



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 kaupapa





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.

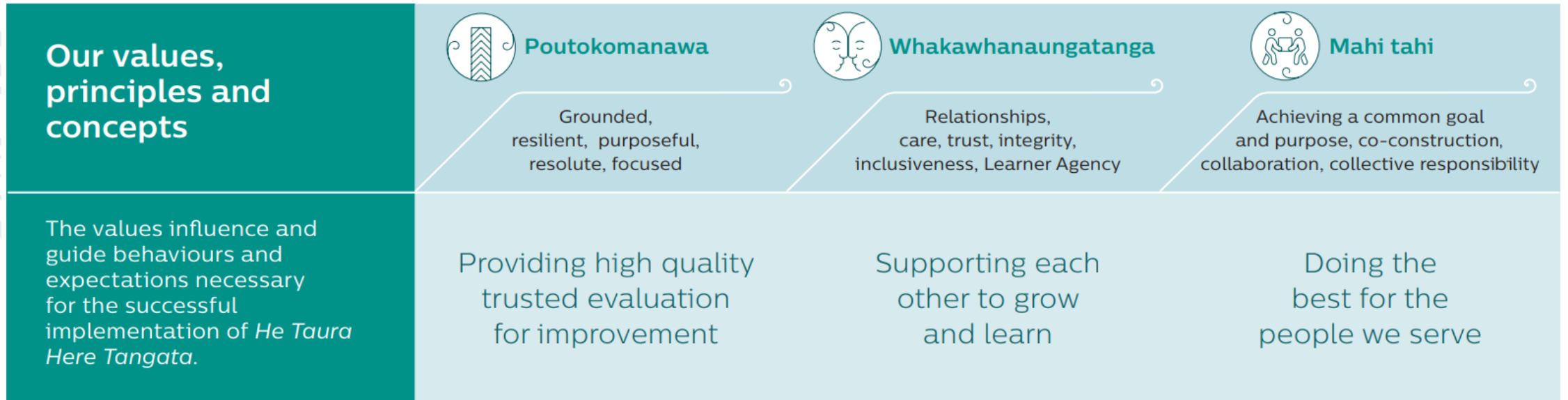
We aim to support whānau, hapū and iwi in achieving their aspirations for their tamariki.

Articles	Principles		
<p>Kāwanganatanga <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>	<p>Partnership</p>	<p>Protection</p>	<p>Participation</p>
	<p>For ERO this means: We will fulfill our Tiriti/Treaty obligations and continue to promote respectful and enduring partnerships with Māori</p>	<p>For ERO this means: 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: 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>



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.



Introducing the Narrative | Te Ara Huarau



ERO has been gifted the name Te Ara Huarau for our approach to school evaluation in English-medium state and state-integrated schools.

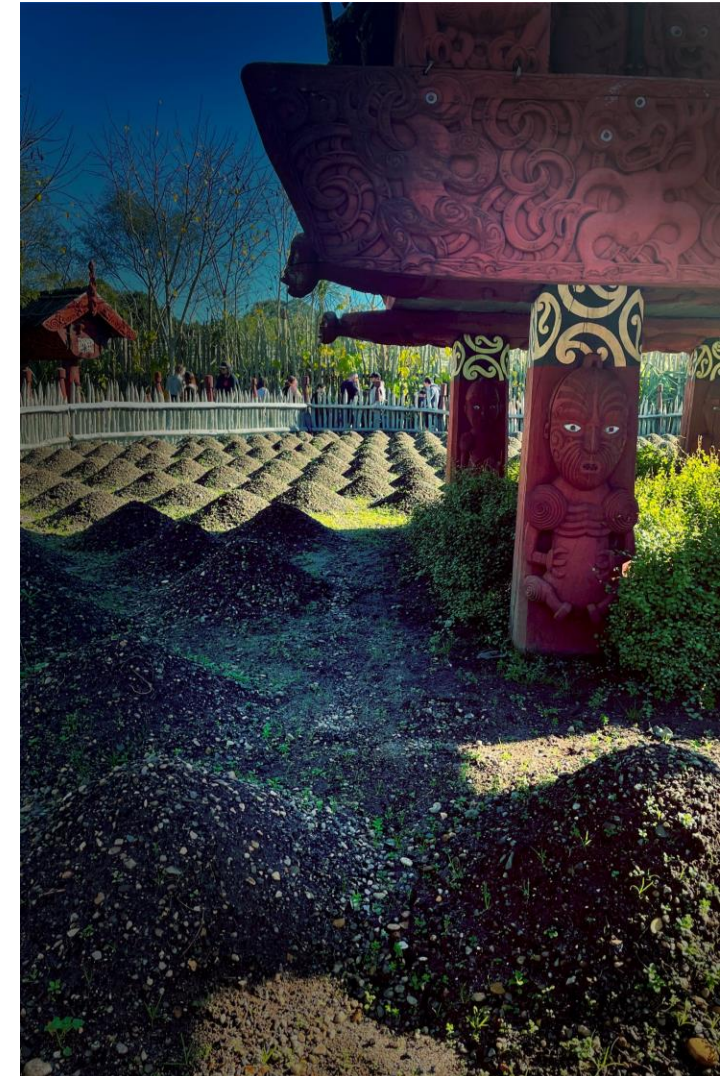
Hāpaitia te ara tika kia pumau ai te rangatiratanga mō ngā uri whakatipu

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

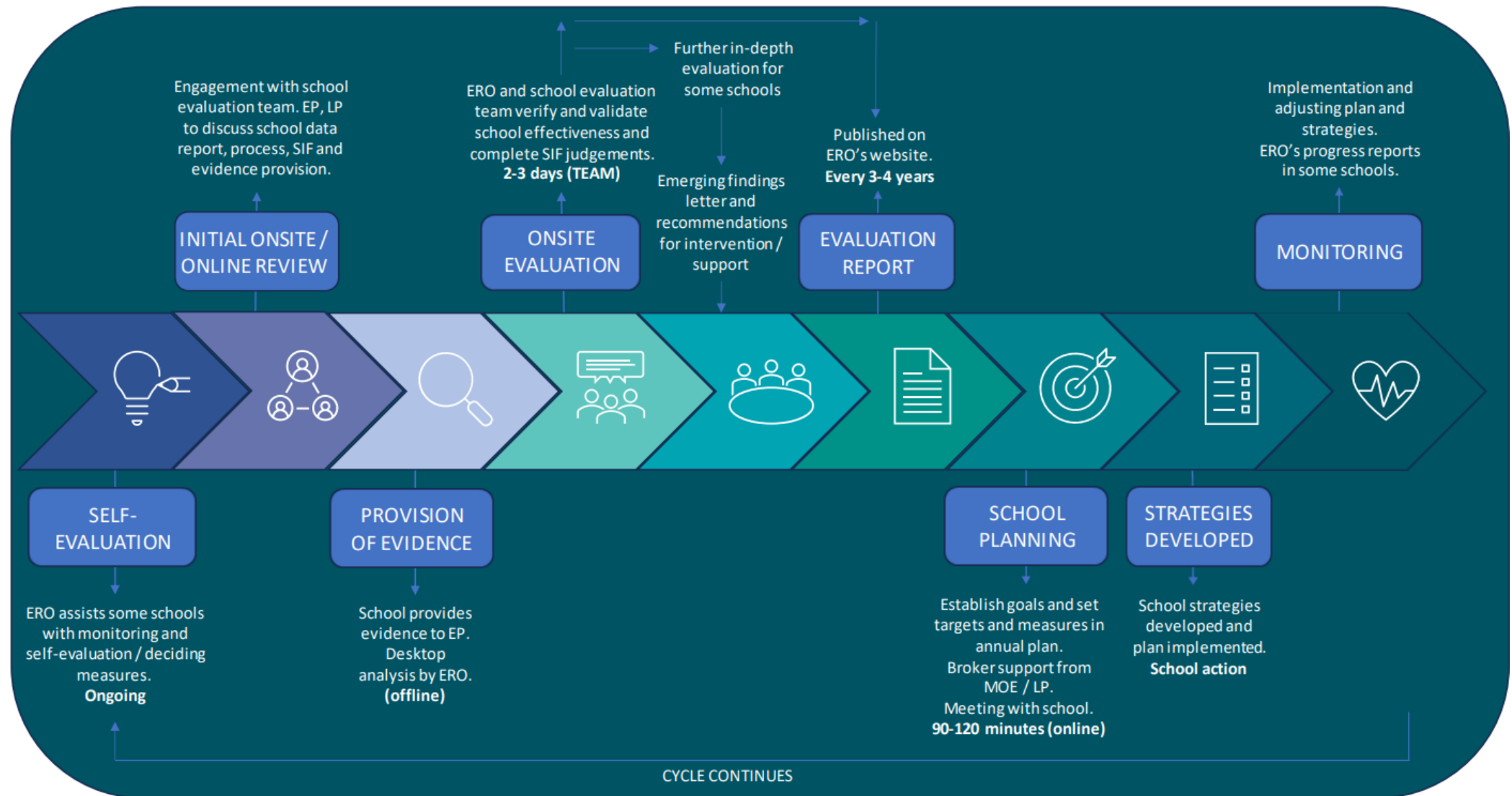
Māori cultivation is part of the rich cultural legacy that stretches back to the beginnings of time. Māori gardening is underpinned by ancient values, concepts and knowledge.

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.

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



End to end – The process follows the school's improvement cycle





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 starts with what the school knows

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

- Use the School Improvement Framework to explore the Learner success and wellbeing and the school conditions that support this
- Look at what is known about equity and excellence for all, and in particular for Māori and Pacific learners and for learners with additional needs
- Consider what we found together (analyse and synthesise findings) to inform 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 strategic and annual planning reflects the key priorities for these learners at this time, in this school.
- set targets for improved student outcomes
- prioritise equity and excellence
- ensure planning includes how the school and ERO will measure progress towards goals and targets and monitor overtime
- **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.

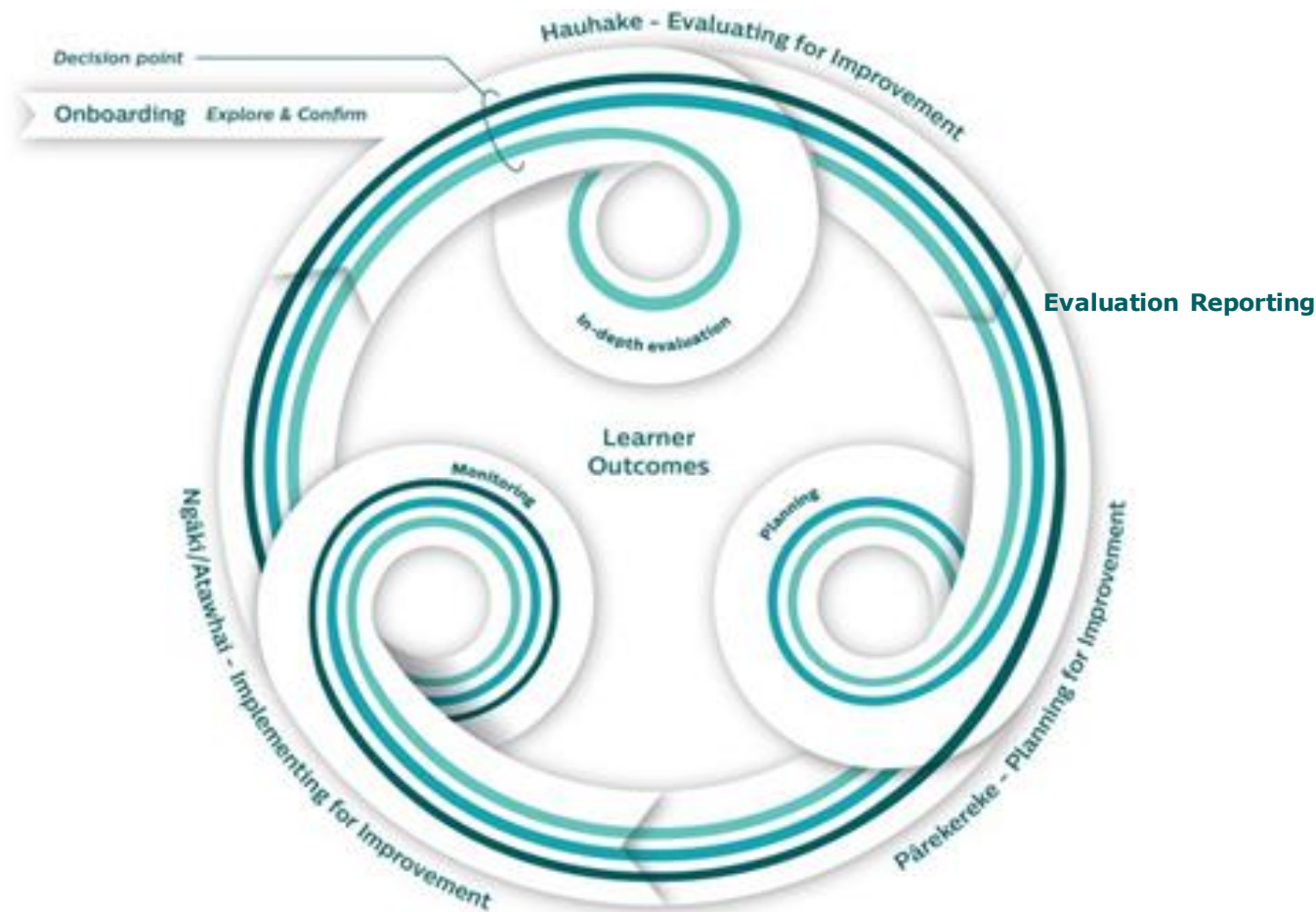
During the **Ngaki/Atawhai phase**, the school community including whānau, iwi, school and learners will have primary responsibility for the ongoing implementation and monitoring of its improvement plan.

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.



Te Ara Huarau cycle



The cycle of Te Ara Huarau

Te Ara Huarau is a continuous cycle of Evaluation, Planning, and Implementation Monitoring that aligns to the school's cycle of improvement.

Working and learning together we will evaluate, build evaluation capacity and support success and wellbeing for all learners.



School Evaluation Report

Every three years (approx), after the Hauhake Phase, published to ERO's website.

Includes information about your school's continuous improvement cycle towards equity and excellence in outcomes for all learners, your school's priorities for improvement, and what your school has achieved for learners.

Other reporting

All schools will receive a *Board Assurance with Regulatory and Legislative Requirements Report*, which is your board's attestation to meeting those requirements. This is updated as legislation changes, and in 2024, it includes the new student mobile phone rules, and the one hour a day of reading, writing and math in primary and intermediate schools.

Evaluation partners will be talking to you about your readiness to implement the new rules, and will verify compliance alongside you.

Hostel and Provision for International Students reports will also be published where applicable.

Progress Reports

Progress reports will provide specific information for specific audiences, such as your board, the community or the Ministry of Education.

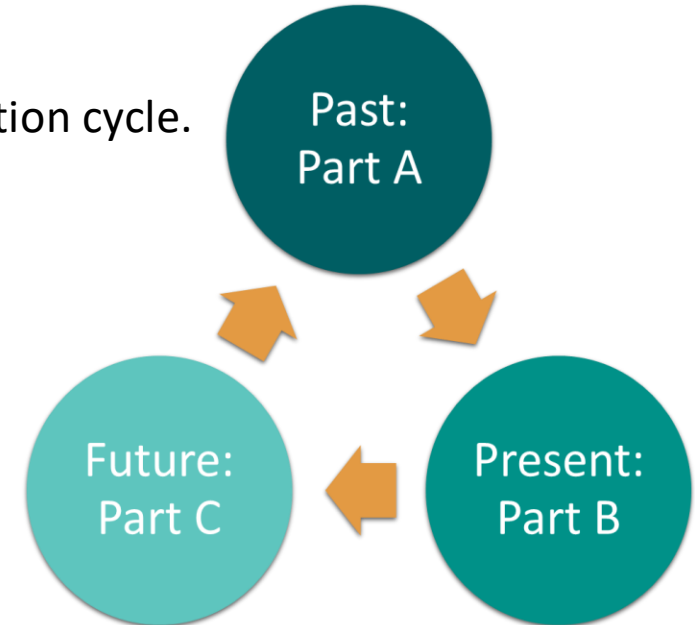


A School Evaluation Report has three parts.

- Part A: A summary of the findings from the most recent Education Review Office (ERO) published report (under Te Ara Huarau) and subsequent evaluation
- Part B: An evaluative summary of learner success and wellbeing 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.

The initial report under Te Ara Huarau will not contain Part A





School Improvement Framework

ERO has been trialing the use of a Schooling Improvement Framework. Following feedback from the sector and in collaboration with academics, we have sharpened this document. The framework builds on from ERO's Schools Evaluation Indicators (2016), current research about driving school effectiveness and the expectations for schools in terms of outcomes for learners in the Education and Training Act and NELP requirements. This tool can be used throughout a school's evaluation and improvement cycle. The framework is designed to identify and sharpen the focus for improvement and support monitoring of progress.

Teaching Observation Framework

We have developed a Teaching Observation Framework to support schools in evaluating successful teaching practice. We will be trialing this in Term 1, 2024. Please let us know if your school would like to be part of this trial and provide feedback.

Poutama Reo

Poutama Reo is an improvement framework that English-medium schools can use to understand their provision of te reo Māori and the steps they need to take to drive improvement.

The 'Afa Framework

The 'Afa Framework: Pacific Bilingual and immersion Education Indicators has been developed to support the strengthening of Pacific language education provision

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

Leadership Partners

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



ERO's Leadership Partners programme provides a professional learning opportunity for school senior leaders who would like to learn more about evaluation for improvement.

The partners participate in a national training programme in evaluation, and are designated as a review officers. They accompany Evaluation Partners in the field as full members of the evaluation team.

The programme aims to:

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

To find out more about the Leadership Partners programme please refer to the ERO website [Leadership Partners | Education Review Office \(ero.govt.nz\)](https://www.ero.govt.nz/leadership-partners)



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 rumaki reo/bilingual immersion settings in English-medium schools/kura. Te Pou Reo use kaupapa Māori approaches to ensure their work is culturally responsive and gather insights that align to the goals of rumaki/bilingual and te reo Māori revitalisation mahi.

Why Te Pou Reo?

-To ensure accurate, meaningful reviews that hold the most potential to drive improvement and clarity for learners, their families and the education system, ERO has developed a te reo Māori evaluation programme designed to provide better reviews, more insights and better learner outcomes for tamariki in rumaki/bilingual spaces in English medium schools/kura.

The work of Te Pou Reo in English-medium rumaki/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
- tools and frameworks that give meaningful insights and clarity to support the improvement planning within the rumaki/bilingual unit and wider school.

What happens next?



Your ERO Evaluation Partner will be in touch soon to begin working with your school.



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Te Tari Arotake Mātaranga ERO | Ko te tamaiti te pūtaka o te kaupapa