

What is your initial response to ERO's future approach to school evaluation?

Working in partnership

I like the idea of working alongside the school leadership for a period of time. It appears more collaborative and we can gain more positively from the expertise of ERO. I feel that some reviewers worked like this anyway, or at least managed to take an 'alongside' approach to carrying out the standard review. Great connectivity and relationship focus always produces good results. I like the thought of working with someone more long term, rather than trying to 'sell' the snapshot of the school in 3 days. Looking for a closer partnership with ERO to improve outcomes for my school and my leadership.

Time for a change

Well done on recognising the need for change and taking the risk to identify the best way forward as you listen to the voice of others. I am hopeful with the direction it is taking. Pleased to see a change. I think removing the time frame of return will be a good way of getting rid of overly simplified views of the results of ERO reviews that public perception is strongly (if incorrectly) based on.

Personalised experience

Opportunity to personalise and critique with an appreciative and creative lens to view the process and outcomes. Very positive, sounds like a partnership for positive outcomes. Very much like what I have been doing with my appraiser for the last two years.

Will lead to school improvement

I feel that it is a positive approach and has the potential to be exciting for schools to assist us to 'get to the next level' in regard to achieving equity and excellence. I hope it will allow for improvement in the delivery of support to school. As someone passionate about strategic planning and internal evaluation for change, I really like and encourage this approach. I'm hoping that it will create a climate where schools evaluate themselves from a child focused, inquiry approach rather than from a "school/person profile" angle. It has the potential to reduce overall stress around the 3-year ERO visit and provide a fuller, more realistic account of the school's next steps. My initial reaction is that this has potential to be a positive change that will focus on school improvement over time rather than a snapshot judgement in a review model that has previously felt like it looks to catch schools out rather than support improvement. I feel it is needed in all schools, so we are accountable and can show the awesome work teachers are doing - to make sure systems are in place and working well, pupils are progressing, and target groups are cared for.

Keen to get on board / be part of the trial

When can we start? We would be interested in helping implement ERO's future approach to evaluation and are ready to begin the process. Interested yet unsure - until I get to speak to a school leader who has been part of it, I won't know the value.

What would you like to know more about?

1. Principals are seeking more information about the model

Key details

More detail about the proposed model, scope of the review visits, priorities, frequency of the visits, frequency of public facing reporting. What will the new timeline look like, how often do they engage with the school each year, and expectation of the partner? How will a partner genuinely work alongside 40 schools? What will visits look like in reality? How much time will the Evaluation Partner spend in our schools? How do we best introduce the EP into our school/community? I'd be interested to know more

about the development of the process and how we can look to co-construct a model that is responsive to each school.

Reporting

What will the actual report look like and what, if any, scale will it use? How will reports to the community be co-authored. The reporting from the time in schools and how that looks for the school/Board/whanau. How will the ERO feedback be ring-fenced from Principal's annual appraisal?

Focus areas/agreed priorities

Do schools get a voice in what focus area they would get the best results in working alongside ERO advisor and in shaping the actions? What if your priority has already been identified, or your priority changes due to factors outside your control? How will the areas for development be agreed upon? What if the reviewer wants something fixed, but it is not a priority for that school at that time?

Implications for very small schools

Interesting possibilities but I need to see how it would work for schools with teaching principals. Hopeful that it will work much better for very small schools, with a sole charge teaching principal. How it would work for very small schools and would I be considered for the role of an evaluation[leadership] partner?

The role of the board

How will NZSTA work with ERO in the pilot to understand the new approach and provide support/PD to Boards particularly around including internal evaluation into their strategic plan.

ERO's capability to make the concept a reality / RO's capability to change

How is ERO going to ensure an excellent execution of the conceptual idea? How is ERO going to resolve the inherent tension between what the system (Govt) has historically demanded in terms of accountability and the rather bespoke nature of this new approach. How will ERO work to teach, prepare and change reviewers' mental models so they are well equipped to work in this way? How does ERO see a high trust model working in this realm?

2. The evaluation partnership

The relationship between the evaluation partner and the school

Working with schools over a period of time looks great to improve practice and outcomes for schools and learners. It is vital for relationships to be built at the beginning of the process. What opportunity is there to request a different reviewer if the relationship doesn't work out? What happens where there is a personality conflict between the ERO person and the school? Who will be assigned, what processes are in place should the relationship not be a productive one?

How the EP will be allocated

The success of this new model is highly dependent on the relationships that develop between the Principal and ERO reviewer. This is a very different approach and will require some time to develop and imbed. Each participant will need to recognise and respect the change in relationship. How does the reviewer get matched to your school?

Review Officers' credibility, capability and appetite for change

How will reviewers be supported to change? This is very different, and change takes time. How is ERO evaluation partners going to be able to manage the potential conflicts that can arise when taking on both the "critical friend" type approach and an evaluation role? Recent practitioners help us know that they have been in our shoes as leaders of schools. I want to work with someone who understands the demands and challenges of my role. I would expect the ERO evaluator to understand organisational change management?