



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*

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



### The role of ERO in evaluation

Sector performance for accountability, educational improvement and knowledge improvement



### ERO's commitment to our whakataukī

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



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



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

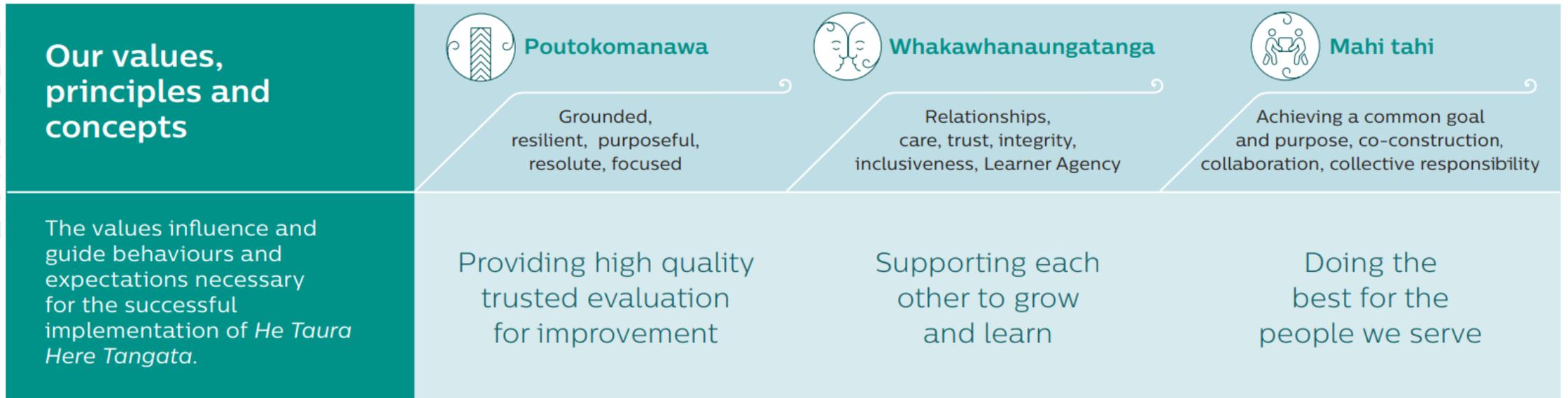
We aim to support whānau, hapū and iwi in achieving their aspirations for their tamariki.

Articles	Principles		
<p><b>Kāwangatanga</b> <i>Governance by the Crown</i></p> <p><b>Tino Rangatiratanga</b> <i>Rights of Māori to have undisturbed possession of their taonga</i></p> <p><b>Ōritetanga</b> <i>Full citizenship and human rights of Māori</i></p>	<p><b>Partnership</b></p> <p><b>For ERO this means:</b> We will fulfill our Tiriti/Treaty obligations and continue to promote respectful and enduring partnerships with Māori</p>	<p><b>Protection</b></p> <p><b>For ERO this means:</b> 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><b>Participation</b></p> <p><b>For ERO this means:</b> 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
- Using ERO's tools and resources to support improvement
- Identifying resources to assist your school's improvement journey.





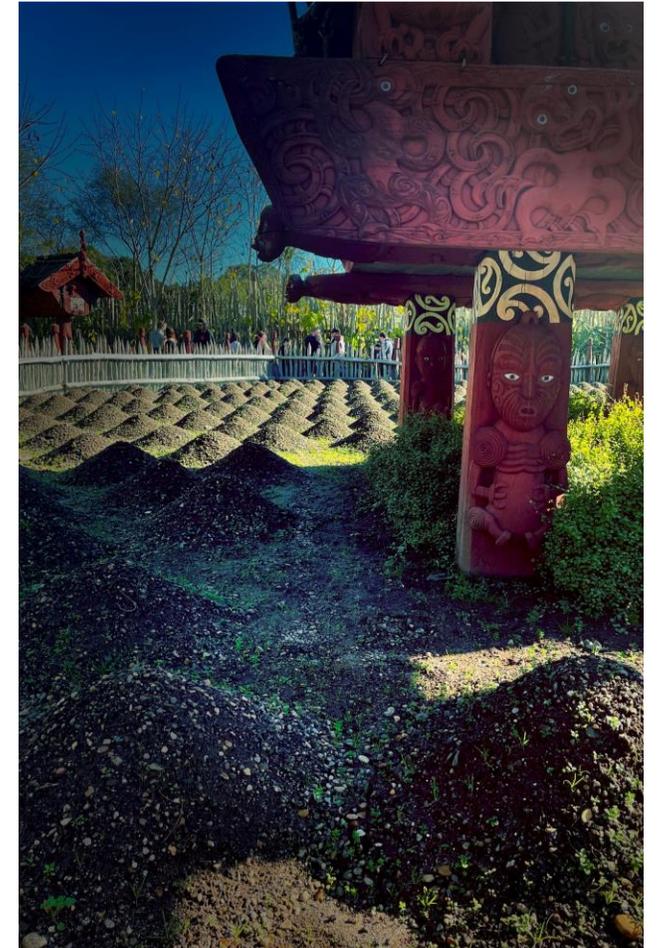
ERO has been gifted the name Te Ara Huarau for our approach to school evaluation in English-medium state and state-integrated schools.

*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*

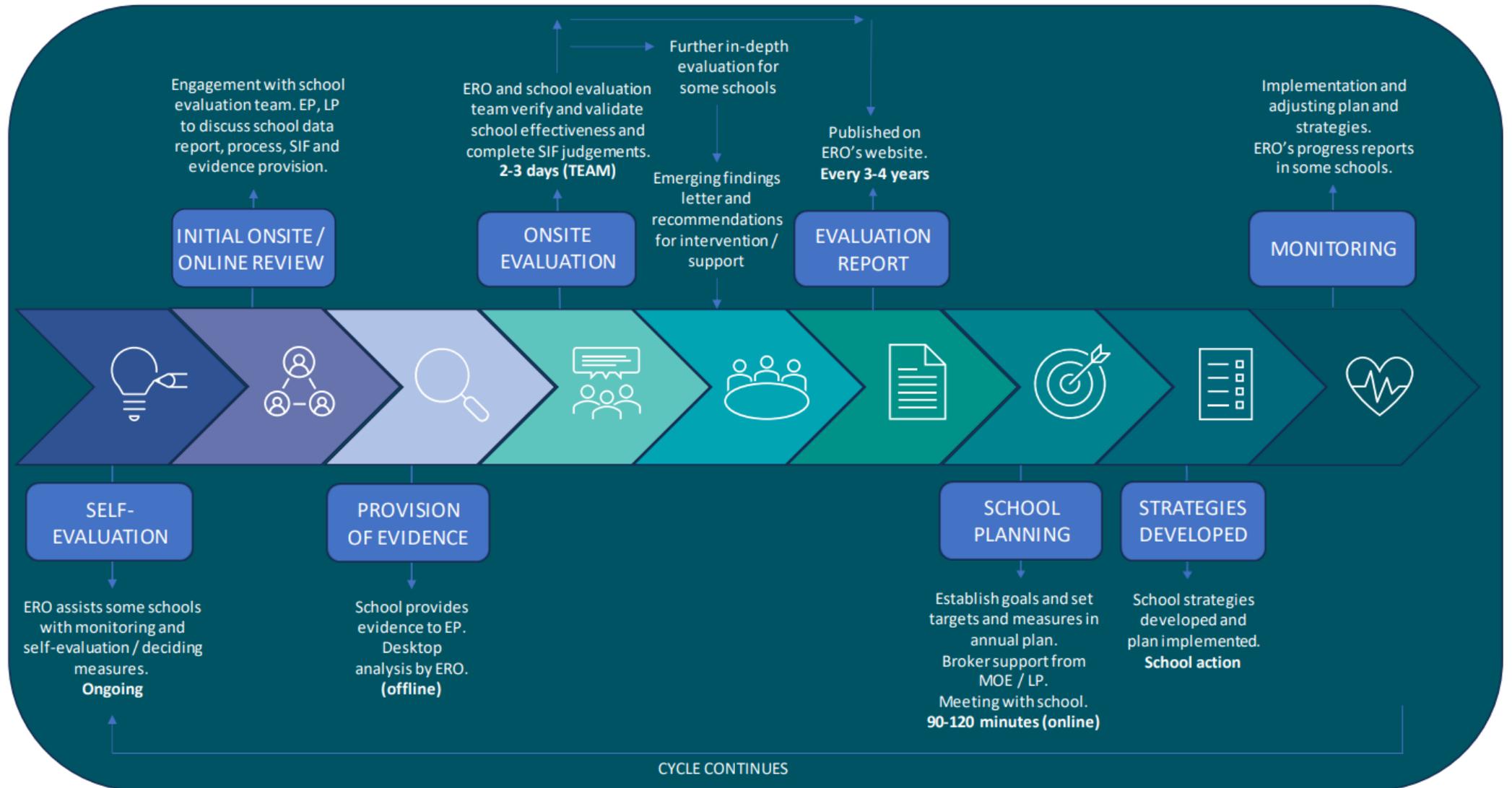
Māori cultivation is part of the rich cultural legacy that stretches back to the beginnings of time. Māori gardening is underpinned by ancient values, concepts and knowledge.

**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 – Te Ara Huarau 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 and Teaching Observation Framework to explore 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*

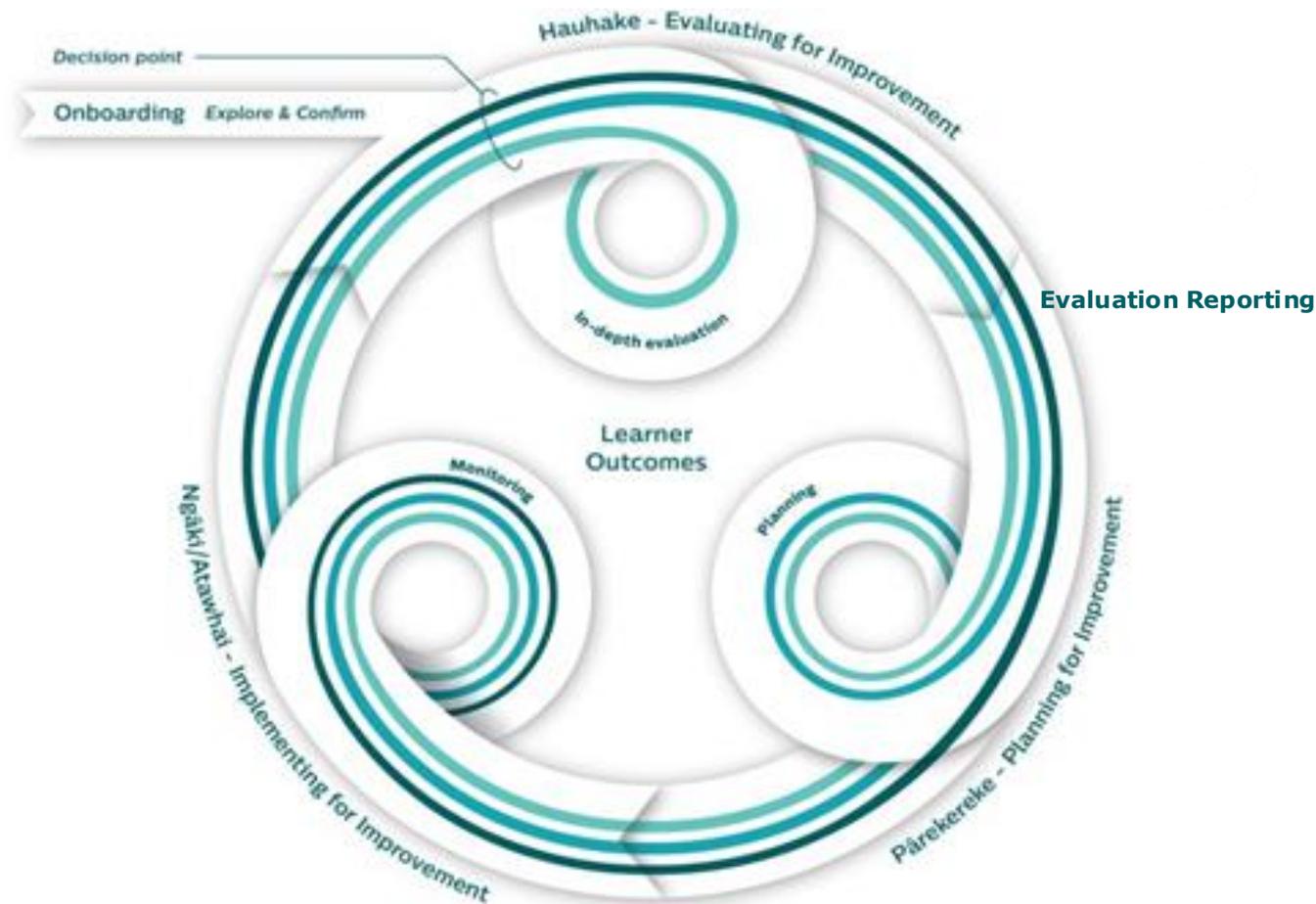
Everyone has a role and responsibility to ensure the success of the harvest. The different functions require relevant and appropriate skills which is fundamental to the outcome of the kūmara. This includes continuously monitoring the state and conditions of the environment.

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.





## 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.



## What is Te Pou Reo?

Te Pou Reo is a team with expertise in te reo Māori. They have a dual focus on evaluation for improvement in rumaki/reo rua units in English-medium schools. Te Pou Reo use kaupapa Māori approaches to ensure their work is culturally responsive and gather insights that align to the goals of rumaki/reo rua 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/reo rua units in English medium schools.

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

- culturally responsive review processes
- evaluators with expertise in te reo Māori, and
- tools and frameworks that give meaningful insights and clarity to support the improvement planning within the rumaki/reo rua unit and wider school.



## School Reports

This report is designed to support parents and whānau to be active partners in their children's school journey.

The report includes:

- statements about learner success and wellbeing, including attendance, assessment, achievement, and progress
- a summary about the quality of teaching and learning through the provision of te reo Māori in rumaki and reo rua classrooms, where appropriate
- information about the school's improvement priorities and actions for strategic planning
- a summary of the school board's attestation to meeting legislative and regulatory requirements
- where appropriate, they will include reporting about provision in School Hostels and for International Students.

A School Report is written and published on ERO's website approximately every three years, following the Hauhake Phase.

## Progress Letters

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



## School Improvement Framework (SIF)

Schools use the School Improvement Framework (SIF) as an evaluation tool as part of their internal evaluation cycle. Our Evaluation Partners (EPs) use the SIF in partnership with schools as part of ERO's external evaluations.

The SIF helps schools to identify where they are on an improvement journey, identify next improvement steps, and to monitor progress.

The SIF emphasises those areas that have the greatest impact on learner outcomes; school leadership, teaching and learning, and curriculum. It aligns to ERO's School Evaluation Indicators and includes expectations for schools regarding learner outcomes in the Education and Training Act, Te Tiriti o Waitangi, National Education and Learning Priorities and Teaching Council of Aotearoa New Zealand Standards for the Teaching Profession.

An ERO Evaluation Partner will support schools to use the SIF.





## Teaching Observation Framework (TOF)

Effective teaching practice is key to learner engagement, achievement and progress.

The Teaching Observation Framework (TOF) describes what effective teaching practice looks like at a classroom level.

Schools are encouraged to use the TOF as part of their own self-evaluation to help identify effective teaching practices and/or make improvements where necessary.

ERO will use the TOF alongside schools as part of our review process, to make judgements about where a school sits in the Teaching and Learning domain of the School Improvement Framework (SIF).

ERO Evaluation Partners will support schools to use the TOF.

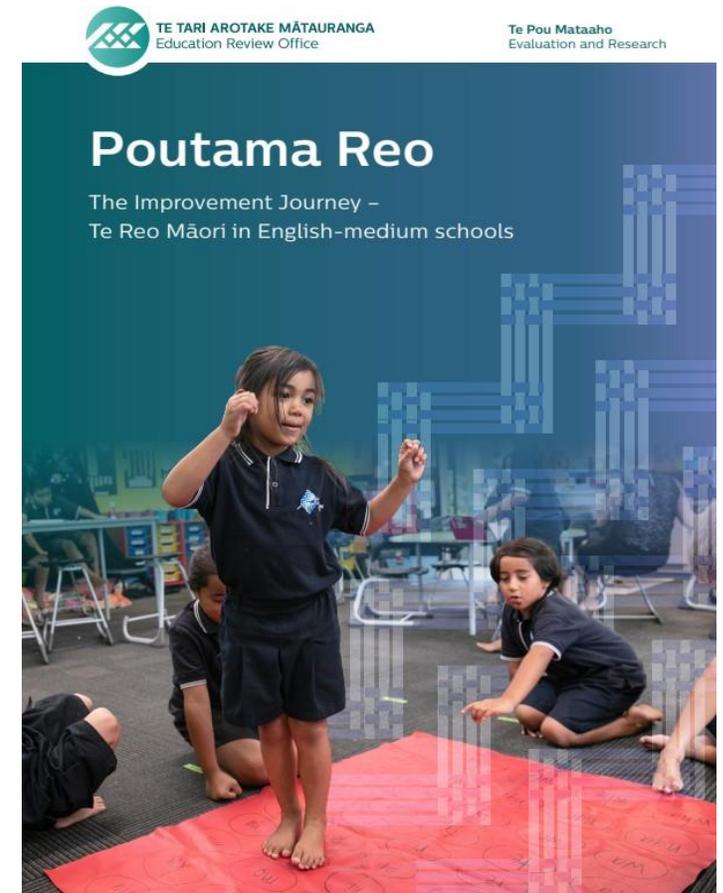


## Poutama Reo

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

Poutama Reo guides schools through the process of creating a te reo Māori improvement plan and includes examples of effective practice to support you and your school's goals.



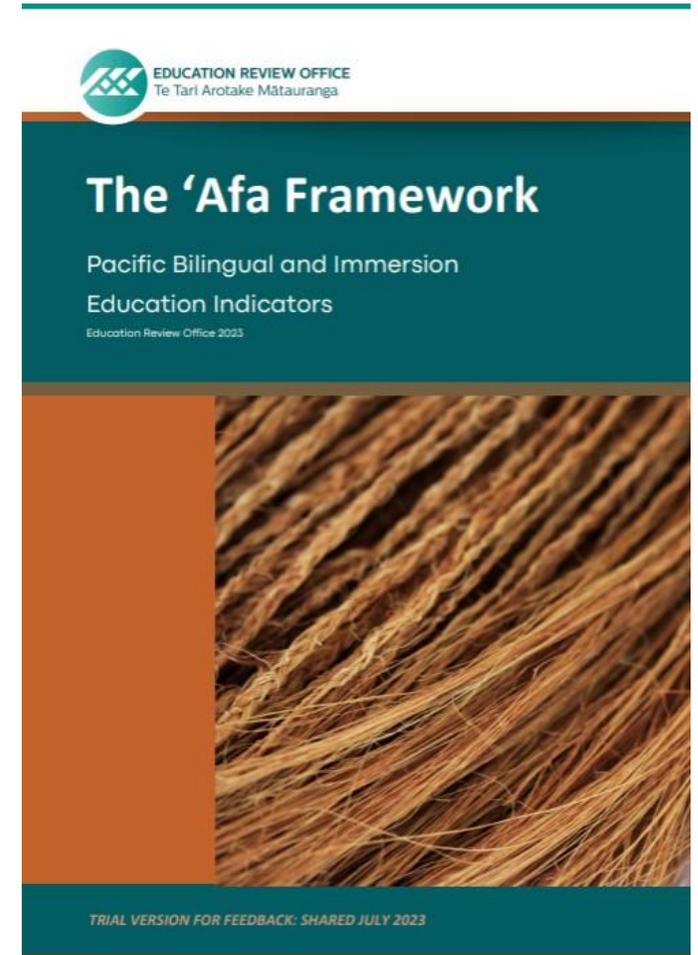


## The 'Afa Framework

The 'Afa Framework: Pacific Bilingual and immersion Education Indicators supports the strengthening of Pacific language education provision.

Through self-evaluation, schools can understand the areas that contribute to quality bilingual and immersion Pacific language provision, along with examples of effective practice.

The framework clarifies practice and areas of focus which drive effective Pacific language learning. Schools can use the framework to evaluate their readiness to offer bilingual and immersion Pacific Language learning.





**In some school reviews, we will have a Leadership Partner working alongside our evaluators.**

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

Leadership 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 happens next?



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



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