small number of coherent improvement goals and targets including the acceleration of progress for those learners at risk of underachievement.
L2	**Culture of quality teaching** • Leadership is **yet to** foster a culture committed to quality teaching, and equity and excellence in learner outcomes	**Culture of quality teaching** • Leadership is **taking steps** to foster a culture committed to quality teaching, and equity and excellence in learner outcomes.	**Culture of quality teaching** • Leadership **increasingly** fosters a culture committed to quality teaching, and equity and excellence in learner outcomes.	**Culture of quality teaching** • Leadership **fosters and sustains** a culture committed to quality teaching, and equity and excellence in learner outcomes.
L3	**Evidence-based planning for improvement** • Leadership is **not yet** using evidence to plan and monitor the school's strategic improvement cycle or evaluate the effectiveness of strategies designed to improve learner outcomes.	**Evidence-based planning for improvement** • Leadership is **beginning to** use limited evidence to plan and monitor aspects of the school's strategic improvement cycle and the effectiveness of strategies designed to improve learner outcomes.	**Evidence-based planning for improvement** • Leadership **uses evidence** to plan and monitor aspects of the school's strategic improvement cycle and are increasingly evaluating the effectiveness of strategies designed to improve learner outcomes.	**Evidence-based planning for improvement** • Leadership **uses a range of evidence** to coherently plan and monitor the school's strategic improvement cycle and systematically evaluate the effectiveness of strategies to improve learner learning and wellbeing.
L4	**High quality evidence-informed teaching** • Leadership is **not yet** planning and coordinating the school's curriculum and teaching; expectations for high-quality teaching are not yet shared.	**High quality evidence-informed teaching** • Leadership is **beginning to** plan and coordinate the school's curriculum and teaching; expectations for high-quality teaching are shared.	**High quality evidence-informed teaching** • Leadership **ensures** planning, coordination and evaluation of the school's curriculum and teaching; expectations for high-quality teaching are clear, shared and monitored.	**High quality evidence-informed teaching** • Leadership **ensures effective** planning, coordination and evaluation of the school's curriculum and teaching; expectations for high-quality, evidence-informed teaching are clear, shared and systematically monitored.
L5	**Networks and relationships to support transitions & success** • Leadership is **yet to** establish educationally focused relationships with other education providers and community groups.	**Networks and relationships to support transitions & success** • Leadership is **beginning to** build educationally focused relationships with other education providers and community groups to support learner transitions and increase opportunities for learning and success.	**Networks and relationships to support transitions & success** • Leadership **builds** educationally focused relationships with other education providers and community groups to support learner transitions and increase opportunities for learning and success.	**Networks and relationships to support transitions & success** • Leadership **builds and sustains** strong, educationally focused relationships with other education providers and community groups to support seamless learner transitions and increase opportunities for learning and success.

L6	**Trust and collaboration for improvement** • Leadership is **yet to** build relational trust and collaboration at every level of the school community to achieve the strategic vision and improvement goals. ☐	**Trust and collaboration for improvement** • Leadership is **establishing** relational trust and collaboration at every level of the school community to achieve the strategic vision and improvement goals. ☐	**Trust and collaboration for improvement** • Leadership is **strengthening** relational trust and effective collaboration at every level of the school community to achieve the strategic vision and improvement goals. ☐	**Trust and collaboration for improvement** • Leadership **builds and sustains high levels** of relational trust and effective collaboration at every level of the school community to achieve the strategic vision and improvement goals. ☐
L7 / TT2	**Whānau involvement in decision making** • Leaders are **yet to** involve whānau, hapū and iwi in decision making in the school. ☐	**Whānau involvement in decision making** • Leaders are **beginning to** involve whānau, hapū and iwi are in decision making in the school. The school's vision, goals, targets and priorities are yet to reflect those set out by iwi. ☐	**Whānau involvement in decision making** • Leaders **increasingly** involve whānau, hapū and iwi in decision making in the school. The school's vision, goals, targets and priorities are beginning to reflect those set out by iwi. ☐	**Whānau involvement in decision making** • The school's vision, goals, targets and priorities **reflect** those set out by iwi, and are anchored in a thoughtful understanding of the principles of Te Tiriti o Waitangi. ☐
L8	**Attraction and retention** • Leaders are **yet to** take steps to attract, retain and grow effective teaching teams. Limited support is provided for provisionally certificated teachers, and to develop leadership capability. ☐	**Attraction and retention** • Leaders are **taking steps** to attract, retain and grow teaching teams. Some support is provided for provisionally certificated teachers, and to develop leadership capability. ☐	**Attraction and retention** • Leaders **attract, retain and grow** teaching teams. Appropriate and timely support is provided for provisionally certificated teachers, and to develop leadership capability. ☐	**Attraction and retention** • Leaders **attract, retain and grow effective** teaching teams. Appropriate and timely support is consistently provided for provisionally certificated teachers, and to develop leadership capability. ☐
L9	**Feedback and performance management for PLD** • Leaders are yet to use feedback, and some performance management processes to identify teachers' professional learning and development needs. ☐	**Feedback and performance management for PLD** • Leaders are **beginning to** use multiple sources of feedback, some performance management processes that are aligned with the school's strategic goals and beginning to identify teachers' professional learning and development needs. ☐	**Feedback and performance management for PLD** • Leaders **increasingly** use multiple sources of feedback, performance management processes that are aligned with the school's strategic goals and increasingly identify teachers' professional learning and development needs. ☐	**Feedback and performance management for PLD** • Leaders **effectively** use multiple sources of feedback, coherent performance management processes that are aligned with the school's strategic goals and identify teachers' professional learning and development needs. ☐

Curriculum

	Improvement Required	Working Towards	Embedding	Excelling
C 1	**Rich learning opportunities & foundational skills** • Learners have **limited** opportunities to learn across the breadth and depth of the NZC/TMoA; there is not yet sufficient focus on supporting learners to gain sound foundation skills, including literacy, communication and mathematics. ☐	**Rich learning opportunities & foundational skills** • Learners have **some** opportunities to learn across the breadth and depth of the NZC/TMoA; there is a variable focus on supporting learners to gain sound foundation skills, including literacy, communication and mathematics. ☐	**Rich learning opportunities & foundational skills** • Learners have **sufficient** opportunities to learn across the breadth and depth of the NZC/TMoA; there is an increasingly consistent focus on supporting learners to gain sound foundation skills, including literacy, communication and mathematics. ☐	**Rich learning opportunities & foundational skills** • Learners have **rich** opportunities to learn across the breadth and depth of the NZC/TMoA; there is a consistent focus on supporting learners to gain sound foundation skills, including literacy, communication and mathematics. ☐
C 2 — TT 4	**Stakeholder aspirations incorporated into curriculum** • The aspirations of stakeholders are **yet to** be addressed through a school curriculum. ☐	**Stakeholder aspirations incorporated into curriculum** • The aspirations of **some** stakeholders are beginning to be addressed through a school curriculum. ☐	**Stakeholder aspirations incorporated into curriculum** • The aspirations of **most** stakeholders including whānau, hapū and iwi are being addressed in the school curriculum. ☐	**Stakeholder aspirations incorporated into curriculum** • The aspirations of **all key** stakeholders including learners, whānau, hapū and iwi are addressed through an explicit, sequenced school-wide curriculum. ☐
C 3 — TT 5	**Curriculum reflects local contexts** • The curriculum is **not yet** reflecting local contexts. ☐	**Curriculum reflects local contexts** • The curriculum is **beginning** to reflect local contexts. ☐	**Curriculum reflects local contexts** • The curriculum **increasingly** reflects local contexts in a way that learners can see themselves, their identity and culture. Consequently, the school is **beginning** to offer more authentic learning opportunities. ☐	**Curriculum reflects local contexts** • Local contexts are **reflected** throughout the curriculum in a way that learners can see themselves, their identity and culture. Consequently, the school offers a **range of** relevant and authentic learning opportunities. ☐
C 4	**School-wide assessments** • School-wide assessments across curriculum levels and learning areas are **yet to** be identified to ensure there is common agreement regarding assessment practices across the school. There is **limited agreement** on assessment practices across the school. ☐	**School-wide assessments** • School-wide assessments across curriculum levels and learning areas are **beginning** to be identified to ensure there is common agreement regarding assessment practices across the school. Assessment practices **sometimes** support learner, class and whole-school insights into learner progress during the course of the year and over time. ☐	**School-wide assessments** • School-wide assessments across curriculum levels and learning areas are **increasingly** identified to ensure there is common agreement regarding assessment practices across the school. Assessment practices **increasingly** support learner, class and whole-school insights into learner progress during the course of the year and over time. ☐	**School-wide assessments** • School-wide assessments across curriculum levels and learning areas are **explicitly identified** to ensure there is common agreement regarding assessment practices across the school. Assessment practices **support** learner, class and whole-school insights into learner progress during the course of the year and over time. ☐
C 5	**Effective teaching and learning resources** • The school's teaching and learning resources provide **limited** support for curriculum implementation and classroom teaching. ☐	**Effective teaching and learning resources** • The school's teaching and learning resources provide **some** support for curriculum implementation and classroom teaching. ☐	**Effective teaching and learning resources** • The school's teaching and learning resources **support** curriculum implementation and classroom teaching. ☐	**Effective teaching and learning resources** • The school's teaching and learning resources **effectively support** curriculum implementation and classroom teaching. ☐

C6		**Support from curriculum leaders** • Curriculum leadership roles provide **limited** support for teachers' professional understanding and use of teaching resources and tools. ☐	**Support from curriculum leaders** • Curriculum leadership roles provided **some** support for teachers' professional understanding and use of teaching resources and tools. ☐	**Support from curriculum leaders** • Curriculum leadership roles **support** teachers' professional understanding and use of teaching resources and tools. ☐	**Support from curriculum leaders** • Curriculum leadership roles **consistently support** teachers' professional understanding and use of teaching resources and tools. ☐
C7	**TT 3**	**Integrated Te ao Māori learning opportunities.** • Te ao Māori, tikanga Māori, and mātauranga Māori are **not yet** included in all aspects of the school's curriculum. ☐	**Integrated Te ao Māori learning opportunities** • Te ao Māori, tikanga Māori, and mātauranga Māori are **beginning** to be included in all aspects of the school's curriculum. ☐	**Integrated Te ao Māori learning opportunities** • Te ao Māori, tikanga Māori, and mātauranga Māori are **increasingly** woven through all aspects of the school's curriculum. ☐	**Integrated Te ao Māori learning opportunities** • Te ao Māori, tikanga Māori, and mātauranga Māori are effectively **woven through** all aspects of the school's curriculum. ☐
C8		**Evidence-based interventions and support** • Interventions are **not** evidenxce based and **do not** effectively target additional support to those learners who require it. ☐	**Evidence-based interventions and support** • Evidence-based interventions are **beginning** to target additional support to those learners who require it. ☐	**Evidence-based interventions and support** • Evidence-based interventions **increasingly** target additional ☐	**Evidence-based interventions and support** • Evidence-based interventions **effectively** target additional support to those learners who require it. ☐

Teaching and Learning

	Improvement Required	Working Towards	Embedding	Excelling
TL 1	**Learning environment, clear expectations and outcomes** • Teachers are **not yet** creating environments that are conducive to learners' participation and learning. Teachers **rarely** maximise learning time. Teachers have **not yet** developed positive and mutually respectful teacher-learner relationships in the classroom. ☐	**Learning environment, clear expectations and outcomes** • Teachers create a learning environment in which learning time is **sometimes** maximised and learners are supported to participate and apply new learning. Teachers are **beginning** to develop positive and mutually respectful teacher-learner relationships in the classroom. ☐	**Learning environment, clear expectations and outcomes** • Teachers create an orderly and **increasingly** collaborative learning environment in which learning time is **mostly** maximised, and learners are supported to engage, experiment and apply new learning. Teachers are **increasingly** developing positive and mutually respectful teacher-learner relationships in the classroom. ☐	**Learning environment, clear expectations and outcomes** • Teachers create a collaborative and orderly learning environment that fosters inclusive participation, in which learning time is **maximised** and learners are supported to **meaningfully** engage, experiment, and apply new learning in innovative ways. Positive and mutually respectful teacher-learner relationships are **embedded** in the classroom. ☐
TL 2 / **TT 7**	**Evidence based & culturally responsive pedagogies** • Teachers are at an **early stage** of using evidence based and culturally responsive strategies to provide appropriate learning opportunities. ☐	**Evidence based & culturally responsive pedagogies** • Teachers are **beginning to use** some evidence based and culturally responsive strategies, including heterogeneous grouping, and are providing some suitable learning opportunities. ☐	**Evidence based & culturally responsive pedagogies** • Teachers **use evidence based and culturally responsive strategies**, including heterogeneous grouping, to provide purposeful and well-paced learning opportunities. ☐	**Evidence based & culturally responsive pedagogies** • Teachers use a **variety** of evidence-based, culturally responsive strategies, including heterogeneous grouping, to provide cognitively challenging, purposeful and well-paced learning opportunities. ☐
TL 3	**Differentiated teaching** • Teachers are **not yet** scaffolding learners' learning or using differentiated teaching practices. ☐	**Differentiated teaching** • Teachers are **beginning** to scaffold learners' learning using **some** differentiated teaching practices. ☐	**Differentiated teaching** • Teachers **scaffold** learners' learning using differentiated teaching practices and **encourage** questioning and problem solving. ☐	**Differentiated teaching** • Teachers **intentionally** scaffold learners' learning using **effective** differentiated and culturally responsive teaching practices, and **encourage** inquiry, active learning questioning and problem solving ☐
TL 4	**Learner agency and metacognition** • Teachers are **yet to** consider learning strategies that support learners to develop agency, meta-cognitive skills, self-efficacy, and to self-regulate. ☐	**Learner agency and metacognition** • Teachers are **beginning** to use a range of learning strategies to support learners to develop agency, meta-cognitive skills, self-efficacy, and to self-regulate. ☐	**Learner agency and metacognition** • Teachers **increasingly** provide explicit instruction in learning strategies and learners are increasingly able to develop agency, meta-cognitive skills, self-efficacy, and to self-regulate. ☐	**Learner agency and metacognition** • Teachers **consistently** provide explicit instruction in learning strategies that enable learners to develop agency, meta-cognitive skills, self-efficacy and to self-regulate. ☐
TL 5	**Learner engagement in learning** • Teachers use a **limited** range of strategies to engage learners in learning. Feedback for learners is inconsistent. ☐	**Learner engagement in learning** • Teachers are **beginning** to engage learners in learning through questioning and feedback. ☐	**Learner engagement in learning** • Teachers **engage** learners in learning through questioning, increasing exposures to concepts, ideas, skills and examples, along with some timely and specific feedback. ☐	**Learner engagement in learning** • Teachers **engage** learners in learning through **powerful** questioning, the use of **multiple exposures** to concepts, ideas, skills and examples, along with timely and specific feedback. ☐

TL 6 / **TT 8**	**Supporting parents and whānau to engage in learners' learning.** • Teachers are **yet to** provide support and resources to parents and whānau so they can assist their child's learning, progress and pathways. ☐	**Supporting parents and whānau to engage in learners' learning.** • Teachers provide **some** support and resources to parents and whānau so they can assist their child's learning, progress and pathways. ☐	**Supporting parents and whānau to engage in learners' learning.** • Teachers **provide** relevant and useful support and resources to parents and whānau so they can assist their child's learning, progress and pathways. ☐	**Supporting parents and whānau to engage in learners' learning.** • Teachers **regularly provide** relevant and useful support and resources to parents and whānau so they can work in partnership in their child's learning, progress and pathways. ☐
TL 7	**Assessment for adaptive teaching** • Teachers are collecting, using and reporting **limited** assessment information; they are **not yet** adapting their practice to respond to learners' strengths and needs. ☐	**Assessment for adaptive teaching** • Appropriate assessment information is **beginning** to be used to plan for and report the progress and achievement of each learner; teachers are **establishing** ways to adapt their practice to respond to learners' strengths and needs. ☐	**Assessment for adaptive teaching** • A **range** of appropriate and good quality assessment information is **increasingly** used to plan for, evaluate and report the progress and achievement of each learner and to **adapt** teaching practice to respond to learners' strengths and needs. ☐	**Assessment for adaptive teaching** • A **range** of appropriate and **good quality** assessment information is **effectively** used to plan for, evaluate and report the progress and achievement of each learner and to adapt teaching practice to **effectively** respond to learners' strengths and needs. ☐
TL 8	**Effective additional supports** • Teachers have **limited** knowledge and awareness of how to identify and provide for learners needing additional support to learn and progress at an appropriate pace. ☐	**Effective additional supports** • Teachers are **taking steps** to identify and provide for learners needing additional support to learn and progress at an appropriate pace. ☐	**Effective additional supports** • Learners needing additional support are identified and are provided with **relevant and increasingly effective** support to learn and progress at an appropriate pace. Those who are succeeding continue to be provided with extension opportunities. ☐	**Effective additional supports** • Learners needing additional support are identified **promptly** and are provided with **relevant, individualised and effective** support to learn and progress at an appropriate pace. Those who are succeeding continue to be challenged and extended. ☐
TL 9 / **TT 6**	**Commitment to Te Tiriti** • Teachers do **not yet** understand their commitment to tangata whenuatanga and Te Tiriti o Waitangi partnership. ☐	**Commitment to Te Tiriti** • Teachers **beginning** to understand their commitment demonstrate commitment to tangata whenuatanga and Te Tiriti o Waitangi partnership. ☐	**Commitment to Te Tiriti** • Teachers **voice** a commitment to tangata whenuatanga and Te Tiriti o Waitangi partnership by understanding, recognising and celebrating the unique status of tangata whenua. ☐	**Commitment to Te Tiriti** • Teachers **authentically demonstrate** commitment to tangata whenuatanga and Te Tiriti o Waitangi partnership by understanding, recognising and celebrating the unique status of tangata whenua. ☐
TL 10 / **TT 9**	**Te reo, tikanga and mātauranga Māori** • Teachers are **yet to** provide quality te reo Māori, tikanga Māori and mātauranga Māori learning opportunities throughout implementation of the curriculum. ☐	**Te reo, tikanga and mātauranga Māori** • Teachers are **beginning** to integrate quality te reo Māori, tikanga Māori and mātauranga Māori learning opportunities throughout implementation of the curriculum. ☐	**Te reo, tikanga and mātauranga Māori** • Teachers are **increasingly** integrating quality te reo Māori, tikanga Māori and mātauranga Māori learning opportunities throughout implementation of the curriculum. ☐	**Te reo, tikanga and mātauranga Māori** • Teachers **meaningfully and intentionally** integrate quality te reo Māori, tikanga Māori and mātauranga Māori learning opportunities throughout implementation of the curriculum. ☐

Professional capability and collective efficacy

Improvement Required	Working Towards	Embedding	Excelling
PCCE 1 **High aspirations and shared responsibility** The school's professional learning community has **not yet** developed aspirations for the achievement, progress, and wellbeing of all learners. There is **not yet** a culture of shared responsibility for learner outcomes. ☐	**High aspirations and shared responsibility** The school's professional learning community is **beginning** to share some aspirations for the achievement, progress, and wellbeing of all learners. Leaders and teachers are **beginning** to establish a culture of shared responsibility for learner outcomes. ☐	**High aspirations and shared responsibility** The school's professional learning community **shares** high and equitable aspirations for the achievement, progress, and wellbeing of all learners. Leaders and teachers take **shared** responsibility for learner outcomes. ☐	**High aspirations and shared responsibility** The school's professional learning community **shares** high and equitable aspirations for the achievement, progress, and wellbeing of all learners. Leaders and teachers take shared responsibility for learner outcomes and **work collectively** to improve conditions for learning. ☐
PCCE 2 **Trust-based communication and collaboration for professional agency** The school is at an **early stage** in building relational trust and communication to support collaboration. ☐	**Trust-based communication and collaboration for professional agency** Relational trust and communication are **beginning** to support collaboration in some areas of the school. ☐	**Trust-based communication and collaboration for professional agency** Relational trust and communication support **increasing** levels of collaboration, improvement, and innovation, and contributes to professional agency across **many** areas of the school. ☐	**Trust-based communication and collaboration for professional agency** **High levels** of relational trust and **effective** communication supports deliberate and coherent collaboration, improvement, and innovation, and contributes to professional agency at **every level** of the school. ☐
PCCE 3 **Collective approaches to improving teaching practice** There is **limited** teacher collaboration and inquiry into teaching practice to support learner progress and achievement. ☐	**Collective approaches to improving teaching practice** Teachers are **beginning** to work collectively to inquire into aspects of their teaching practice to support learner progress and achievement ☐	**Collective approaches to improving teaching practice** Teachers **regularly** work collectively to inquire into aspects of their teaching practice to support learner progress and achievement. ☐	**Collective approaches to improving teaching practice** Teachers **regularly** work collectively in **planned** ways, such as modelling, observing and providing constructive feedback to inquire into **targeted** aspects of their teaching practice to support learner progress and achievement. ☐
PCCE 4 **Prioritisation of ongoing professional growth** Leaders and teachers are **yet to** prioritise and engage in ongoing professional growth and development to support learner progress and wellbeing. ☐	**Prioritisation of ongoing professional growth** Leaders and teachers are **beginning** to prioritise and engage in ongoing professional growth and development to ensure they have pedagogical expertise and capabilities to support learner progress and wellbeing. ☐	**Prioritisation of ongoing professional growth** Leaders and teachers are **increasingly** prioritising and engaging in ongoing professional growth and development to ensure they have high-quality pedagogical expertise and capabilities to effectively support the learning of all learners. ☐	**Prioritisation of ongoing professional growth** Leaders and teachers **prioritise** and engage in ongoing professional growth and development to ensure they have high-quality pedagogical expertise and capabilities to effectively support the learning of all learners. ☐
PCCE 5 **Strategic, evaluated professional learning** Leaders and teachers are **considering** ways to align professional learning opportunities with the school's improvement goals and learner needs. ☐	**Strategic, evaluated professional learning** Professional learning opportunities are **beginning** to be aligned with the school's improvement goals and learner needs. ☐	**Strategic, evaluated professional learning** Professional learning opportunities are **increasingly** aligned with the school's improvement goals and learner needs; leaders and teachers use **evidence** to monitor anticipated changes in practice and learner outcomes. ☐	**Strategic, evaluated professional learning** Professional learning opportunities are **strategically aligned** with the school's improvement goals and learner needs; leaders and teachers use a **range** of evidence to monitor and **evaluate** anticipated changes in practice and learner outcomes. ☐

PCCE 6	**Valuing culture** • Leaders and teachers are **yet to** value the cultural backgrounds of their learners and demonstrate this throughout the school's programmes, initiatives and practices. ☐	**Valuing culture** • Leaders and teachers **value** the cultural backgrounds of learners and are **beginning** to demonstrate this throughout the school's programmes, initiatives and practices. ☐	**Valuing culture** • Leaders and teachers **increasingly** value the cultural backgrounds of their learners and **demonstrate** this throughout the school's programmes, initiatives and practices. ☐	**Valuing culture** • Leaders and teachers **value** the cultural backgrounds of their learners and **demonstrate** this throughout the school's programmes, initiatives and practices. ☐
PCCE 7	**Building expertise and capability for improvement and innovation** Leaders are **yet to** use relevant internal and external expertise, including networking with other schools, to support capability building, improvement and innovation. ☐	**Building expertise and capability for improvement and innovation** Leaders are **beginning** to use relevant internal and external expertise, including networking with other schools, to support capability building, improvement and innovation. ☐	**Building expertise and capability for improvement and innovation** Leaders **use** relevant internal and external expertise, including networking with other schools, to support capability building, improvement and innovation. ☐	**Building expertise and capability for improvement and Innovation** Leaders **strategically use** relevant internal and external expertise, including networking with other schools, to support capability building, improvement and innovation. ☐
PCCE 8	**Reflecting on research findings** Leaders and teachers do **not yet** work together to assess the implications of research findings and evidence about learner performance on teaching practice for their school. ☐	**Reflecting on research findings** Leaders and teachers are **taking steps** to work together to assess the implications of research findings and evidence about learner performance on teaching practice for their school. ☐	**Reflecting on research findings** Leaders and teachers **work together** to assess the implications of research findings and evidence about learner performance on teaching practice for their school. ☐	**Reflecting on research findings** Leaders and teachers **regularly and effectively** work together to assess the implications of research findings and evidence about learner performance on teaching practice for their school. ☐
PCCE 9 TT 10	**Professional learning in te reo and te ao Māori** • Leaders and teachers have **limited opportunities** to engage in professional learning to improve confidence and capability in te reo me ona tikanga, mātauranga Māori and te ao Māori knowledge and capability in teaching and learning. ☐	**Professional learning in te reo and te ao Māori** • Leaders and teachers are **beginning** to engage in professional learning to improve confidence and capability in te reo me ona tikanga, mātauranga Māori and te ao Māori knowledge and capability in teaching and learning ☐	**Professional learning in te reo and te ao Māori** • Leaders and teachers are **engaging** in effective professional learning to improve confidence and capability in te reo me ona tikanga, mātauranga Māori and te ao Māori knowledge and capability in teaching and learning. ☐	**Professional learning in te reo and te ao Māori** • Leaders and teaching staff are fully **engaged in and committed** to ongoing and effective professional learning to improve confidence and capability in te reo me ona tikanga, mātauranga Māori and te ao Māori knowledge and capability in teaching and learning. ☐
PCCE 10 TT 11 E4	**Data analysis for evidenced-based improvement.** Leaders and teachers are **not yet collecting**, analysing, and interpreting data to make evidence-based decisions for school improvement. • An agreed shared approach to collecting and managing data is **not yet** in place. The school **does not have** sufficient internal data analysis capability. ☐	**Data analysis for evidenced-based improvement.** Some leaders and teachers are **beginning** to collect, analyse, and interpret data including seeking Māori learners and whānau voices to make evidence-based decisions for school improvement. • The school has an **agreed shared approach** to collecting and managing data. The school is **growing** its data analysis capability. ☐	**Data analysis for evidenced-based improvement.** Leaders and teachers are **strengthening** the ways they collect, analyse, and interpret data including seeking Māori learners and whānau voices. Data is being used **more widely** to inform decision making for school improvement. The school has a **system** of data collection and management. • The school has **strong** data analysis capability. ☐	**Data analysis for evidenced-based improvement.** Leaders and teachers **confidently** collect, analyse, and interpret data from a range of sources including seeking Māori learners and whānau voices. Data informs decision making for school improvement at class, team and school level. • The school has **sophisticated** data collection and management systems. The school has **strong, diversified** data analysis capability and demonstrates a commitment to growing this capability. ☐

Inclusion and wellbeing

		Improvement Required	Working Towards	Embedding	Excelling
IW 1	TT 12	**Safe and inclusive environment** The school is **not yet** providing a physically and emotionally safe and inclusive environment for all learners. ☐	**Safe and inclusive environment** The school is **taking steps** to improve its provision of a physically and emotionally safe and inclusive environment for all learners. ☐	**Safe and inclusive environment** The school is **strengthening and consolidating** its provision of a physically and emotionally safe and inclusive environment for all learners; the school is **increasingly** free from racism, discrimination and bullying. ☐	**Safe and inclusive environment** The school **provides** a physically and emotionally safe and inclusive environment, **free from** racism, discrimination and bullying, for all learners. ☐
IW 2	TT 13	**Identity, language and culture** • Leaders and teachers are **considering ways** to recognise, affirm and value the diverse identities, languages and cultures of learners, parents, whānau and the community. ☐	**Identity, language and culture** • Leaders and teachers are **beginning** to recognise, affirm and value the diverse identities, languages and cultures of learners, parents, whānau and the community. ☐	**Identity, language and culture** • Leaders and teachers **recognise, affirm, value** and are **taking steps** towards catering for the diverse identities, languages and cultures of learners, parents, whānau and the community. ☐	**Identity, language and culture** • Leaders and teachers **recognise, affirm, value and cater for** the diverse identities, languages and cultures of learners, parents, whānau and the community. ☐
IW 3	TT 14	**Wellbeing and inclusion policies and programmes** • Leadership does **not yet** have adequate policies, programmes and practices to promote learners' wellbeing, inclusion, confidence in their identity, language and culture; and engagement in learning. ☐	**Wellbeing and inclusion policies and Programmes** • Leadership is **beginning** to develop policies, programmes and practices to promote learners' wellbeing, inclusion, confidence in their identity, language and culture; and engagement in learning. ☐	**Wellbeing and inclusion policies and Programmes** • Leadership is **strengthening** policies, programmes and practices to promote learners' wellbeing, inclusion confidence in their identity, language and culture; and engagement in learning. ☐	**Wellbeing and inclusion policies and Programmes** • Leadership **ensures** that a **comprehensive** range of policies, programmes and practices promote learners' wellbeing, inclusion, confidence in their identity, language and culture; and engagement in learning. ☐
IW 4	TT 15	**Reducing barriers and supporting access** Leaders and teachers are **not yet** taking steps to reduce barriers to education and support access to learning for all learners. ☐	**Reducing barriers and supporting access** Leaders and teachers are **taking steps** to reduce barriers to education and support access to learning for some groups of learners. ☐	**Reducing barriers and supporting access** Leaders and teachers **use increasingly effective strategies** to reduce barriers to education and support access to learning for all, including for Māori and Pacific learners, disabled learners and those with learning support needs. ☐	**Reducing barriers and supporting access** Leaders and teachers **use a range of effective strategies** to reduce barriers to education and support access to learning for all, including for Māori and Pacific learners, disabled learners and those with learning support needs. ☐
IW 5		**Wellbeing data** • The school is **yet to** gather, analyse and act on learners' wellbeing data. ☐	**Wellbeing data** • The school is **beginning** to gather, analyse learners' wellbeing data, and beginning to act on findings to ensure learners are free from harm. ☐	**Wellbeing data** • The school **gathers, analyses and acts on** learners' wellbeing data to ensure that learners are free from harm and their experiences are mana enhancing. ☐	**Wellbeing data** • The school **regularly** gathers, analyses and acts on learners' wellbeing data to ensure learners are free from harm and their experiences are mana enhancing. ☐

IW 6	**Trusting relationships** • Relationships between staff and learners are **not** founded on mutual trust and allow learners to seek help when required. ☐	**Trusting relationships** • Relationships between staff and learners are **beginning** to be founded on mutual trust and allow learners to seek help when required. ☐	**Trusting relationships** • Relationships between staff and learners are **increasingly** founded on mutual trust and allow learners to seek help when required. ☐	**Trusting relationships** • Relationships between staff and learners are **founded** on mutual trust and allow learners to seek help when required. ☐

Partnerships

		Improvement Required	Working Towards	Embedding	Excelling
P 1	TT 16	**Parents and whānau as learning partners** There are **limited opportunities** for parents and whānau to participate in their child's learning. ☐	**Parents and whānau as learning partners** Parents and whānau have **increasing** opportunities to be involved in their child's learning. ☐	**Parents and whānau as learning partners** Parents and whānau are **respected** partners in their child's learning. ☐	**Parents and whānau as learning partners** Parents and whānau are **respected and valued** partners in their child's learning. ☐
P 2		**Communicating for shared understanding** • Leaders and teachers have **not yet** established ways of communicating with parents and whānau to create shared understandings of learners' learning and the curriculum. ☐	**Communicating for shared understanding** • Leaders and teachers are using **some** communication strategies with parents and whānau to **begin** establishing shared understandings of learners' learning and the curriculum. ☐	**Communicating for shared understanding** • Leaders and teachers are **increasingly** using effective communication strategies with parents and whānau to **strengthen** shared understandings of learners' strengths and learning needs, enabling parents and whānau to support their child's learning. ☐	**Communicating for shared understanding** • Leaders and teachers use a **range** of effective communication strategies with parents and whānau to create **shared understandings** of learners' strengths and learning needs, the curriculum and the teaching and learning process, enabling parents and whānau to actively support their child's learning. ☐
P 3		**Pathways and support** • Learners, parents, whānau and teachers have **limited** knowledge about the different pathways, programmes, options, transitions and support available. ☐	**Pathways and support** • Learners, parents, whānau and teachers have **variable** knowledge about the different pathways, programmes, options, transitions and support available. ☐	**Pathways and support** • Learners, parents, whānau and teachers **know about** the different pathways, programmes, options and support available; they **participate** in decision making at critical transition points within and beyond school settings. ☐	**Pathways and support** • Learners, parents, whānau and teachers are **well informed** about the different pathways, programmes, options and support available; they **collaborate** in planning and decision making at critical transition points within and beyond school settings. ☐
P 4		**Partnerships for wellbeing** Leaders and teachers are **yet to** identify and establish ways to draw on community resources, including support agencies, to support and improve learner wellbeing. ☐	**Partnerships for wellbeing** Leaders and teachers are **beginning** to identify and establish ways to draw on community resources, including support agencies, to support and improve learner wellbeing. ☐	**Partnerships for wellbeing** Leaders and teachers **increasingly** identify, draw on, and work with community resources, including support agencies, to support and improve learner wellbeing. ☐	**Partnerships for wellbeing** Leaders and teachers **proactively** identify, draw on, and work with community resources, including other professional and support agencies, to **effectively** support and improve learner health and wellbeing. ☐
P 5		**Partnerships for further learning** • Leaders and teachers are **not yet** building relationships with industry, employers, and vocational and training providers, to support learner learning opportunities and achievement. ☐	**Partnerships for further learning** • Leaders and teachers are **beginning** to build relationships with industry, employers, and vocational and training providers, to support learner learning opportunities and achievement. ☐	**Partnerships for further learning** • Leaders and teachers **increasingly** build relationships with industry, employers, and vocational and training providers, to support learner learning opportunities and achievement. ☐	**Partnerships for further learning** • Leaders and teachers **build and sustain** relationships with industry, employers, and vocational and training providers, to **extend and enhance** learner learning opportunities and achievement. ☐

P 6	**Professional networks** • Leaders and teachers are **yet to** establish professional networks.	**Professional networks** • Leaders and teachers are **beginning** to establish professional networks.	**Professional networks** • Leaders and teachers **develop** professional networks and are **increasingly** contributing their knowledge and expertise to system capability building and improvement.	**Professional networks** • Leaders and teachers **cultivate and sustain reciprocal** professional networks and contribute their knowledge and expertise to system capability building and improvement.
	☐	☐	☐	☐
P 7	**Parents and whānau engagement in the life of the school** • Leaders and teachers are **yet to** facilitate regular parent and whānau engagement and participation in the life of the school.	**Parents and whānau engagement in the life of the school** • Leaders and teachers are **beginning** to facilitate regular parent and whānau engagement and participation in the life of the school.	**Parents and whānau engagement in the life of the school** • Leaders and teachers **facilitate regular** parent and whānau engagement and participation in the life of the school. This includes their contribution to decision making in **some** contexts.	**Parents and whānau engagement in the life of the school** • Leaders and teachers **actively** facilitate regular parent and whānau engagement and participation in the life of the school. This includes their contribution to decision making in **a variety of contexts**.
	☐	☐	☐	☐
P 8 / **TT 16**	**Partnerships with Māori** The school is **yet to** consider giving effect to Te Tiriti o Waitangi through partnerships with Māori and mana whenua.	**Partnerships with Māori** The school is **beginning** to give effect to Te Tiriti o Waitangi through developing partnerships with Māori and mana whenua.	**Partnerships with Māori** The school is giving effect to Te Tiriti o Waitangi through partnerships with Māori and mana whenua focused on actions to support Māori learners achieving educational success as Māori.	**Partnerships with Māori** The school is **authentically and actively** giving effect to Te Tiriti o Waitangi through building trusting and sustained partnerships with Māori and mana whenua and Māori learners achieving educational success as Māori.
	☐	☐	☐	☐

Stewardship and governance

		Improvement Required	Working Towards	Embedding	Excelling
SG 1	**TT 18**	**Board membership and collaboration** The board is **not yet** adequately representing, serving, and working with the school community including mana whenua, to develop the school's vision, values, strategic direction, improvement priorities and goals. ☐	**Board membership and collaboration** The board is **taking steps** to represent, serve and work with the school community including mana whenua, to develop the school's vision, values, strategic direction, improvement priorities and goals related to learner learning, wellbeing, achievement and progress. ☐	**Board membership and collaboration** The board **represents, serves, and works with** the school community including mana whenua, to develop the school's vision, values, strategic direction, improvement priorities and goals related to learner learning, wellbeing, achievement and progress. ☐	**Board membership and collaboration** The board **effectively** represents, serves, and works with the school community including mana whenua, to **collaboratively** develop the school's vision, values, strategic direction, improvement priorities and goals related to learner learning, wellbeing, achievement and progress. ☐
SG 2		**Evidenced-informed strategic decision making** • The board is **not yet** using learner data and evaluative information to identify strategic improvement priorities, plan and make appropriate resourcing decisions. ☐	**Evidenced-informed strategic decision making** • The board is making **limited** use of learner data and evaluative information to identify strategic improvement priorities, plan and make appropriate resourcing decisions. ☐	**Evidenced-informed strategic decision making** • The board is **strengthening** how it scrutinises learner data and evaluative information to identify strategic improvement priorities, plan and make appropriate resourcing decisions. ☐	**Evidenced-informed strategic decision making** • The board **closely scrutinises** a range of **high-quality** learner data and evaluative information to identify strategic improvement priorities, plan and make appropriate resourcing decisions. ☐
SG 3		**Learner safety, wellbeing & confidence** • The board has **not yet** developed policies and procedures that promote learners' safety, wellbeing; confidence in their identity, language and culture; and engagement in learning. ☐	**Learner safety, wellbeing & confidence** • The board is **beginning** to develop a range of policies and procedures that promote learners' safety, wellbeing; confidence in their identity, language and culture; and engagement in learning. ☐	**Learner safety, wellbeing & confidence** • The board has **developed** a range of policies and procedures that promote learners' safety, wellbeing, confidence in their identity, language and culture, and engagement in learning. ☐	**Learner safety, wellbeing & confidence** • The board has developed a **comprehensive** range of policies and procedures that promote learners' safety, wellbeing, confidence in their identity, language and culture, and engagement in learning. ☐
SG 4		**School resourcing & principal performance** The board is **not sufficiently** managing the school's resourcing (financial, property, and human resources) including managing the performance of the principal. ☐	**School resourcing & principal performance** The board **adequately** manages the school's resourcing (financial, property, and human resources) including managing the performance of the principal. ☐	**School resourcing & principal performance** The board **effectively** manages the school's resourcing (financial, property, and human resources) including managing the performance of the principal. ☐	**School resourcing & principal performance** The board **effectively** manages and **strategically** plans for the school's resourcing (financial, property, and human resources) including managing the performance of the principal. ☐
SG 5		**Statutory obligations and reporting** • The board does **not yet** understand its statutory obligations and has not yet established systems and processes to review and report on its responsibilities, including developing and reviewing relevant policies and procedures. ☐	**Statutory obligations and reporting** • The board is **taking steps** to understand its statutory obligations and is establishing systems and processes to review and report on its responsibilities, including developing and reviewing relevant policies. ☐	**Statutory obligations and reporting** • The board **understands** its statutory obligations and is implementing systems and processes to review and report on its responsibilities, including developing and reviewing policies and procedures that are fit for purpose. ☐	**Statutory obligations and reporting** • The board **understands** and enacts its statutory obligations and effectively implements systems and processes to review and report on its responsibilities, including having policies and procedures that are coherent and fit for purpose. ☐

SG 6	**School leadership performance** • The board is **not yet** holding leaders to account for the performance of the school in relation to learner engagement, wellbeing, progress and achievement data. ☐	**School leadership performance** • The board is **beginning** to hold leaders to account for the performance of the school through **analysing** learner engagement, wellbeing, progress and achievement data. ☐	**School leadership performance** • The board **holds** leaders to account for the performance of the school through **scrutinising** learner engagement, wellbeing, progress and achievement data. ☐	**School leadership performance** • The board **prioritises** holding leaders to account for the performance of the school through **relentless scrutinising** of learner engagement, wellbeing, progress and achievement data. ☐
SG 7	**Board performance** • The board is **yet to** evaluate its own performance. ☐	**Board performance** • The board is **beginning** to evaluate its own performance. ☐	**Board performance** • The board **evaluates** its own performance. ☐	**Board performance** • The board **regularly** evaluates the effectiveness of its own performance. ☐
SG 8 / TT 17	**Information sharing** The school's results and evaluation findings are **not yet** shared with key stakeholders including whānau, hapū and iwi. ☐	**Information sharing** The school's results and evaluation findings are **shared** with some key stakeholders including whānau, hapū and iwi. ☐	**Information sharing** The school's results and evaluation findings are **shared and discussed** with key stakeholders including whānau, hapū and iwi. ☐	**Information sharing** The school's results and evaluation findings are **meaningfully discussed** with key stakeholders including whānau, hapū and iwi. ☐
SG9 / TT 19	**Board gives effect to Te Tiriti o Waitangi** • The board is **yet to** give effect to Te Tiriti o Waitangi by ensuring the school: plans, policies and curriculum reflect local tikanga Māori, mātauranga Māori and te ao Māori; instruction is available in tikanga Māori and te reo Māori and; is **working toward** achieving equitable outcomes for Māori learners. ☐	**Board gives effect to Te Tiriti o Waitangi** • The board is **beginning** to give effect to Te Tiriti o Waitangi by ensuring the school: plans, policies and curriculum reflect local tikanga Māori, mātauranga Māori and te ao Māori; instruction is available in tikanga Māori and te reo Māori and; is working toward achieving equitable outcomes for Māori learners. ☐	**Board gives effect to Te Tiriti o Waitangi** • The board **gives effect** to Te Tiriti o Waitangi by ensuring the school: plans, policies and curriculum reflect local tikanga Māori, mātauranga Māori and te ao Māori; instruction is available in tikanga Māori and te reo Māori and; is working toward achieving equitable outcomes for Māori learners. ☐	**Board gives effect to Te Tiriti o Waitangi** • The board is **authentically giving effect** to Te Tiriti o Waitangi by working in partnership with mana whenua to ensure the school: plans, policies and curriculum reflect local tikanga Māori, mātauranga Māori and te ao Māori; quality instruction is available in tikanga Māori and te reo Māori and; is achieving equitable outcomes for Māori learners. ☐

Te Tiriti o Waitangi

		Improvement Required	Working Towards	Embedding	Excelling
TT 1		**Learner understanding of Te Tiriti** Learners are **yet to understand** their role in giving effect to Te Tiriti and are yet to participate in te reo Māori, tikanga Māori or have an understanding of mātauranga Māori and the histories of Aotearoa.	**Learner understanding of Te Tiriti** Learners are **beginning to understand** their role in giving effect to Te Tiriti by participation in te reo Māori, tikanga Māori and beginning to learn about mātauranga Māori and the histories of Aotearoa.	**Learner understanding of Te Tiriti** Learners **increasingly understand** their role in giving effect to Te Tiriti by active participation in te reo Māori, tikanga Māori and understand aspects of mātauranga Māori and the histories of Aotearoa.	**Learner understanding of Te Tiriti** Learners **understand their role** in giving effect to Te Tiriti **by active participation** in te reo Māori, tikanga Māori and articulating a broad understanding of mātauranga Māori and the histories of Aotearoa.
TT 2	**L6**	**Whānau involvement in decision making** • Leaders are **yet to involve** whānau, hapū and iwi in decision making in the school.	**Whānau involvement in decision making** • Leaders are **beginning to involve** whānau, hapū and iwi are in decision making in the school. The school's vision, goals, targets and priorities are **yet to reflect** those set out by iwi.	**Whānau involvement in decision making** • Leaders **increasingly involve** whānau, hapū and iwi in decision making in the school. The school's vision, goals, targets and priorities are **beginning to reflect** those set out by iwi.	**Whānau involvement in decision making** • Leaders ensure whānau, hapū and iwi are **core to decision making** in the school. **The school's vision, goals, targets and priorities reflect those set out by iwi**, and are **anchored in a thoughtful understanding of the principles of Te Tiriti o Waitangi**.
TT 3	**C7**	**Integrated Te ao Māori learning opportunities** • Teachers **are yet to provide** quality te reo Māori, tikanga Māori and mātauranga Māori learning opportunities throughout implementation of the curriculum.	**Integrated Te ao Māori learning opportunities** • Teachers are **beginning to integrate** quality te reo Māori, tikanga Māori and mātauranga Māori learning opportunities throughout implementation of the curriculum.	**Integrated Te ao Māori learning opportunities** • Teachers are **increasingly integrating** quality te reo Māori, tikanga Māori and mātauranga Māori learning opportunities throughout implementation of the curriculum.	**Integrated Te ao Māori learning opportunities** • Teachers **meaningfully and intentionally integrate** quality te reo Māori, tikanga Māori and mātauranga Māori learning opportunities throughout implementation of the curriculum.
TT 4	**C2**	**Stakeholder aspirations incorporated into curriculum** The aspirations of stakeholders are **yet to be addressed** through a school curriculum.	**Stakeholder aspirations incorporated into curriculum** The aspirations of some stakeholders are **beginning to be addressed** through a school curriculum.	**Stakeholder aspirations incorporated into curriculum** The aspirations of most stakeholders including whānau, hapū and iwi are **being addressed** in the school curriculum.	**Stakeholder aspirations incorporated into curriculum** The aspirations of key stakeholders including learners, whānau and iwi are **addressed through an explicit, sequenced school wide curriculum**.
TT 5	**C3**	**Curriculum reflects local contexts** • The curriculum is **not yet reflecting** local contexts.	**Curriculum reflects local contexts** • The curriculum is **beginning to reflect** local contexts.	**Curriculum reflects local contexts** • The curriculum **increasingly reflects** local contexts in a way that learners can see themselves, their identity and culture. Consequently, the school is beginning to offer more authentic learning opportunities.	**Curriculum reflects local contexts** • The curriculum **reflects local contexts** in a way that **learners can see themselves, their identity and culture**. Consequently, the school offers relevant and authentic learning opportunities.

TT 6	**TL 9**	**Commitment to Te Tiriti** • Teachers **do not yet understand** their commitment to tangata whenuatanga and Te Tiriti o Waitangi partnership.	**Commitment to Te Tiriti** • Teachers **beginning to understand** their commitment demonstrate commitment to tangata whenuatanga and Te Tiriti o Waitangi partnership.	**Commitment to Te Tiriti** • Teachers **voice a commitment** to tangata whenuatanga and Te Tiriti o Waitangi partnership by understanding, recognising and celebrating the unique status of tangata whenua	**Commitment to Te Tiriti** • Teachers **authentically demonstrate commitment** to tangata whenuatanga and Te Tiriti o Waitangi partnership by understanding, recognising and celebrating the unique status of tangata whenua.
TT 7	**TL 2**	**Evidence based & culturally responsive pedagogies** • Teachers are at an **early stage** of using evidence based and culturally responsive strategies to provide appropriate learning opportunities.	**Evidence based & culturally responsive pedagogies** • Teachers are **beginning to use** some evidence based and culturally responsive strategies, including heterogeneous grouping, and are providing some suitable learning opportunities.	**Evidence based & culturally responsive pedagogies** • Teachers **use evidence based and culturally responsive strategies**, including heterogeneous grouping, to provide purposeful and well-paced learning opportunities.	**Evidence based & culturally responsive pedagogies** • Teachers **use a variety of evidence-based, culturally responsive strategies**, including heterogeneous grouping, to provide cognitively challenging, purposeful and well-paced learning opportunities.
TT 8	**TL 6**	**Supporting parents and whānau to engage in learners' learning** Teachers are **yet to provide** support and resources to parents and whānau so they can assist their child's learning, progress and pathways.	**Supporting parents and whānau to engage in learners' learning** Teachers **provide some support and resources** to parents and whānau so they can assist their child's learning, progress and pathways.	**Supporting parents and whānau to engage in learners' Learning** Teachers **provide relevant and useful** support and resources to parents and whānau so they can assist their child's learning, progress and pathways.	**Supporting parents and whānau to engage in learners' Learning** Teachers **regularly provide relevant and useful** support and resources to parents and whānau so they can work in partnership in their child's learning, progress and pathways.
TT 9	**T L 10**	**Te reo, tikanga and mātauranga Māori** • Teachers **are yet to provide** quality te reo Māori, tikanga Māori and mātauranga Māori learning opportunities throughout implementation of the curriculum.	**Te reo, tikanga and mātauranga Māori** • Teachers are **beginning to integrate** quality te reo Māori, tikanga Māori and mātauranga Māori learning opportunities throughout implementation of the curriculum.	**Te reo, tikanga and mātauranga Māori** • Teachers are **increasingly integrating** quality te reo Māori, tikanga Māori and mātauranga Māori learning opportunities throughout implementation of the curriculum.	**Te reo, tikanga and mātauranga Māori** • Teachers **meaningfully and intentionally integrate** quality te reo Māori, tikanga Māori and mātauranga Māori learning opportunities throughout implementation of the curriculum.
TT 10	**PCCE 10**	**Professional learning in te reo and te ao Māori** • Leaders and teachers have **limited opportunities** to engage in professional learning to improve confidence and capability in te reo me ona tikanga, mātauranga Māori and te ao Māori knowledge and capability in teaching and learning.	**Professional learning in te reo and te ao Māori** • Leaders and teachers are **beginning to engage** in professional learning to improve confidence and capability in te reo me ona tikanga, mātauranga Māori and te ao Māori knowledge and capability in teaching and learning.	**Professional learning in te reo and te ao Māori** • Leaders and teachers are **engaging in effective professional learning** to improve confidence and capability in te reo me ona tikanga, mātauranga Māori and te ao Māori knowledge and capability in teaching and learning.	**Professional learning in te reo and te ao Māori** • Leaders and teaching staff **are fully engaged in and committed to ongoing and effective professional learning** to improve confidence and capability in te reo me ona tikanga, mātauranga Māori and te ao Māori knowledge and capability in teaching and learning.

TT 11 / **PCCE 10, E4**	**Data analysis for evidenced-based improvement.** Leaders and teachers are **not yet collecting**, analysing, and interpreting data to make evidence-based decisions for school improvement. An agreed shared approach to collecting and managing data is **not yet in place**. The school **does not have sufficient internal data analysis capability** ☐	**Data analysis for evidenced-based improvement.** Some leaders and teachers **are beginning to collect, analyse, and interpret** data including seeking Māori learners and whānau voices to make evidence-based decisions for school improvement. The **school has an agreed shared approach** to collecting and managing data. The school is **growing its data analysis capability**. ☐	**Data analysis for evidenced-based improvement.** Leaders and teachers are **strengthening the ways they collect, analyse, and interpret data** including seeking **Māori learners and whānau voices**. Data is being used more widely to inform decision making for school improvement. The school has a **system of data collection and management**. The school has **strong data analysis capability**. ☐	**Data analysis for evidenced-based improvement.** Leaders and teachers **confidently collect, analyse, and interpret data from a range of sources including seeking Māori learners and whānau voices**. Data informs decision making for school improvement at class, team and school level. The school has **sophisticated data collection and management systems**. The school has **strong, diversified data analysis capability** and demonstrates a commitment to growing this capability. ☐
TT 12 / **IW 1**	**Safe and inclusive environment** The school is **not yet providing** a physically and emotionally safe and inclusive **environment for all learners**. ☐	**Safe and inclusive environment** The school is **taking steps** to improve its provision of a physically and emotionally safe and inclusive environment for all learners. ☐	**Safe and inclusive environment** The school is **strengthening and consolidating** its provision of a physically and emotionally safe and inclusive environment for all learners; the school is increasingly free from racism, discrimination and bullying. ☐	**Safe and inclusive environment** The school **provides** a physically and emotionally **safe and inclusive environment**, free from racism, discrimination and bullying, **for all** learners. ☐
TT 13 / **IW 2**	**Identity, language and culture** Leaders and teachers are **considering** ways to recognise, affirm and value the diverse identities, languages and cultures of learners, parents, whānau and the community. ☐	**Identity, language and culture** Leaders and teachers are **beginning to** recognise, affirm and value the diverse identities, languages and cultures of learners, parents, whānau and the community. ☐	**Identity, language and culture** Leaders and teachers **recognise, affirm, value and increasingly cater for** the diverse identities, languages and cultures of learners, parents, whānau and the community. ☐	**Identity, language and culture** Leaders and teachers **recognise, affirm, value and cater for** the diverse identities, languages and cultures of learners, parents, whānau and the community. ☐
TT 14 / **IW 3**	**Wellbeing and inclusion policies and programmes** Leadership does not yet have adequate policies, programmes and practices to promote learners' wellbeing, inclusion, confidence in their identity, language and culture; and engagement in learning. ☐	**Wellbeing and inclusion policies and programmes** Leadership is beginning to develop policies, programmes and practices to promote learners' wellbeing, inclusion, confidence in their identity, language and culture; and engagement in learning. ☐	**Wellbeing and inclusion policies and programmes** Leadership is strengthening policies, programmes and practices to promote learners' wellbeing, inclusion confidence in their identity, language and culture; and engagement in learning. ☐	**Wellbeing and inclusion policies and programmes** Leadership ensures that a comprehensive range of policies, programmes and practices promote learners' wellbeing, inclusion, confidence in their identity, language and culture; and engagement in learning. ☐
TT 15 / **IW 4**	**Reducing barriers and supporting access** Leaders and teachers are not yet taking steps to reduce barriers to education and support access to learning for all learners. ☐	**Reducing barriers and supporting access** Leaders and teachers are taking steps to reduce barriers to education and support access to learning for some groups of learners. ☐	**Reducing barriers and supporting access** Leaders and teachers use increasingly effective strategies to reduce barriers to education and support access to learning for all, including for Māori and Pacific learners, disabled learners and those with learning support needs. ☐	**Reducing barriers and supporting access** Leaders and teachers use a range of effective strategies to reduce barriers to education and support access to learning for all, including for Māori and Pacific learners, disabled learners and those with learning support needs. ☐

TT 16	**P8**	**Partnerships with Māori** • The school is yet to consider giving effect to Te Tiriti o Waitangi through partnerships with Māori and mana whenua. ☐	**Partnerships with Māori** • The school **is beginning to give effect to** Te Tiriti o Waitangi through developing partnerships with Māori and mana whenua. ☐	**Partnerships with Māori** • The school is **committed to giving effect to** Te Tiriti o Waitangi through partnerships with Māori and mana whenua. ☐	**Partnerships with Māori** • The school is **authentically and actively giving effect to** Te Tiriti o Waitangi through building trusting and sustained partnerships with Māori and mana whenua. ☐
TT 17	**SG 8**	**Information sharing** • The school's results and evaluation findings are **not yet shared** with key stakeholders including whānau, hapū and iwi. ☐	**Information sharing** • The school's results and evaluation findings are **shared with some key stakeholders** including whānau, hapū and iwi. ☐	**Information sharing** • The school's results and evaluation findings are **shared and discussed with key stakeholders** including whānau, hapū and iwi. ☐	**Information sharing** • The school's results and evaluation findings are **meaningfully discussed with key stakeholders** including whānau, hapū and iwi. ☐
TT 18	**SG 1**	**Board membership and collaboration** The board is **not yet adequately** representing, serving, and working with the school community including mana whenua, to develop the school's vision, values, strategic direction, improvement priorities and goals. ☐	**Board membership and collaboration** The board is **taking steps to** represent, serve and work with the school community including mana whenua, to develop the school's vision, values, strategic direction, improvement priorities and goals related to learner learning, wellbeing, achievement, and progress. ☐	**Board membership and collaboration** The board **represents, serves, and works with** the school community including mana whenua, to **develop** the school's vision, values, strategic direction, improvement priorities and goals related to learner learning, wellbeing, achievement, and progress. ☐	**Board membership and collaboration** The board **effectively represents, serves, and works with** the school community including mana whenua, to **collaboratively develop** the school's vision, values, strategic direction, improvement priorities and goals related to learner learning, wellbeing, achievement, and progress. ☐
TT 19	**SG 9**	**Board gives effect to Te Tiriti o Waitangi** • The board is **yet to** give effect to Te Tiriti o Waitangi by ensuring the school: plans, policies and curriculum reflect local tikanga Māori, mātauranga Māori and te ao Māori; instruction is available in tikanga Māori and te reo Māori and; is working toward achieving equitable outcomes for Māori learners. ☐	**Board gives effect to Te Tiriti o Waitangi** • The board is **beginning** to give effect to Te Tiriti o Waitangi by ensuring the school: plans, policies and curriculum reflect local tikanga Māori, mātauranga Māori and te ao Māori; instruction is available in tikanga Māori and te reo Māori and; is working toward achieving equitable outcomes for Māori learners. ☐	**Board gives effect to Te Tiriti o Waitangi** • The board **gives effect** to Te Tiriti o Waitangi by ensuring the school: plans, policies and curriculum reflect local tikanga Māori, mātauranga Māori and te ao Māori; instruction is available in tikanga Māori and te reo Māori and; is working toward achieving equitable outcomes for Māori learners. ☐	**Board gives effect to Te Tiriti o Waitangi** • The board is **authentically** giving effect to Te Tiriti o Waitangi by working in partnership with mana whenua to ensure the school: plans, policies and curriculum reflect local tikanga Māori, mātauranga Māori and te ao Māori; quality instruction is available in tikanga Māori and te reo Māori and; is achieving equitable outcomes for Māori learners. ☐

Evaluation for improvement

		Improvement Required	Working Towards	Embedding	Excelling
E 1	**L3**	**Evaluation planning** A planned approach to school improvement is **not yet in place**, is ad hoc, or is not informed by evidence /evaluation. ☐	**Evaluation planning** A **planned approach to school improvement is in place** and is informed by evidence / evaluation. ☐	**Evaluation planning** A **systematic approach to planning for school improvement** is in place informed by high quality evidence and evaluation. ☐	**Evaluation planning** A **systematic approach to planning for sustained school improvement and innovation is in place**, and is informed by adaptive, responsive, high-quality evidence and evaluation. ☐
E 2	**PCCE 10**	**Embedded evaluation for improvement** • A shared understanding of the role of evaluation in school improvement is **not yet in place**. ☐	**Embedded evaluation for improvement** • The school is **building a shared understanding** of the role of evaluation for improvement. ☐	**Embedded evaluation for improvement** • The school has an **embedded understanding** of the role of evaluation for improvement. ☐	**Embedded evaluation for improvement** • The school has an embedded and sustained understanding of the role of evaluation for improvement. ☐
E 3	**PCCE 7**	**Evaluation capability** • Evaluation capability in the school is **limited**. ☐	**Evaluation capability** • Evaluation capability in the school is **growing**. ☐	**Evaluation capability** • Evaluation capability in the school is well established across groups / year levels / units ☐	**Evaluation capability** • Evaluation capability is embedded across the school and across teacher cohorts and is valued and sought out by peers. ☐
E 4	**TT 11, PCEC 10**	**Data analysis for evidenced-based improvement.** Leaders and teachers are **not yet collecting**, analysing, and interpreting data to make evidence-based decisions for school improvement. An agreed shared approach to collecting and managing data is **not yet in place**. The school **does not have sufficient internal data analysis capability** ☐	**Data analysis for evidenced-based improvement.** Some leaders and teachers **are beginning to collect, analyse, and interpret** data including seeking Māori learners and whānau voices to make evidence-based decisions for school improvement. The **school has an agreed shared approach** to collecting and managing data. The school is **growing its data analysis capability**. ☐	**Data analysis for evidenced-based improvement.** Leaders and teachers are **strengthening the ways they collect, analyse, and interpret data** including seeking **Māori learners and whānau voices**. Data is being used more widely to inform decision making for school improvement. The school has a **system of data collection and management**. The school has **strong data analysis capability**. ☐	**Data analysis for evidenced-based improvement.** Leaders and teachers **confidently collect, analyse, and interpret data from a range of sources including seeking Māori learners and whānau voices**. Data informs decision making for school improvement at class, team and school level. The school has **sophisticated data collection and management systems**. The school has **strong, diversified data analysis capability** and demonstrates a commitment to growing this capability. ☐

		Cycle of evidence-driven school improvement	Cycle of evidence-driven school improvement	Cycle of evidence-driven school improvement	Cycle of evidence-driven school improvement
E 5	PCCE10	• Leaders and teachers are **not yet using evaluative evidence** to plan and implement actions for improvement or monitor the progress and impacts of their actions. ☐	• Leaders and teachers are **beginning to use evaluative evidence** to plan and implement actions for improvement **and monitor** the progress and impacts of their actions. ☐	• Leaders and teachers **regularly use evaluative evidence** to plan and implement actions for improvement and **monitor the progress and impacts** of their actions using appropriate measures and indicators. ☐	The **use of evaluative evidence** to plan and implement actions for school improvement **is an embedded** practice. • Leaders and teachers **monitor the progress and impacts** of their actions using appropriate measures and indicators and **capture learnings** to inform future planning cycles. ☐
E 6	L1, PCCE1	**Organisational conditions** • Organisational conditions to drive strategic improvement are **not yet established**. ☐	**Organisational conditions** • Organisational conditions, including leadership, policies, systems, processes and practices, are **being established** to drive strategic improvement. ☐	**Organisational conditions** • Organisational conditions, including leadership, policies, systems, processes and practices, **are being strengthened** to drive strategic improvement. ☐	**Organisational conditions** • Coherent **organisational conditions**, including leadership, policies, systems, processes and practices, **drive strategic improvement** at all levels of the school. ☐