



EDUCATION REVIEW OFFICE  
Te Tari Arotake Mātauranga



# School Improvement Framework (SIF): A Guide

June 2024





**Te Tari Arotake Mātauranga | Education Review Office | School Improvement Framework**

Published June 2024

ISSN: 978-1-991126-29-0 (print)

ISSN: 978-1-991126-28-3 (online)

Education Review Office | Te Tari Arotake Mātauranga

Level 1, 101 Lambton Quay

Wellington 6011

[www.ero.govt.nz](http://www.ero.govt.nz)

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# School Improvement Framework (SIF)

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A collaborative tool to support school improvement through evaluation.

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The School Improvement Framework (SIF) defines the characteristics of highly effective schools and provides coherent progression steps along an improvement pathway towards equity and excellence for all learners. It is strengths-based, growth-orientated, and focuses on those domains that make the biggest difference for learners.

The SIF is the evaluation tool used by both schools and ERO to develop a shared understanding of where a school is at in its improvement journey, and to agree next steps for ongoing improvement. It builds on New Zealand and international evidence and is underpinned by the School Evaluation Indicators, the National Education and Learning Priorities (NELPs) and obligations of school boards outlined in section 127 of the Education and Training Act (2020).

Schools use the SIF independently as part of their ongoing internal evaluation and monitoring, and collaboratively with ERO as part of the external evaluation cycle. The SIF supports decisions about the improvement pathway for a school, the probable level of ERO evaluation resourcing, and enables a system-level view of learning outcomes and school improvement across Aotearoa New Zealand, including where support and resources are needed most.

## The SIF supports Te Ara Huarau

The SIF aligns with and supports ERO's approach to evaluation in English-medium schools: Te Ara Huarau. Te Ara Huarau is a partnership approach to evaluation for school improvement, where ERO Evaluation Partners (EPs) work alongside schools, building a professional evaluation relationship over time. Te Ara Huarau is a collaborative, tailored and evidence-informed approach that aligns closely with each school's improvement journey.

In the spirit of ERO's core values, ERO created the SIF to be grounded and purposeful (Poutokomanawa), developed with care, integrity and trust (Whakawhanaungatanga) and used collaboratively (Mahi Tahī). To this end, the SIF:

- is purposeful and intently focused on learner outcomes, success and wellbeing
- supports school improvement conversations within schools, between school evaluation teams and ERO, within the context of relational trust and focused on the learner and building capability across the system
- is a collaborative tool focused on a common goal as part of review conversations.

## Theory of Improvement

The SIF is underpinned by a Theory of Improvement that provides an evidence-based sequential 'road map' showing how specific elements work together to improve learner success and wellbeing. The Theory of Improvement (diagram 1) is based on national and international evidence about what needs to be in place to ensure improved learner outcomes.

The **‘core domains’** are those which evidence shows have the largest impact for learners: leadership, curriculum, and teaching and learning. These in turn are supported by the **‘conditions for success’** – those domains that need to be in place to support improved outcomes for learners and ensure the core domains can have the biggest possible impact and enable equitable and excellent outcomes.

### Te Tiriti o Waitangi

Te Tiriti o Waitangi (TT) is the ‘foundation for success’, woven through all other domains as well as presented together to support schools that are focusing on this domain. Areas of alignment, requirements or obligations under Te Tiriti o Waitangi, the Education and Training Act (2020) or professional frameworks such as the Teaching Council of Aotearoa New Zealand Educational Capabilities Framework, the Teaching Profession Standards are clearly identified within each domain to provide clarity for schools.

### Evaluation for improvement

To ensure the sustainability of school improvement actions, the ‘evaluation for improvement’ domain looks across the SIF and considers a school’s internal evaluation practices and capability—a key practice for sustained school improvement.



Diagram 1: ERO's Theory of Improvement

<p><b>Outcome:</b></p> 	<p><b>Learner success and wellbeing</b> is what happens for learners when excelling practice across all other domains is in place. Learner success means all learners, regardless of background, learn and progress, achieve their goals and improve over time in a safe and inclusive environment where each learner feels they belong, and their language culture and identity are celebrated. Improving learner success and wellbeing is an essential prerequisite to achieving a world-class inclusive public education system that delivers equitable and excellent outcomes for all learners.</p>
<p><b>Core domains</b></p>   	<p>Domains with the biggest demonstrable impact on learner success and wellbeing:</p> <p>Effective <b>school leadership</b> for school improvement sets clear goals and expectations, fosters trust, collaboration and a culture committed to quality teaching and improvement, and uses high-quality evidence to inform planning for improvement. It ‘sets the stage’ for quality teaching and responsive curriculum and have a significant impact on school improvement.</p> <p><b>A responsive curriculum and quality teaching</b> reduce barriers and provide opportunities for learners to engage in meaningful learning. They are the ‘how’ on the pathway to equitable and excellent learner outcomes.</p>
<p><b>Conditions for success</b></p>    	<p>Equitable and excellent learner outcomes and high-quality teaching require the right <b>conditions for success</b> to flourish.</p> <p>An environment where school staff prioritise and nurture <b>professional capability and collective efficacy</b> focused on improved learner outcomes, and an emphasis on <b>inclusion and wellbeing</b> is foundational to engagement and learning.</p> <p>These are enabled through the critical levers of strong trust-based <b>partnerships</b> with whānau, iwi and community and robust <b>stewardship and governance</b>, including effective and responsible management that meets statutory responsibilities - that all learners are achieving well - and enables the school to deliver its vision and mission and achieve its goals.</p>
<p><b>Foundation for success: Te Tiriti o Waitangi</b></p> 	<p>Learner success and wellbeing is also considered from a <b>Te Tiriti o Waitangi</b> perspective. Elements of the Te Tiriti o Waitangi domain are woven through all other domains, and clearly labeled as such.</p> <p>In addition, Te Tiriti o Waitangi elements are presented collectively as a foundation for success domain to support schools to more clearly see Te Tiriti o Waitangi requirements and expectations all in one place.</p>
<p><b>Evaluation lens</b></p> 	<p>Learner success and wellbeing can also be viewed through the lens of <b>evaluation for improvement</b>, a key practice for sustained school improvement.</p> <p>Evaluation elements such as the use of data (both formative and summative), an understanding of impact at both teacher and school level and an understanding of the effectiveness of specific improvement actions are also evident across other domains as they represent best practice.</p>

## Structure

The structure of the SIF reflects the Theory of Improvement. It is centred on the overarching **outcome of learner success and wellbeing**. This is followed by the **core domains**, which evidence shows have the greatest demonstrable impact on learning outcomes. Next are the **condition for success** domains, which enable learning to flourish, a collective view of Te Tiriti o Waitangi aspects of the SIF, and finally an evaluation for improvement lens. Each domain is described in more detail across several elements. The quality of practice across domains and elements is described using progression steps, from 'improvement required' through to 'excelling.'



Diagram 2: Progression steps

## Progression Steps

- 'Improvement required' indicates that key aspects are not present or not working effectively and urgent improvement is required to support learner success and wellbeing.
- 'Working towards' indicates that efforts are being actively made to put in place key aspects but there is variability, or they are not embedded.
- 'Embedding' indicates that key aspects are in place and there is a focus on integrating these across the school.
- 'Excelling' indicates that all key aspects are embedded and sustained, and the school is demonstrating innovation and contributing knowledge and expertise across the sector.

Domains, and elements within the domains, that correspond to school's legislative requirements and/or requirements under Te Tiriti o Waitangi are clearly indicated. References, resources, and alignment to professional frameworks and the National Education and Learning Priorities (NELP) are also included.

## Using the SIF

Together, the domains of the SIF paint a comprehensive picture of all the things that need to be considered for school improvement. The SIF is designed to be used by schools as part of their internal evaluations, and in partnership with ERO as part of its external evaluations.

Schools will be asked to consider their evidence and use the SIF to reflect on and consider their practice across domains, and make judgements about where their school is currently, as well as next improvement steps. This can occur at the start of the Hauhake evaluation phase prior to any onsite evaluation, or throughout the evaluation cycle to monitor progress.

The SIF synthesis tool guides schools to consider which pieces of evidence best support their judgement for each domain. The synthesis tool can be accessed on ERO's website: [School Improvement Framework | Education Review Office \(ero.govt.nz\)](https://www.ero.govt.nz/school-improvement-framework)

EPs will then work with a school's SIF judgements and supporting evidence, validating and verifying the evidence the school has provided as part of the external evaluation cycle.



# Learner success and wellbeing

A broad, learner-centred view of what success and wellbeing looks like for learners begins with empowering every learner to attain their educational potential and gain the knowledge and skills needed to be well prepared for work or further study, in a rapidly changing world. Learner success is multi-faceted and includes:

- Academic success
- A strong sense of belonging and confidence in one's identity, language and culture
- Social-emotional and relational awareness
- Creative and critical thinking
- Self-awareness and regulation
- Respect for self and others, citizenship, and a love of learning
- Grit and adaptive problem solving in real-world contexts.

Learning occurs within the context of physical, social, emotional and cultural safety and where a holistic view of learner wellbeing underpins teaching and learning. Learner wellbeing is enhanced, and learning optimised, when learners feel supported, respected and connected to others through safe and trusting relationships (Hattie 2009), which in turn enables learners to be active participants in their learning and achieve improved physical, emotional, social and educational outcomes (ESA, 2017).

We also know that engaged learners are successful learners (Hattie 2009), so meaningful, contextualised and culturally relevant learning, especially for Māori and Pacific learners (Alansari et al. 2022), and those learners at risk of under-achievement, is an essential element in achieving equity and excellence in learner success and wellbeing and a world-class inclusive public education system.

Attendance at school is foundational to unlocking success and wellbeing. We know that school attendance positively impacts learners' engagement with schooling, social connections and behaviour, retention and overall achievement (Hancock et al., 2013). Conversely, absenteeism is anticipatory of delinquency, substance abuse, suicidal risk, unemployment and early parenting (DPM&C, 2019a). It is therefore vital that our schools are safe, accessible, welcoming, and engaging to support learners to remain connected with learning.

The National Education and Learning Priorities (Ministry of Education, 2020) articulate the role of education in helping learners to appreciate diversity, inclusion and Te Tiriti o Waitangi. Te Tiriti o Waitangi and its articles provide for the active protection of taonga, including te reo Māori, tikanga Māori, and mātauranga Māori, and enable fair and equitable educational processes and outcomes for Māori and for all ākonga (DPM&C, 2019b). Schools have an important role to play in affirming, valuing and catering for the diverse identities, languages and cultures of learners, setting the stage for learner success and wellbeing.

Further, education is a human right (UN 1989) and integral to learners' long-term future wellbeing, employment and financial security (Runde et al, 2003). New Zealand's aim of a world-class inclusive public education system where quality teaching that is relevant to learners' lives and futures prepares young people to participate confidently in cultural, local, national and global contexts (the Ministry, 2020) not only benefits the individual learners but has significant benefits for society more broadly. Improved education outcomes support economic growth, productivity, innovation, equity, improved health outcomes and social and cultural coherence (Runde et al. 2003).



Learner success and wellbeing			
<p><b>Outcomes for learners:</b></p> <ul style="list-style-type: none"> <li>• show significant inequity that has continued over time.</li> <li>• show significant inequity amongst groups of learners.</li> </ul> <p>The school is not providing adequate opportunities and information shows a <b>limited number</b> of learners:</p>	<p><b>Outcomes for learners:</b></p> <ul style="list-style-type: none"> <li>• are becoming more equitable and excellent.</li> <li>• are improving for some learners.</li> <li>• still show inequity for some groups of learners.</li> </ul> <p>The school is beginning to provide some opportunities and information <b>shows some learners:</b></p>	<p><b>Outcomes for learners:</b></p> <ul style="list-style-type: none"> <li>• are increasingly equitable and excellent.</li> <li>• are improving for most learners.</li> <li>• show increasing equity for groups of learners.</li> </ul> <p>The school provides a range of opportunities and information shows <b>most learners:</b></p>	<p><b>Outcomes for learners:</b></p> <ul style="list-style-type: none"> <li>• are equitable and excellent.</li> <li>• improvement is sustained over time.</li> <li>• show there are no significant inequities for groups of learners.</li> </ul> <p>The school provides a broad range of opportunities and information <b>shows learners:</b></p>

- Have a strong sense of belonging and are confident in their identity, language and culture.
- Regularly attend and engage in meaningful learning.
- Make sustained progress and achieve at the appropriate curriculum level/phase throughout their schooling, particularly foundational skills.
- Set and achieve goals relevant to them in partnership with their whānau and teachers.
- Have agency in their learning and in key decisions taken by the school.
- Are physically, emotionally, and culturally safe and healthy in an environment that is inclusive and free from racism, discrimination and bullying.
- Understand their role in giving effect to Te Tiriti o Waitangi by active participation in te reo Māori, tikanga Māori and articulating a broad understanding of mātauranga Māori and the histories of Aotearoa.
- 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.

### Obligations, requirements and areas of alignment

- Education and Training Act 2020
- Te Tiriti o Waitangi
- National Education and Learning Priorities
- Ministry of Education’s ‘Objectives for Education’
- The New Zealand curriculum

# Core domains

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## Leadership

Leadership has a significant effect on the excellence and equity of learner achievement and wellbeing (Robinson, 2011).

Learners reach their full potential when school leadership guides, influences and builds trust and partnerships to create a thriving learning community. Effective school leadership enhances teaching quality, learner engagement, and improves learner success and wellbeing (Leithwood, 2020).

Effective leaders use a broad range of data, evaluation, knowledge, and inquiry in a systematic and coherent manner to gauge impact for learners and inform future action. By fostering a culture of data-driven decision making to improve the quality of teaching and learning, leaders enhance learner outcomes and narrow achievement gaps (Day et al., 2016).

### Effective school leadership:

- Collaboratively develops a shared vision that reflects the board’s priorities and aspirations of learners and whānau and aligns school-wide goals with learner needs. Then, relentlessly pursues clear goals and targets (Meyer et al., 2023), motivating both learners and teachers to strive for excellence and creating a culture of high expectations, continuous improvement and accountability (Robinson, 2019).
- Promotes teacher collaboration and growth, and participates in teacher professional learning and development, contributing to enhanced collaboration, improved teaching quality and, subsequently, improved learner outcomes (the Ministry, 2009; Dempster, 2019).
- Prioritises a safe, inclusive, and respectful environment where all learners feel valued and supported, building a sense of belonging to enhance learners’ wellbeing, engagement and achievement (Leithwood, 2017).
- Fosters strong connections and relational trust between schools, whānau, parents, and the broader community to create a supportive network for learners, leading to increased learner success through collaborative efforts, collective decision-making, and a shared commitment to school improvement. (Byrk and Schneider, 2003; Barrett, 2018)

# Leadership



L1 Improvement Goals			
Leadership is <b>yet to</b> set and pursue appropriate improvement-focused goals and targets.	Leadership is <b>beginning to</b> set and pursue improvement-focused goals and targets including taking steps to accelerate the progress of those learners at risk of underachievement.	Leadership <b>sets and pursues</b> a small number of improvement goals and targets including the acceleration of progress for those learners at risk of underachievement.	Leadership <b>sets and relentlessly pursues</b> a small number of targeted and coherent improvement goals and targets including the acceleration of progress for those learners at risk of underachievement.
L2 Culture of quality teaching			
Leadership is <b>yet to</b> foster a culture committed to quality teaching, and equity and excellence in learner outcomes.	Leadership is <b>taking steps</b> to foster a culture committed to quality teaching, and equity and excellence in learner outcomes.	Leadership <b>increasingly</b> fosters a culture committed to quality teaching, and equity and excellence in learner outcomes.	Leadership <b>fosters and sustains</b> a culture committed to quality teaching, and equity and excellence in learner outcomes.
L3 Evidence-based planning for improvement			
Leadership is <b>not yet</b> using evidence to plan and monitor the school's strategic improvement cycle or evaluate the effectiveness of strategies designed to improve learner outcomes.	Leadership is <b>beginning to</b> 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.	Leadership <b>uses evidence</b> 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.	Leadership <b>uses a range of appropriate high-quality evidence to coherently</b> plan and monitor the school's strategic improvement cycle and systematically evaluate the effectiveness of strategies to improve learner outcomes and wellbeing.
L4 High-quality evidence-informed teaching			
Leadership is <b>not yet</b> planning and coordinating the school's curriculum and teaching; expectations for high-quality teaching are not yet shared.	Leadership is <b>beginning to</b> plan and coordinate the school's curriculum and teaching; expectations for high-quality teaching are shared.	Leadership <b>ensures</b> planning, coordination and evaluation of the school's curriculum and teaching; expectations for high-quality teaching are clear, shared and monitored.	Leadership <b>ensures effective</b> planning, coordination and evaluation of the school's curriculum and teaching; expectations for high-quality, <b>evidence-informed</b> teaching are clear, shared and <b>systematically monitored</b> .

# Leadership

L5 Networks and relationships to support transitions & success			
Leadership is <b>yet to</b> establish educationally-focused relationships with other education providers and community groups	Leadership is <b>beginning to</b> build educationally-focused relationships with other education providers and community groups to support learner transitions and increase opportunities for learning and success.	Leadership <b>builds</b> educationally-focused relationships with other education providers and community groups to support learner transitions and increase opportunities for learning and success.	Leadership <b>builds and sustains</b> strong, educationally-focused relationships with other education providers and community groups to support <b>seamless</b> learner transitions and increase opportunities for learning and success.
L6 Trust and collaboration for improvement			
Leadership is <b>yet to</b> build relational trust and collaboration at every level of the school community to achieve the strategic vision and improvement goals.	Leadership is <b>establishing</b> relational trust and collaboration at every level of the school community to achieve the strategic vision and improvement goals.	Leadership is <b>strengthening</b> relational trust and effective collaboration at every level of the school community to achieve the strategic vision and improvement goals.	Leadership <b>builds and sustains</b> high levels of relational trust and effective collaboration at every level of the school community to achieve the strategic vision and improvement goals.
L7 Whānau involvement in decision making			
TT2 Leaders are <b>yet to</b> involve whānau, hapū and iwi in decision making in the school.	Leaders are <b>beginning to</b> involve whānau, hapū and iwi in decision making in the school. The school's vision, goals, targets and priorities are <b>yet to</b> reflect those set out by whānau, hapū and iwi.	Leaders <b>increasingly</b> involve whānau, hapū and iwi in decision making in the school. The school's vision, goals, targets and priorities are <b>beginning to</b> reflect those set out by whānau, hapū and iwi.	Leaders <b>consistently</b> involve whānau, hapū and iwi in decision making in the school. The school's vision, goals, targets and priorities <b>reflect</b> those set out by whānau, hapū and iwi, and are <b>anchored in</b> a thoughtful understanding of the principles of Te Tiriti o Waitangi.
L8 Attraction and retention			
Leaders are <b>yet to</b> take steps to attract, retain and grow effective teaching teams. <b>Limited support</b> is provided for provisionally certificated teachers, and to develop leadership capability.	Leaders are <b>taking steps</b> to attract, retain and grow teaching teams. <b>Some support</b> is provided for provisionally certificated teachers, and to develop leadership capability.	Leaders <b>attract, retain and grow</b> teaching teams. <b>Appropriate and timely support</b> is provided for provisionally certificated teachers, and to develop leadership capability.	Leaders attract, retain and grow <b>effective</b> teaching teams. Appropriate and timely support is <b>consistently</b> provided for provisionally certificated teachers, and to develop leadership capability.

# Leadership

L9 Feedback and performance management for PLD			
Leaders are <b>yet to</b> use feedback and performance management processes to identify teachers' professional learning and development needs.	Leaders are <b>beginning to</b> use multiple sources of feedback, some performance management processes that are aligned with the school's strategic goals and are beginning to identify teachers' professional learning and development needs.	Leaders <b>increasingly</b> 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.	Leaders <b>effectively</b> use multiple sources of feedback, <b>coherent</b> performance management processes that are aligned with the school's strategic goals and identify teachers' professional learning and development needs.

## Obligations, requirements and areas of alignment

Elements within the leadership domain align with requirements under Te Tiriti o Waitangi (TT2), the School Evaluation Indicators (Domain 2), Teaching Council Leadership Capability Framework and National Education Learning Priorities (Objective 3).



# Curriculum

The curriculum is the heart of the day-to-day business of the school, outlining the knowledge and skills learners are taught each day. An effective curriculum is essential to learner success by providing a structured, sequential, and coherent framework for teaching and learning that is aligned with educational goals, standards, and individual learner needs. A coherent, whole-school approach to curriculum is important so that learners can progress in a systematic way across classes and year levels. Learning objectives, content, and assessment strategies need to align across the whole school in order to optimise the educational outcomes of all learners. (Schleicher, 2018; Hunter and Haywood 2023).

A well-designed whole-school curriculum reduces barriers to learning and provides opportunities for learners to engage in deep and meaningful learning across the full range of curriculum areas. The curriculum is responsive to diverse learning needs, adapts to evolving educational knowledge, and incorporates local contexts and real-world relevance, thus enhancing learner engagement and motivation (Fadel, 2015). Such a curriculum not only supports deep understanding of subject matter but also promotes critical thinking, creativity, and essential life skills, cultivating a solid foundation for lifelong learning. (Schleicher, 2018).

Te Mātaiaho, The New Zealand Curriculum (NZC), and Te Marautanga o Aotearoa (TMOA) set out the national expectations and requirements for teaching and learning. The national curriculum documents outline the learning that all learners should experience in New Zealand schools. The local curriculum aims to bring the NZC/TMOA to life and give practical effect to Te Tiriti o Waitangi. The local curriculum should be unique and responsive to the priorities, preferences, and contexts of the school community making it relevant to learners, their current and future lives, and their strengths, aspirations and needs. School leadership works with teachers to shape their local curriculum by collaborating with learners, whānau, hapū, iwi, parents, and the wider school community.

# Curriculum



C1 Rich learning opportunities and foundational skills				
	Learners have <b>limited</b> opportunities to learn across the breadth and depth of the NZC/TMoA; there is <b>not yet sufficient</b> focus on supporting learners to gain sound foundation skills, including literacy, communication and mathematics.	Learners have <b>some</b> opportunities to learn across the breadth and depth of the NZC/TMoA; there is a <b>variable</b> focus on supporting learners to gain sound foundation skills, including literacy, communication and mathematics.	Learners have <b>sufficient</b> opportunities to learn across the breadth and depth of the NZC/TMoA; there is an <b>increasingly consistent</b> focus on supporting learners to gain sound foundation skills, including literacy, communication and mathematics.	Learners have <b>rich</b> opportunities to learn across the breadth and depth of the NZC/TMoA; there is a <b>consistent focus</b> on supporting learners to gain sound foundation skills, including literacy, communication and mathematics.
C2 Stakeholder aspirations incorporated into curriculum				
TT4	The aspirations of stakeholders are <b>yet to</b> be addressed through a school curriculum.	The aspirations of <b>some</b> stakeholders are <b>beginning</b> to be addressed through a school curriculum.	The aspirations of <b>most</b> stakeholders including <b>whānau, hapū and iwi</b> are addressed in the school curriculum.	The aspirations of <b>all key</b> stakeholders including learners, whānau, hapū and iwi are addressed through an <b>explicit, sequenced school-wide</b> curriculum.
C3 Curriculum reflects local contexts and learner understanding				
TT5	The curriculum is <b>not yet</b> reflecting local contexts or building on learners' experiences, knowledge and understanding.	The curriculum is <b>beginning</b> to reflect local contexts, and/or builds on learners' experiences, knowledge and understanding.	The curriculum <b>increasingly</b> reflects local contexts in a way that builds on learners' experiences, knowledge and understanding. Consequently, the school is <b>beginning</b> to offer more meaningful learning opportunities.	Local contexts are <b>reflected throughout the curriculum</b> in a way that builds on learners' experiences, knowledge and understanding. Consequently, the school offers a <b>range of</b> relevant and meaningful learning opportunities.

# Curriculum

C4 School-wide assessments			
School-wide assessments across curriculum levels and learning areas are <b>yet to</b> be identified to ensure there is common agreement regarding assessment practices across the school. There is <b>limited</b> agreement on assessment practices across the school.	School-wide assessments across curriculum levels and learning areas are <b>beginning</b> to be identified, the school is <b>working towards</b> common agreement regarding appropriate assessment practices. Assessment practices <b>sometimes</b> support learner, class and whole-school insights into learner progress during the course of the year and over time.	There is <b>common agreement</b> across curriculum levels, learning areas and across the school on appropriate assessment practices and progress markers aligned to the school curriculum. Assessment practices <b>increasingly</b> support learner, class and whole-school insights into learner progress during the course of the year and over time.	Appropriate school-wide assessments across curriculum levels and learning areas are <b>explicitly identified</b> and progress markers aligned to the curriculum are <b>embedded</b> across the school. Assessment practices <b>effectively support</b> learner, class and whole-school insights into learner progress during the course of the year and over time.
C5 Effective teaching and learning resources			
The school's teaching and learning resources provide <b>limited</b> support for curriculum implementation and classroom teaching.	The school's teaching and learning resources provide <b>some</b> support for curriculum implementation and classroom teaching.	The school's teaching and learning resources <b>support</b> curriculum implementation and classroom teaching.	The school's teaching and learning resources <b>support coherent and effective</b> curriculum implementation and classroom teaching.
C6 Support from curriculum leaders			
Curriculum leadership roles provide <b>limited</b> support for teachers' professional understanding and use of teaching resources and tools.	Curriculum leadership roles provide <b>some</b> support for teachers' professional understanding and use of teaching resources and tools.	Curriculum leadership roles <b>support</b> teachers' professional understanding and use of teaching resources and tools.	Curriculum leadership roles <b>consistently and effectively support</b> teachers' professional understanding and use of teaching resources and tools.
C7 Integrated Te ao Māori learning opportunities			
<b>TT3</b> Te reo, te ao Māori, tikanga Māori, and mātauranga Māori are <b>not yet</b> included in all aspects of the school's curriculum.	Te reo, te ao Māori, tikanga Māori, and mātauranga Māori are <b>beginning to</b> be included in all aspects of the school's curriculum.	Te reo, te ao Māori, tikanga Māori, and mātauranga Māori are <b>increasingly</b> woven through all aspects of the school's curriculum.	Te reo, te ao Māori, tikanga Māori, and mātauranga Māori are <b>effectively woven through</b> all aspects of the school's curriculum.
C8 Evidence-based interventions and support			
Interventions are <b>not</b> evidence-based and do not effectively target additional support to those learners who require it.	Evidence-based interventions are <b>beginning</b> to target additional support to those learners who require it.	Evidence-based interventions <b>increasingly</b> target additional support to those learners who require it.	Evidence-based interventions <b>effectively</b> target additional support to those learners who require it.

# *Curriculum*

## **Obligations, requirements and areas of alignment**

Elements within the curriculum domain align with requirements under the Education and Training Act 2020, Te Tiriti o Waitangi (TT3, TT4 and TT5) and the Teaching Standards Leadership Capabilities, and the School Evaluation Indicators Domain 4.



# Teaching and learning

Effective teachers create an environment conducive to meaningful learning experiences and positive learner outcomes. To optimise learning, learners must get meaningful content instruction, receive high-quality feedback, and have their fundamental social and emotional needs met (Marzano, 2017).

Effective teachers hold high expectations for learning for all learners. Effective teaching practice is intentional and responsive to the diverse needs of learners, authentically linking to learner, whānau and community knowledge, goals and aspirations. Deliberate teacher planning provides a clear, structured approach to learning and is informed by appropriate assessment (Hill and Thrupp, 2019).

Teachers scaffold learning through expert use of a range of teaching approaches and deep knowledge of their learners' strengths, needs and interests. Effective teaching practices include communicating high expectations, optimising active learning time, having explicit teaching and learning goals and sequenced learning activities, providing clear explanations and regular questioning to check learner understanding, and allowing sufficient time for learners to practise, deepen and apply new knowledge (Scheerens, 2023; Marzano, 2017).

Regular, appropriate, and constructive assessment feedback is a critical feature of effective teaching and learning, as is the ability to plan and teach using this information. Assessment information should enable learners to know how to improve, and support their motivation to persist, engage and achieve. Useful and timely feedback supports learners to know where they are going (learning goals), how they are going (their progress), and where to next (to address gaps, deepen understanding, and increase learner self-regulation and agency) (Hattie & Timperley, 2007; Hattie & Zierer, 2019). Classroom programmes should grow and enable the learning of te reo Māori and mātauranga Māori across the curriculum, drawing on a range of culturally-responsive pedagogies and practices that engage learners in purposeful, challenging and relevant learning.

Teachers who establish a safe, respectful, and inclusive atmosphere encourage learner participation, collaboration, and appropriate risk taking in learning. Effective teaching practice is underpinned by culturally-responsive and relational practices, and teaching strategies and pedagogy that acknowledges and enhances learner mana, identity and belonging (Bishop, 2010; Eley & Berryman, 2019).

# Teaching and Learning

Improvement required				Working towards				Embedding				Excelling			
<b>TL 1 Learning environment, clear expectations and outcomes</b>															
Teachers are <b>not yet</b> creating environments that are conducive to learners' participation and learning. Teachers <b>rarely</b> maximise learning time. Teachers have <b>not yet</b> developed positive and mutually respectful teacher-learner relationships in the classroom.				Teachers create a learning environment in which learning time is <b>sometimes</b> maximised and learners are supported to participate and apply new learning. Teachers are <b>beginning</b> to develop positive and mutually respectful teacher-learner relationships in the classroom.				Teachers create an <b>orderly and increasingly collaborative</b> learning environment in which learning time is <b>mostly</b> maximised, and learners are supported to engage, experiment and apply new learning. Teachers are <b>increasingly</b> developing positive and mutually respectful teacher-learner relationships in the classroom.				Teachers create a <b>collaborative and orderly</b> learning environment that fosters inclusive participation, in which learning time is <b>maximised</b> and learners are supported to <b>meaningfully</b> engage, experiment, and apply new learning in <b>innovative</b> ways. Positive and mutually respectful teacher-learner relationships are <b>embedded</b> in the classroom.			
<b>TL 2 Evidence-based and differentiated pedagogies</b>															
Teachers are at an <b>early stage</b> of using evidence-based and differentiated teaching strategies to provide appropriate learning opportunities.				Teachers are <b>beginning to use</b> some evidence-based and differentiated teaching strategies, including mixed or diverse grouping, and are providing <b>some</b> suitable learning opportunities.				Teachers <b>use</b> evidence-based and differentiated teaching strategies, including mixed or diverse grouping, to provide <b>purposeful and well-paced</b> learning opportunities.				Teachers use a <b>variety</b> of evidence-based and differentiated teaching strategies, including mixed or diverse grouping, to provide <b>cognitively challenging</b> , purposeful and well-paced learning opportunities.			
<b>TL 3 Scaffolded teaching</b>															
Teachers are <b>not yet</b> scaffolding learning or using knowledge of learners' strengths, needs and interests.				Teachers are <b>beginning</b> to scaffold learning, and <b>using some</b> knowledge of learners' strengths, needs and interests.				Teachers <b>scaffold</b> learning and <b>use</b> knowledge of learners' strengths, needs and interests.				Teachers <b>intentionally</b> scaffold learning and <b>effectively</b> use knowledge of learners' strengths, needs and interests.			

# Teaching and Learning

TL 4 Learner agency and metacognition			
Teachers are <b>yet to</b> consider learning strategies that support learners to develop agency, questioning, problem solving and meta-cognitive skills, self-efficacy, and self-regulation.	Teachers are <b>beginning</b> to use a range of learning strategies to support learners to develop agency, questioning, problem solving and meta-cognitive skills, self-efficacy, and self-regulation.	Teachers <b>increasingly</b> provide explicit instruction in learning strategies and learners are <b>increasingly</b> able to develop agency, question and problem solve, demonstrate meta-cognitive skills, self-efficacy, and self-regulation.	Teachers <b>consistently</b> provide explicit instruction in learning strategies that enable learners to <b>develop</b> agency, question and problem solve, demonstrate meta-cognitive skills, self-efficacy and self-regulation.
TL 5 Learner engagement in learning			
Teachers use a <b>limited</b> range of strategies to engage learners in learning. Feedback for learners is <b>inconsistent</b> .	Teachers are <b>beginning</b> to engage learners in learning through questioning and feedback.	Teachers <b>engage</b> learners in learning through questioning, <b>increasing exposures</b> to concepts, ideas, skills and examples, along with <b>some</b> timely and specific feedback.	Teachers <b>engage</b> learners in learning through <b>effective and purposeful</b> questioning, the use of <b>multiple exposures</b> to concepts, ideas, skills and examples, along with <b>timely and specific</b> feedback.
TL 6 Supporting parents and whānau to engage in learning			
Teachers are <b>yet to</b> provide support and resources to parents and whānau so they can assist their child's learning, progress and pathways.	Teachers provide <b>some</b> support and resources to parents and whānau so they can assist their child's learning, progress and pathways.	Teachers <b>provide relevant</b> support and resources to parents and whānau so they can assist their child's learning, progress and pathways.	Teachers <b>regularly</b> provide relevant and <b>useful</b> support and resources to parents and whānau so they can work in <b>partnership</b> in their child's learning, progress and pathways.
TL 7 Assessment for adaptive teaching			
Teachers are collecting, using and reporting <b>limited</b> assessment information; they are <b>not yet</b> adapting their practice to respond to learners' strengths and needs.	Appropriate assessment information is <b>beginning</b> to be used to plan for and report the progress and achievement of each learner; teachers are <b>establishing</b> ways to adapt their practice to respond to learners' strengths and needs.	Appropriate <b>high-quality</b> assessment information is <b>increasingly</b> used to plan for, evaluate and report the progress and achievement of each learner and to <b>adapt</b> teaching practice to respond to learners' strengths and needs.	A <b>range</b> of appropriate high-quality assessment information is <b>effectively</b> used to plan for, evaluate and report the progress and achievement of each learner and to adapt teaching practice to <b>effectively</b> respond to learners' strengths and needs.

## Teaching and Learning

TL 8 Effective additional supports				
	Teachers have <b>limited</b> knowledge and awareness of how to identify and provide for learners needing additional support to learn and progress at an appropriate pace.	Teachers are <b>taking steps</b> to identify and provide for learners needing additional support to learn and progress at an appropriate pace.	Learners needing additional support are identified and are provided with <b>relevant and increasingly effective</b> support to learn and progress at an appropriate pace. Those who are succeeding are provided with extension opportunities.	Learners needing additional support are identified <b>promptly</b> and are provided with relevant, <b>individualised</b> and effective support to learn and progress at an appropriate pace. Those who are succeeding continue to be <b>challenged</b> and extended.
TL 9 Culturally-responsive pedagogies				
TT8	Teachers are <b>not yet</b> using culturally-responsive pedagogies and practices to engage learners.	Teachers are <b>beginning</b> to use culturally-responsive pedagogies and practices that engage <b>some</b> learners with purposeful, engaging and relevant learning.	Teachers <b>increasingly</b> use a range of culturally-responsive pedagogies and practices that engage learners with purposeful, engaging and relevant learning.	Teachers <b>effectively</b> use a range of culturally-responsive pedagogies and practices that engage learners with purposeful, engaging and relevant learning.

### Obligations, requirements and areas of alignment

Elements within the teaching and learning domain align with requirements under Te Tiriti o Waitangi (TT7, TT8), the School Evaluation Indicators – Domain 4 and concepts of Manaakitanga, Whanaungatanga, Ako and Mahi tahi.

# Conditions for success

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## Professional capability and collective efficacy

The Professional capability and collective efficacy domain has two main but inter-related elements:

- the engagement of school leaders and teachers in professional growth and development to improve their own practices and, in turn, valued educational outcomes.
- the creation of professional learning communities to support growth and knowledge-sharing.

Professional capacity building in schools encompasses the numerous approaches to growing the knowledge and teaching and learning approaches of teachers, both individually and collectively, in order to support improved learning outcomes. In highly effective schools, leaders and teachers work collectively to build knowledge, collaboratively solve problems and achieve shared goals, provide mutual support, and embed a culture of continuous improvement and collective efficacy. By working together on shared goals and using evaluative cycles to identify the areas for capability building (and evaluate the effectiveness of these) schools can learn what is working, for whom, and under what conditions in order to identify and grow those practices that achieve the improvements needed for learners at that school.

A culture of strong relational trust is important so that school leaders and teachers can be open and support each other to grow in their professional capabilities. It is also important for professional capability building that teachers can connect across different schools, learning areas and communities in order to build adaptive expertise (Timperely, 2013).

Culturally-responsive and relational school leaders and teachers are involved in a dynamic cycles of self-reflection and learning, where evidence of outcomes informs new understandings and consideration of what may need to change (Berryman, 2022). Effective leaders and teachers are fully committed to growing their own confidence in te reo Māori, tikanga Māori, mātauranga Māori and te ao Māori knowledge and capability so that they can grow the collective capacity of their learners (TCANZ, 2017).

# Professional Capability and Collective Efficacy

Improvement required	Working towards	Embedding	Excelling
<b>PCCE 1 High aspirations and shared responsibility</b>			
The school's professional learning community has <b>not yet</b> developed aspirations for the achievement, progress, and wellbeing of all learners. There is <b>not yet</b> a culture of shared responsibility for learner outcomes.	The school's professional learning community is <b>beginning</b> to share some aspirations for the achievement, progress, and wellbeing of all learners. Leaders and teachers are <b>beginning</b> to establish a culture of shared responsibility for learner outcomes.	The school's professional learning community <b>shares</b> high aspirations for the achievement, progress, and wellbeing of all learners. Leaders and teachers take <b>shared</b> responsibility for learner outcomes.	The school's professional learning community shares high and <b>equitable</b> aspirations for the achievement, progress, and wellbeing of all learners. Leaders and teachers take shared responsibility for learner outcomes and <b>work collectively</b> to improve conditions for learning.
<b>PCCE 2 Trust-based communication and collaboration for professional agency</b>			
The school is at an <b>early stage</b> of building relational trust and communication to support collaboration.	Relational trust and communication are <b>beginning</b> to support collaboration in some areas of the school.	Relational trust and communication support <b>increasing</b> levels of collaboration, improvement, and innovation, and contributes to professional agency across <b>many</b> areas of the school.	<b>High levels</b> of relational trust and effective communication supports <b>deliberate and coherent</b> collaboration, improvement, and innovation, and contributes to professional agency at <b>every level</b> of the school.
<b>PCCE 3 Collective approaches to improving teaching practice</b>			
There is <b>limited</b> teacher collaboration and inquiry into teaching practice to support learner progress and achievement.	Teachers are <b>beginning</b> to work collectively to inquire into aspects of their teaching practice to support learner progress and achievement.	Teachers <b>regularly</b> work collectively to inquire into aspects of their teaching practice to support learner progress and achievement.	Teachers regularly work collectively in <b>planned</b> ways, such as modelling, observing and providing constructive feedback to inquire into <b>targeted</b> aspects of their teaching practice to support learner progress and achievement.

## Professional Capability and Collective Efficacy

PCCE 4 Prioritisation of ongoing professional growth			
Leaders and teachers are <b>yet to</b> prioritise and engage in ongoing professional growth and development to support learner progress and wellbeing.	Leaders and teachers are <b>beginning</b> to prioritise and engage in ongoing professional growth and development to ensure they have pedagogical expertise and capabilities to support learner progress and wellbeing.	Leaders and teachers are <b>increasingly</b> prioritising and engaging in ongoing professional growth and development to ensure they have high-quality pedagogical expertise and capabilities to support learner progress and wellbeing.	Leaders and teachers <b>prioritise</b> and engage in <b>effective, targeted</b> ongoing professional growth and development to ensure they have high-quality pedagogical expertise and capabilities to effectively support learner progress and wellbeing.
PCCE 5 Strategic, evaluated professional learning			
Leaders and teachers are <b>considering</b> ways to align professional learning opportunities with the school's improvement goals and learner needs.	Professional learning opportunities are <b>beginning</b> to be aligned with the school's improvement goals and learner needs.	Professional learning opportunities are <b>increasingly</b> aligned with the school's improvement goals and learner needs; leaders and teachers use <b>evidence</b> to monitor anticipated changes in practice and learner outcomes.	Professional learning opportunities are <b>strategically aligned</b> with the school's improvement goals and learner needs; leaders and teachers use a <b>range</b> of evidence to monitor <b>and evaluate</b> anticipated changes in practice and learner outcomes.
PCCE 6 Valuing culture			
Leaders and teachers are <b>yet to</b> value the cultural backgrounds of their learners and demonstrate this throughout the school's programmes, initiatives, and practices.	Leaders and teachers <b>beginning to</b> value the cultural backgrounds of learners and are <b>starting to</b> demonstrate this throughout the school's programmes, initiatives and practices.	Leaders and teachers <b>increasingly</b> value the cultural backgrounds of their learners and <b>increasingly</b> demonstrate this throughout school's programmes, initiatives, and practices.	Leaders and teachers place <b>high value</b> on the cultural backgrounds of their learners and <b>demonstrate</b> this throughout the school's programmes, initiatives, and practices.
PCCE 7 Building expertise and capability for improvement and innovation			
Leaders are <b>yet to</b> use relevant internal and external expertise, including networking with other schools, to support capability building, improvement and innovation.	Leaders are <b>beginning</b> to use relevant internal and external expertise, including networking with other schools, to support capability building, improvement and innovation.	Leaders <b>use</b> relevant internal and external expertise, including networking with other schools, to support capability building, improvement and innovation.	Leaders <b>strategically</b> use relevant internal and external expertise, including networking with other schools, to <b>embed</b> capability building, improvement and innovation.

## Professional Capability and Collective Efficacy

PCCE 8 Reflecting on research findings				
	Leaders and teachers do <b>not yet</b> work together to assess the implications of research findings and evidence about learner performance on teaching practice for their school.	Leaders and teachers are <b>taking steps</b> to work together to assess the implications of research findings and evidence about learner performance on teaching practice for their school.	Leaders and teachers <b>work together</b> to assess the implications of research findings and evidence about learner performance on teaching practice for their school.	Leaders and teachers <b>regularly and effectively</b> work together to assess the implications of research findings and evidence about learner performance on teaching practice for their school.
PCCE 9 Professional learning in te reo and te ao Māori				
TT9	Leaders and teachers have <b>limited opportunities</b> to engage in professional learning to improve confidence and capability in te reo Māori, tikanga Māori, mātauranga Māori and te ao Māori knowledge and capability in teaching and learning.	Leaders and teachers are <b>beginning</b> to engage in professional learning to improve confidence and capability in te reo Māori, tikanga Māori, mātauranga Māori and te ao Māori knowledge and capability in teaching and learning.	Leaders and teachers are <b>engaging</b> in <b>effective</b> professional learning to improve confidence and capability in te reo Māori, tikanga Māori, mātauranga Māori and te ao Māori knowledge and capability in teaching and learning.	Leaders and teaching staff are fully engaged in and <b>committed to ongoing</b> and effective professional learning to improve confidence and capability in te reo Māori, tikanga Māori, mātauranga Māori and te ao Māori knowledge and capability in teaching and learning.
PCCE 10 Data analysis for evidenced-based improvement				
TT10	Leaders and teachers are <b>not yet</b> collecting, analysing, and interpreting data to make evidence-based decisions for school improvement. An agreed shared approach to collecting and managing data is <b>not yet</b> in place. The school <b>does not have</b> sufficient internal data analysis capability.	Some leaders and teachers are <b>beginning</b> 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 <b>agreed shared approach</b> to collecting and managing data. The school is <b>growing</b> its data analysis capability.	Leaders and teachers are <b>strengthening</b> the ways they collect, analyse, and interpret data including seeking Māori learners and whānau voices. Data is being used more <b>widely</b> to inform decision making for school improvement.  The school has a <b>system</b> of data collection and management. The school has <b>strong</b> data analysis capability.	Leaders and teachers <b>confidently</b> collect, analyse, and interpret data from a <b>range</b> of sources including seeking Māori learners and whānau voices. <b>Data informs decision making</b> for school improvement at class, team and school level.  The school has <b>sophisticated</b> data collection and management systems. The school has <b>strong, diversified</b> data analysis capability and demonstrates a commitment to growing this capability.

## Professional Capability and Collective Efficacy

PCEC 11 Commitment to Te Tiriti o Waitangi				
TT6	Teachers do <b>not yet</b> understand their commitment to tangata whenuatanga and Te Tiriti o Waitangi partnership.	Teachers <b>beginning</b> to understand their commitment demonstrate commitment to tangata whenuatanga and Te Tiriti o Waitangi partnership.	Teachers <b>voice</b> a commitment to tangata whenuatanga and Te Tiriti o Waitangi partnership by understanding and recognising the unique status of tangata whenua.	Teachers <b>authentically demonstrate</b> commitment to tangata whenuatanga and Te Tiriti o Waitangi partnership by understanding, recognising and celebrating the unique status of tangata whenua.

### Obligations, requirements and areas of alignment

Elements within the professional capability and collective efficacy domain align with requirements under Te Tiriti o Waitangi (TT6, TT9, TT10), the Teaching Council's Standards and Leadership Capability Framework, and the School Evaluation Indicators – Domain 5, NELP Priority 5.



# Inclusion and wellbeing

Learner wellbeing has a clear impact on learner mental health and learning (the Ministry, 2017) and significantly impacts learner's academic performance (Govorova et al., 2020). Inclusion is a key aspect of wellbeing (ERO, 2013) and is one of eight principles in The New Zealand Curriculum. ERO has previously used the following definition of wellbeing specific to education research and evaluation:

“Student wellbeing at school is indicated by their satisfaction with life at school, their engagement with learning and their social-emotional behaviour... a sustainable state characterised by predominantly positive feelings and attitude, positive relationships at school, resilience, self-optimisation and a high level of satisfaction with learning experiences”. (Noble et al, 2008, p.30).

It is the ethical and legal responsibility of teachers, leaders and trustees to consider and respond to all aspects of the learner; including their physical, social, emotional, academic and spiritual needs. The importance of inclusion and wellbeing sits within the broader context of a range of key legislation, agreements, strategies and frameworks, including:

- The United Nations Conventions on the Rights of the Child
- The National Education and Learning Priorities
- Teaching Council Code of Professional Responsibility
- The Children's Act 2014.

Inclusion and wellbeing policies and practices should support all learners to have a strong sense of belonging and be confident in their identity, language and culture. Monitoring wellbeing can have a positive impact for learners and enable schools to identify learners that may need additional support, as well as developing learners' understanding and strategies around protective factors (Flack et al., 2022).

Hauora is a well-known model that represents the multifaceted aspects of wellbeing. This includes the physical, mental /emotional, social /whānau and spiritual dimensions of health, which are reflected in the elements below. Concepts in Hauora are unpacked in the Te Whare Tapa Whā model (Durie, 1994) and the Fonofale model (Pulotu-Endemann, 2001) of wellbeing. This is outlined in the health and physical education learning area (NZC) and are also useful models for understanding the inter-related nature of wellbeing elements. Coherency and consistency in a whole-school approach enables schools to effectively work towards an environment in which learners feel included and experience wellbeing (ERO, 2019).

# Inclusion and Wellbeing

Improvement required		Working towards	Embedding	Excelling
<b>IW 1 Safe and inclusive environment</b>				
TT11	The school is <b>not yet</b> providing a physically and emotionally safe and inclusive environment for all learners.	The school is <b>taking steps</b> to improve its provision of a physically and emotionally safe and inclusive environment for all learners.	The school is <b>strengthening and consolidating</b> its provision of a physically and emotionally safe and inclusive environment for all learners; the school is <b>increasingly</b> free from racism, discrimination and bullying.	The school <b>provides</b> a physically and emotionally safe and inclusive environment, <b>free from</b> racism, discrimination and bullying, for all learners.
<b>IW 2 Identity, language and culture</b>				
TT12	Leaders and teachers are <b>considering ways</b> to recognise, affirm and value the diverse identities, languages and cultures of learners, parents, whānau and the community.	Leaders and teachers are <b>beginning</b> to recognise, affirm and value the diverse identities, languages and cultures of learners, parents, whānau and the community.	Leaders and teachers <b>recognise, affirm, value</b> and are <b>taking steps</b> towards catering for the diverse identities, languages and cultures of learners, parents, whānau and the community.	Leaders and teachers recognise, affirm, value and <b>cater for</b> the diverse identities, languages and cultures of learners, parents, whānau and the community.
<b>IW 3 Wellbeing and inclusion policies and programmes</b>				
TT13	Leadership does <b>not yet</b> have adequate policies, programmes and practices to promote learners' wellbeing, inclusion, confidence in their identity, language and culture, and engagement in learning.	Leadership is <b>beginning</b> to develop policies, programmes and practices to promote learners' wellbeing, inclusion, confidence in their identity, language and culture, and engagement in learning.	Leadership is <b>strengthening</b> policies, programmes and practices to promote learners' wellbeing, inclusion confidence in their identity, language and culture, and engagement in learning.	Leadership <b>ensures</b> that a <b>comprehensive</b> range of policies, programmes and practices promote learners' wellbeing, inclusion, confidence in their identity, language and culture, and engagement in learning.

## Inclusion and Wellbeing

IW 4 Reducing barriers and supporting access				
TT14	Leaders and teachers are <b>not yet</b> taking steps to reduce barriers to education and support access to learning for all learners.	Leaders and teachers are <b>taking steps</b> to reduce barriers to education and support access to learning for some groups of learners.	Leaders and teachers use <b>increasingly effective strategies</b> 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.	Leaders and teachers use a <b>range of effective strategies</b> 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 <b>yet to</b> gather, analyse and act on learners' wellbeing data.	The school is <b>beginning</b> to gather, analyse learners' wellbeing data, and beginning to act on findings to ensure learners are free from harm.	The school <b>gathers, analyses and acts on</b> learners' wellbeing data to ensure that learners are free from harm and their experiences are mana enhancing.	The school <b>regularly and systematically</b> gathers, analyses, acts on and monitors learners' wellbeing data at a cohort and school level to ensure learners are free from harm and their experiences are mana enhancing.
IW 6 Trusting relationships				
	Relationships between staff and learners are <b>not</b> founded on mutual trust and allow learners to seek help when required.	Relationships between staff and learners are <b>beginning</b> to be founded on mutual trust and allow learners to seek help when required.	Relationships between staff and learners are <b>increasingly</b> founded on mutual trust and allow learners to seek help when required.	Relationships between staff and learners are <b>founded</b> on mutual trust and allow learners to seek help when required.

### Obligations, requirements and areas of alignment

Elements within the inclusion and wellbeing domain align with requirements under Te Tiriti o Waitangi (TT11, TT12, TT13, TT14) and the Teaching Council's Code of Professional Responsibility and Leadership Capability Framework, NELP Priority 1.

## Partnerships

Collaboration and partnerships between schools, parents, whānau, employers and the community can significantly improve education outcomes for learners. In addition to growing the school's understanding of – and ability to support – the whole child, partnerships can also build the confidence and knowledge of parents and whānau to support learning at home. Partnerships build a shared understanding of learning goals, progress and how best to ensure every learner achieves success. Partnerships enable schools to leverage the knowledge, resources and collective wisdom of their communities to understand what learners need beyond the school gate, share information and co-construct teaching and learning that is meaningful and relevant for learners in that community.

Parents and whānau are key partners in their children's learning. What learners bring with them to school each day is critical to their educational outcomes (Hattie, 2009), just as learning does not stop at the school gate and needs to be supported at home. Whānau support is an essential influence on the successful outcomes of learners. Parents want to support their children's learning but need clear accessible information on what is happening at the school, their children's progress, and how best to support them at home (PICI, 2017). It is critical that whānau and educators work together to set appropriately high expectations and challenging goals, and then work in partnership to achieve these (Hattie, 2009).

Parental involvement in a school benefits not only those learners whose parents are involved in school activities, but also has a beneficial effect on the academic achievement of all learners at the school (Park and Holloway, 2017). For our Māori and Pacific learners, we know that strong engagement and contribution from parents and families is one of the biggest factors that makes a difference for these learners. (Ka Hikitia, 2020). Effective partnerships between schools and parents, whānau, hapū / iwi and communities build a sense of identity and belonging that contributes to wellbeing. [Refer to the Inclusion and Wellbeing domain regarding the positive impacts of inclusion and wellbeing on learner achievement].

Schools need to build trusting and sustained partnerships with Māori and mana whenua to ensure Māori learners enjoy and achieve educational success as Māori. Engagement between whānau, community groups (including hapū and iwi groups) and schools need to be constructive and strengths-focused, reciprocal and collaborative. This is to benefit the development of learners, and providing them with a broad range of opportunities, experiences, and auxiliary resources in addition to what schools can provide on their own.

Partnerships with the community, professional networks, community service groups and employers can also significantly build the knowledge, resources and expertise a school can draw upon to support both staff and learners. Relationships with industry, employers, and vocational and training providers can support tailored and /or extended learning opportunities. This builds awareness of training and career pathways and opportunities, as well as ensuring the readiness of school leavers for work meets employer expectations. Through partnerships schools can support learners at transition points between stages of schooling and into further learning or career pathways that align to their goals.

Professional partnerships with other schools as part of learning communities are also vital to support, grow and sustain our essential educator workforce. A partnership approach to building, supporting and growing staff, both within and across schools, not only supports knowledge building and teacher confidence, but improves practice and grows system capability (ERO, 2021).

# Partnerships



Improvement required				Working towards				Embedding				Excelling			
<b>P 1 Parents and whānau as learning partners</b>															
The school is <b>not yet</b> providing opportunities for parents and whānau to participate in their child’s learning.			The school is <b>beginning</b> to provide opportunities for parents and whānau to be involved in their child’s learning.			The school <b>increasingly</b> provides parents and whānau with opportunities to be involved in their child’s learning.			Parents and whānau are <b>respected and valued partners</b> in their child’s learning.						
<b>P 2 Communicating for shared understanding</b>															
Leaders and teachers have <b>not yet</b> established ways of communicating with parents and whānau to create shared understandings of learning and the curriculum.			Leaders and teachers are using <b>some</b> communication strategies with parents and whānau to <b>begin establishing shared understandings</b> of learning and the curriculum.			Leaders and teachers are <b>increasingly</b> using communication strategies with parents and whānau to <b>strengthen</b> shared understandings of learners’ strengths and learning needs, enabling parents and whānau to <b>support</b> their child’s learning.			Leaders and teachers use a <b>range of</b> effective communication strategies with parents and whānau to <b>sustain</b> shared understandings of learners’ strengths and learning needs, the curriculum and the teaching and learning process, enabling parents and whānau to <b>actively</b> support their child’s learning.						
<b>P 3 Pathways and support</b>															
Learners, parents, whānau and teachers have <b>limited</b> knowledge about the different pathways, programmes, options, transitions and support available.			Learners, parents, whānau and teachers have <b>variable</b> knowledge about the different pathways, programmes, options, transitions and support available.			Learners, parents, whānau and teachers <b>know about</b> the different pathways, programmes, options and support available; they <b>increasingly participate</b> in decision making at critical transition points within and beyond school settings.			Learners, parents, whānau and teachers are <b>well informed</b> about the different pathways, programmes, options and support available; they <b>collaborate</b> in planning and decision making at critical transition points within and beyond school settings.						
<b>P 4 Partnerships for wellbeing</b>															
Leaders and teachers are <b>yet to</b> identify and establish ways to draw on community resources, including support agencies, to support and improve learner wellbeing.			Leaders and teachers are <b>beginning</b> to identify and establish ways to draw on community resources, including support agencies, to support and improve learner wellbeing.			Leaders and teachers <b>increasingly</b> identify, draw on, and work with community resources, including support agencies, to support and improve learner wellbeing.			Leaders and teachers <b>proactively</b> identify, draw on, and work with community resources, including other professional and support agencies, to <b>effectively</b> support and improve learner health and wellbeing.						

## Partnerships

P 5 Partnerships for further learning			
Leaders and teachers are <b>not yet</b> building relationships with industry, employers, and vocational and training providers, to support learning opportunities and achievement.	Leaders and teachers are <b>beginning</b> to build relationships with industry, employers, and vocational and training providers, to support learning opportunities and achievement.	Leaders and teachers <b>increasingly</b> build relationships with industry, employers, and vocational and training providers, to support learning opportunities and achievement.	Leaders and teachers <b>build and sustain</b> relationships with industry, employers, and vocational and training providers, to <b>extend and enhance</b> learning opportunities and achievement.
P 6 Professional networks			
Leaders and teachers are <b>yet to</b> establish professional networks.	Leaders and teachers are <b>beginning</b> to establish professional networks.	Leaders and teachers <b>develop</b> professional networks and are <b>increasingly</b> contributing their knowledge and expertise to system capability building and improvement.	Leaders and teachers <b>cultivate and sustain</b> reciprocal professional networks and <b>contribute</b> 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 <b>yet to</b> facilitate regular parent and whānau engagement and participation in the life of the school.	Leaders and teachers are <b>beginning</b> to facilitate regular parent and whānau engagement and participation in the life of the school.	Leaders and teachers <b>facilitate regular</b> parent and whānau engagement and participation in the life of the school. This includes their contribution to decision making in <b>some</b> contexts.	Leaders and teachers facilitate regular parent and whānau engagement and <b>meaningful</b> participation in the life of the school. This includes their contribution to decision making in a <b>variety of contexts</b> .
P 8 Partnerships with Māori			
TT15 The school is <b>yet to</b> consider giving effect to Te Tiriti o Waitangi through partnerships with Māori and mana whenua.	The school is <b>beginning</b> to give effect to Te Tiriti o Waitangi through developing partnerships with Māori and mana whenua to develop <b>goals</b> for Māori learners achieve educational success as Māori.	The school is <b>giving effect to</b> Te Tiriti o Waitangi through partnerships with Māori and mana whenua focused on actions to <b>support</b> Māori learners achieve educational success as Māori.	The school is <b>authentically and actively</b> giving effect to Te Tiriti o Waitangi through building <b>trusting and sustained</b> partnerships with Māori and mana whenua. Māori learners are enjoying <b>achieving</b> educational success as Māori.

### Obligations, requirements and areas of alignment

Elements within the partnerships domain align with requirements under Te Tiriti o Waitangi (TT15), National Education and Learning Priorities (NELP) Priority 2 and 7, School Evaluation Indicators – Domain 3, and the dimensions for improvement and change in Poutama Reo.



## Stewardship and governance

Stewardship refers to the responsibilities, practices, and activities undertaken by a Board to ensure there is effective and responsible management of the school that meets statutory responsibilities - including that all learners are achieving well and enables the school to deliver its vision and mission and achieve its goals.

The stewardship role of the board is about accountability and improvement. The board sets strategic direction, oversees the use of resources, monitors performance, and ensures compliance with legal and ethical standards. Board members have a unique responsibility to act in the best interests of the school and to hold it accountable to its stakeholders. Teaching and learning, wellbeing, and learner achievement and progress are the board's main concern.

Boards plan for, and act in, the interests of the school and its community in partnership with school leaders and staff, and through engaging with their local community, including mana whenua. Effective boards give effect to Te Tiriti o Waitangi by ensuring plans, policies and curriculum reflect local tikanga Māori, mātauranga Māori, te ao Māori, taking all reasonable steps to make instruction available in tikanga Māori and te reo Māori, and that Māori learners are achieving equitable outcomes.

Boards ensure accountability for school performance, scrutinising learner wellbeing and achievement data with an explicit focus on improvement. They make sure the principal and staff are supported and resourced to achieve high quality teaching and learning, and closely monitor learner wellbeing, achievement and progress. To do this they need reliable and detailed information about the learning and wellbeing of learners at the school.

# Stewardship and Governance

Improvement required					Working towards					Embedding					Excelling					
<b>SG 1 Board membership and collaboration</b>																				
TT17	The board is <b>not yet</b> 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.					The board is <b>taking steps</b> 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.					The board <b>represents, serves, and works with</b> 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.					The board <b>effectively</b> represents, serves, and works with the school community including mana whenua, to <b>collaboratively</b> develop the school's vision, values, strategic direction, improvement priorities and goals related to learning, wellbeing, achievement and progress.				
	<b>SG 2 Evidenced-informed strategic decision making</b>																			
	The board is <b>not yet</b> using learner data and evaluative information to identify strategic improvement priorities, plan and make appropriate resourcing decisions.					The board is making <b>limited</b> use of learner data and evaluative information to identify strategic improvement priorities, plan and make appropriate resourcing decisions.					The board is <b>strengthening</b> how it scrutinises learner data and evaluative information to identify strategic improvement priorities, plan and make appropriate resourcing decisions.					The board <b>closely scrutinises</b> a range of <b>high-quality</b> learner data and evaluative information to identify strategic improvement priorities, plan and make appropriate resourcing decisions.				
	<b>SG 3 School resourcing and principal performance</b>																			
The board is <b>not sufficiently</b> managing the school's resourcing (financial, property, and human resources) including managing the performance of the principal.					The board <b>adequately</b> manages the school's resourcing (financial, property, and human resources) including managing the performance of the principal.					The board <b>effectively</b> manages the school's resourcing (financial, property, and human resources) including managing the performance of the principal.					The board <b>effectively</b> manages and <b>strategically plans for</b> the school's resourcing (financial, property, and human resources) including managing the performance of the principal.					

## Stewardship and Governance

SG 4 Statutory obligations and reporting			
The board does <b>not yet</b> 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.	The board is <b>taking steps</b> to understand its statutory obligations and is establishing systems and processes to review and report on its responsibilities, including developing and reviewing relevant policies.	The board <b>understands and meets</b> 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.	The board <b>understands and enacts</b> its statutory obligations and <b>effectively</b> implements systems and processes to review and report on its responsibilities, including having policies and procedures that are coherent and fit for purpose.
SG 5 School leadership performance			
The board is <b>not yet</b> holding leaders to account for the performance of the school in relation to learner engagement, wellbeing, progress and achievement data.	The board is <b>beginning</b> to hold leaders to account for the performance of the school through analysing learner engagement, wellbeing, progress and achievement data.	The board <b>holds</b> leaders to account for the performance of the school through <b>analysing</b> learner engagement, wellbeing, progress and achievement data.	The board <b>effectively</b> holds leaders to account for the performance of the school through <b>strategic scrutiny</b> of learner engagement, wellbeing, progress and achievement data.
SG 6 Board performance			
The board is <b>yet to</b> evaluate its own performance.	The board is <b>beginning</b> to evaluate its own performance.	The board <b>evaluates</b> its own performance.	The board <b>regularly</b> evaluates the effectiveness of its own performance.
SG 7 Information sharing			
TT16 The school's results and evaluation findings are <b>not yet</b> shared with key stakeholders including whānau, hapū and iwi.	The school's results and evaluation findings are <b>shared</b> with some key stakeholders including whānau, hapū and iwi.	The school's results and evaluation findings are <b>shared and discussed</b> with key stakeholders including whānau, hapū and iwi.	The school's results and evaluation findings are <b>meaningfully discussed</b> with key stakeholders including whānau, hapū and iwi.

## Stewardship and Governance

SG 8 Board gives effect to Te Tiriti o Waitangi			
TT18	The board is <b>yet to</b> 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.	The board is <b>beginning</b> 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.	The board <b>gives effect</b> 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 <b>working toward</b> achieving equitable outcomes for Māori learners.
			The board <b>gives effect</b> to Te Tiriti o Waitangi by working in <b>partnership with mana whenua</b> to ensure the school: plans, policies and curriculum reflect local tikanga Māori, mātauranga Māori and te ao Māori; <b>quality</b> instruction is available in tikanga Māori and te reo Māori and; is <b>achieving</b> equitable outcomes for Māori learners.

### Obligations, requirements and areas of alignment

Excellent stewardship and governance align with the Education and Training Act 2020. Elements within the stewardship and governance domain align with requirements under Te Tiriti o Waitangi (TT16, TT17, TT18) and the Te Tiriti o Waitangi principle of honourable governance (Kawanatanga) and School Evaluation Indicators – Domain 1.

## Te Tiriti o Waitangi

Te Tiriti o Waitangi and its principles set out obligations for the Crown and Māori that guide how tangata Tiriti (*New Zealanders of non-Māori origin*) and tangata whenua can live together with mutual respect. The key principles include rangatiratanga, partnership, participation, active protection and equity. They provide for the active protection of taonga, including te reo Māori, tikanga Māori, and mātauranga Māori, and enable fair and equitable educational processes and outcomes for Māori and for all ākonga (DPMC, 2019; Te Puni Kōkiri, 2001).

This domain as expressed within the School Improvement Framework provides an assessment on how well a school is promoting success of ākonga Māori as Māori. Te Tiriti o Waitangi is, at its essence, about honourable, equitable partnership: it is an agreement to co-exist peacefully while each party retains its language, culture, and identity. Boards of Trustees, leaders and teachers can deeply reflect the intent of Te Tiriti o Waitangi by enacting the articles of:

- Kawanatanga (honourable governance), by giving Māori a voice in all aspects of governance through genuine engagement and involvement in decision making.
- Rangatiratanga (self-determination), by acknowledging the rights of Māori to have agency, voice, and choice in what happens in schools.
- Ōritetanga (equity), by co-designing for equity. This means engaging with whānau Māori to design plans, programmes, and environments, rather than merely inviting them to consult on existing plans and ideas (Riki-Waaka, 2023).

Effective boards ensure plans, policies and curriculum reflect local tikanga Māori, mātauranga Māori, te ao Māori and te reo Māori. Boards are also tasked with ensuring that Māori learners are achieving equitable outcomes (Education and Training Act 2020). Schools should support all learners to understand their role in giving effect to Te Tiriti o Waitangi by providing opportunities for active participation in te reo Māori, tikanga Māori and articulating a broad understanding of mātauranga Māori and the histories of Aotearoa (Te Poutāhū, 2023).

Māori learners are entitled to a learning environment that fosters a strong sense of belonging and confidence in their identity, language and culture. To support this, school leaders and teachers should fully commit to growing their own confidence in te reo Māori, tikanga Māori, mātauranga Māori and te ao Māori knowledge and capability so that they can grow the collective capacity of their learners (TCANZ, 2017). Culturally-responsive school leaders and teachers are involved in a dynamic and spiralling process of critical self-reflection and learning where evidence of current practice and outcomes for Māori learners informs new understandings of the implications of current practice, and in turn understanding of what needs to change to accelerate improved outcomes for Māori learners (Berryman, 2022).

# Te Tiriti o Waitangi

Improvement required					Working towards					Embedding					Excelling						
<b>TT 1 Learner understanding of Te Tiriti o Waitangi</b>																					
Learner outcomes	Learners are <b>yet to understand</b> their role in giving effect to Te Tiriti o Waitangi as they are yet to be provided with opportunities to participate in te reo Māori, tikanga Māori or have an understanding of mātauranga Māori and the histories of Aotearoa.					Learners are <b>beginning to understand</b> their role in giving effect to Te Tiriti o Waitangi by provision of opportunities to participate in te reo Māori, tikanga Māori and beginning to learn about mātauranga Māori and the histories of Aotearoa.					Learners <b>increasingly understand</b> their role in giving effect to Te Tiriti o Waitangi as they are provided with opportunities for active participation in te reo Māori, tikanga Māori and understand aspects of mātauranga Māori and the histories of Aotearoa.					Learners <b>understand their role</b> in giving effect to Te Tiriti o Waitangi through provision of <b>high-quality</b> opportunities for <b>active participation</b> in te reo Māori, tikanga Māori and articulating a <b>broad</b> understanding of mātauranga Māori and the histories of Aotearoa.					
	<b>TT 2 Whānau involvement in decision making</b>																				
	L7	Leaders are <b>yet to involve</b> whānau, hapū and iwi in decision making in the school.					Leaders are <b>beginning to involve</b> whānau, hapū and iwi in decision making in the school. The school's vision, goals, targets and priorities are <b>yet to reflect</b> those set out by whānau, hapū and iwi.					Leaders <b>increasingly involve</b> whānau, hapū and iwi in decision making in the school. The school's vision, goals, targets and priorities are <b>beginning to reflect</b> those set out by whānau, hapū and iwi.					Leaders <b>consistently</b> involve whānau, hapū and iwi in decision making. The school's vision, goals, targets and priorities <b>reflect</b> those set out by whānau, hapū and iwi, and are <b>anchored in</b> a thoughtful understanding of the principles of Te Tiriti o Waitangi.				
		<b>TT 3 Integrated te ao Māori learning opportunities</b>																			
C7	Te reo, te ao Māori, tikanga Māori, and mātauranga Māori are <b>not yet</b> included in all aspects of the school's curriculum.					Te reo, te ao Māori, tikanga Māori, and mātauranga Māori are <b>beginning to</b> be included in all aspects of the school's curriculum.					Te reo, te ao Māori, tikanga Māori, and mātauranga Māori are <b>increasingly</b> woven through all aspects of the school's curriculum.					Te reo, te ao Māori, tikanga Māori, and mātauranga Māori are <b>effectively woven through</b> all aspects of the school's curriculum.					

# Te Tiriti o Waitangi

TT 4 Stakeholder aspirations incorporated into curriculum				
C2	The aspirations of stakeholders are <b>yet to be addressed</b> through a school curriculum.	The aspirations of <b>some</b> stakeholders are <b>beginning to be addressed</b> through a school curriculum.	The aspirations of <b>most</b> stakeholders including learners, whānau and iwi are being <b>addressed</b> in the school curriculum.	The aspirations of <b>all key</b> stakeholders including learners, whānau, hapū and iwi are addressed through an <b>explicit, sequenced school-wide</b> curriculum.
TT 5 Curriculum reflects local contexts and learner understanding				
C3	The curriculum is <b>not yet</b> reflecting local contexts or building from learners' experiences, knowledge and understanding.	The curriculum is <b>beginning</b> to reflect local contexts, and/or builds from learners' experiences, knowledge and understanding.	The curriculum <b>increasingly</b> reflects local contexts in a way that builds from learners' experiences, knowledge and understanding. Consequently, the school is <b>beginning</b> to offer more meaningful learning opportunities.	Local contexts are <b>reflected</b> throughout the curriculum in a way that builds from learners' experiences, knowledge and understanding. Consequently, the school offers a <b>range of</b> relevant and meaningful learning opportunities.
TT 6 Commitment to Te Tiriti o Waitangi				
PCCE11	Teachers <b>do not yet understand</b> their commitment to tangata whenuatanga and Te Tiriti o Waitangi partnership.	Teachers <b>beginning to understand</b> their commitment to tangata whenuatanga and Te Tiriti o Waitangi partnership.	Teachers <b>voice a commitment</b> to tangata whenuatanga and Te Tiriti o Waitangi partnership by understanding and recognising the unique status of tangata whenua.	Teachers <b>authentically demonstrate commitment</b> to tangata whenuatanga and Te Tiriti o Waitangi partnership by understanding, recognising and celebrating the unique status of tangata whenua.
TT 7 Supporting parents and whānau to engage in learning				
TL6	Teachers are <b>yet to provide</b> support and resources to parents and whānau so they can assist their child's learning, progress and pathways.	Teachers provide <b>some</b> support and resources to parents and whānau so they can assist their child's learning, progress and pathways.	Teachers <b>provide relevant and useful</b> support and resources to parents and whānau so they can assist their child's learning, progress and pathways.	Teachers <b>regularly</b> provide relevant and useful support and resources to parents and whānau so they can <b>work in partnership</b> in their child's learning, progress and pathways.

# Te Tiriti o Waitangi

TT 8 Culturally-responsive pedagogies				
TL9	Teachers are <b>not yet</b> using culturally-responsive pedagogies and practices to engage learners.	Teachers are <b>beginning</b> to use culturally-responsive pedagogies and practices that engage <b>some</b> learners with purposeful, engaging and relevant learning.	Teachers <b>increasingly use</b> a range of culturally-responsive pedagogies and practices that engage learners with purposeful, engaging and relevant learning.	Teachers <b>effectively use</b> a range of culturally-responsive pedagogies and practices that engage learners with purposeful, engaging and relevant learning.
TT 9 Professional learning in te reo and te ao Māori				
PCCE9	Leaders and teachers have <b>limited opportunities</b> to engage in professional learning to improve confidence and capability in te reo Māori, tikanga Māori, mātauranga Māori and te ao Māori knowledge and capability in teaching and learning.	Leaders and teachers are <b>beginning to engage</b> in professional learning to improve confidence and capability in te reo Māori, tikanga Māori, mātauranga Māori and te ao Māori knowledge and capability in teaching and learning.	Leaders and teachers are <b>engaging in effective</b> professional learning to improve confidence and capability in te reo Māori, tikanga Māori, mātauranga Māori and te ao Māori knowledge and capability in teaching and learning.	Leaders and teaching staff are <b>fully engaged</b> in and <b>committed to ongoing and effective</b> professional learning to improve confidence and capability in te reo Māori, tikanga Māori, mātauranga Māori and te ao Māori knowledge and capability in teaching and learning.
TT 10 Data analysis for evidenced-based improvement				
PCCE10	Leaders and teachers are <b>not yet</b> collecting, analysing, and interpreting data to make evidence-based decisions for school improvement. An agreed shared approach to collecting and managing data is <b>not yet in place</b> .  The school <b>does not have</b> sufficient internal data analysis capability.	Some leaders and teachers are <b>beginning</b> to collect, analyse, and interpret data including seeking Māori learners and whānau voices to make evidence-based decisions for school improvement.  The school <b>has</b> an agreed shared approach to collecting and managing data. The school is <b>growing</b> its data analysis capability.	Leaders and teachers are <b>strengthening</b> the ways they collect, analyse, and interpret data including seeking Māori learners and whānau voices. Data is being <b>used more widely</b> to inform decision making for school improvement.  The school has a <b>system</b> of data collection and management. The school has <b>strong</b> data analysis capability.	Leaders and teachers <b>confidently</b> collect, analyse, and interpret data from a <b>range of sources</b> including seeking Māori learners and whānau voices. Data <b>informs decision making</b> for school improvement at <b>class, team and school level</b> .  The school has <b>sophisticated</b> data collection and management <b>systems</b> . The school has <b>strong, diversified</b> data analysis capability and demonstrates a commitment to <b>growing</b> this capability.

# Te Tiriti o Waitangi

TT 11 Safe and inclusive environment				
IW1	The school is <b>not yet providing</b> a physically and emotionally safe and inclusive environment for all learners.	The school is <b>taking steps</b> to improve its provision of a physically and emotionally safe and inclusive environment for all learners.	The school is <b>strengthening and consolidating</b> its provision of a physically and emotionally safe and inclusive environment for all learners; the school is <b>increasingly</b> free from racism, discrimination and bullying.	The school <b>provides</b> a physically and emotionally <b>safe and inclusive environment</b> , free from racism, discrimination and bullying, <b>for all</b> learners.
TT 12 Identity, language and culture				
IW2	Leaders and teachers are <b>considering</b> ways to recognise, affirm and value the diverse identities, languages and cultures of learners, parents, whānau and the community.	Leaders and teachers are <b>beginning to</b> recognise, affirm and value the diverse identities, languages and cultures of learners, parents, whānau and the community.	Leaders and teachers <b>recognise, affirm, value</b> and <b>increasingly</b> cater for the diverse identities, languages and cultures of learners, parents, whānau and the community.	Leaders and teachers recognise, affirm, value and <b>cater for</b> the diverse identities, languages and cultures of learners, parents, whānau and the community.
TT 13 Wellbeing and inclusion policies and programmes				
IW3	Leadership does <b>not yet</b> have adequate policies, programmes and practices to promote learners' wellbeing, inclusion, confidence in their identity, language and culture; and engagement in learning.	Leadership is <b>beginning</b> to develop policies, programmes and practices to promote learners' wellbeing, inclusion, confidence in their identity, language and culture; and engagement in learning.	Leadership is <b>strengthening</b> policies, programmes and practices to promote learners' wellbeing, inclusion, confidence in their identity, language and culture; and engagement in learning.	Leadership ensures that a <b>comprehensive</b> range of policies, programmes and practices promote learners' wellbeing, inclusion, confidence in their identity, language and culture; and engagement in learning.
TT 14 Reducing barriers and supporting access				
IW4	Leaders and teachers are <b>not yet</b> taking steps to reduce barriers to education and support access to learning for all learners.	Leaders and teachers are <b>taking steps</b> to reduce barriers to education and support access to learning for <b>some</b> groups of learners.	Leaders and teachers use <b>increasingly effective</b> strategies to reduce barriers to education and support access to learning for <b>all</b> , including for Māori and Pacific learners, disabled learners and those with learning support needs.	Leaders and teachers use a <b>range of</b> effective strategies to reduce barriers to education and support access to learning for <b>all</b> , including for Māori and Pacific learners, disabled learners and those with learning support needs.

# Te Tiriti o Waitangi

TT 15 Partnerships with Māori				
P8	The school is <b>yet to</b> consider giving effect to Te Tiriti o Waitangi through partnerships with Māori and mana whenua.	The school is <b>beginning</b> to give effect to Te Tiriti o Waitangi through partnerships with Māori and mana whenua to develop <b>goals</b> for Māori learners to achieve educational success as Māori.	The school is <b>giving effect to</b> Te Tiriti o Waitangi through partnerships with Māori and mana whenua focused on actions to <b>support</b> Māori learners achieve educational success as Māori.	The school is <b>authentically and actively</b> giving effect to Te Tiriti o Waitangi through building <b>trusting and sustained partnerships</b> with Māori and mana whenua. Māori learners are enjoying and <b>achieving</b> educational success as Māori.
TT 16 Information sharing				
SG7	The school's results and evaluation findings are <b>not yet shared</b> with key stakeholders including whānau, hapū and iwi.	The school's results and evaluation findings are <b>shared</b> with <b>some</b> key stakeholders including whānau, hapū and iwi.	The school's results and evaluation findings are <b>shared and discussed</b> with key stakeholders including whānau, hapū and iwi.	The school's results and evaluation findings are <b>discussed and scrutinised with key stakeholders</b> including whānau, hapū and iwi.
TT 17 Board membership and collaboration				
SG1	The board is <b>not yet</b> 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.	The board is <b>taking steps</b> 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.	The board <b>represents, serves and works with</b> the school community, including mana whenua, to <b>develop</b> the school's vision, values, strategic direction, improvement priorities and goals related to learner learning, wellbeing, achievement, and progress.	The board <b>effectively</b> represents, serves and works with the school community, including mana whenua, to <b>collaboratively develop</b> the school's vision, values, strategic direction, improvement priorities and goals related to learner learning, wellbeing, achievement, and progress.

# Te Tiriti o Waitangi

TT 18 Board gives effect to Te Tiriti o Waitangi			
SG8	The board is <b>yet to</b> 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.	The board is <b>beginning</b> 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.	The board <b>gives effect</b> to Te Tiriti o Waitangi by ensuring the school: plans, policies and curriculum reflect local tikanga Māori, mātauranga Māori and te ao Māori; <b>instruction is available</b> in tikanga Māori and te reo Māori, and is <b>working toward</b> achieving equitable outcomes for Māori learners.
			The board gives effect to Te Tiriti o Waitangi <b>by working in partnership</b> with mana whenua to ensure the school: plans, policies and curriculum reflect local tikanga Māori, mātauranga Māori and te ao Māori; <b>quality instruction</b> is available in tikanga Māori and te reo Māori, and is <b>achieving</b> equitable outcomes for Māori learners.

## Obligations, requirements and areas of alignment

Elements within the Te Tiriti o Waitangi domain align with requirements under Te Tiriti o Waitangi and the Education and Training Act 2020, Cabinet office and Department of Prime Minister and Cabinet guidance, the Teaching Council of Aotearoa New Zealand Standards for the Teaching Profession, and Poutama Reo



## Evaluation for improvement

Evaluation, including professional inquiry, enables the creation and sharing of new knowledge and understandings about what works and makes a biggest difference for all ākongā.

Evaluation involves making a judgment about the quality, effectiveness or value of a policy, programme or practice in terms of its contribution to the desired outcomes. It involves systematically posing questions, gathering evidence, and making sense of this evidence to determine what is and is not working, for whom and under which conditions. By enabling us to describe and understand the impacts of our current practices, evaluation also highlights the implications for equity and excellence and provides a basis for determining actions for improvement.

This domain is used to determine if a school has developed an ongoing evaluation cycle to evaluate its own school practices and improve valued educational outcomes. The evaluation for improvement domain ***emphasises evaluation cycles at the school level*** - that is, how a school continually evaluates its own practices to improve. This would likely be supported and informed by multiple smaller evaluation cycles at the individual or group / syndicate level. The evaluation cycle(s) should seek to sustain and embed practices that improve valued educational outcomes and cease to use those not delivering the desired outcomes for the particular context.

The successful use of evaluation data promotes their valuing by staff as a mechanism for change and improvement (Cousins et al., 2014). The School Evaluation Indicators provide a common language to enable leaders, teachers and Boards of Trustees to purposefully engage with external evaluation as an opportunity to review, validate and support their own improvement actions.

It is important that evaluation processes include learner voice and parent and whānau perspectives and is purposeful in collecting and listening to all voices across the school's community.

# Evaluation and Improvement

Improvement required				Working towards				Embedding				Excelling			
<b>E 1 Evaluation planning</b>															
A planned approach to school improvement is <b>not yet</b> in place, is ad hoc, or is not informed by evidence /evaluation.				A <b>planned approach</b> to school improvement is in place and is informed by evidence / evaluation.				A <b>systematic</b> approach to planning for school improvement is in place informed by <b>high quality</b> evidence and evaluation.				A systematic approach to planning for <b>sustained</b> school improvement and <b>innovation</b> is in place, and is informed by <b>adaptive, responsive</b> , high-quality evidence and evaluation.			
<b>E 2 Embedded evaluation for improvement</b>															
A shared understanding of the role of evaluation in school improvement is <b>not yet in place</b> .				The school is <b>building</b> a shared understanding of the role of evaluation for improvement.				The school has an <b>embedded</b> understanding of the role of evaluation for improvement.				The school has an <b>embedded and sustained</b> understanding of the role of evaluation for improvement.			
<b>E3 Evaluation capability</b>															
Evaluation capability in the school is <b>limited</b> .				Evaluation capability in the school is <b>growing</b> .				Evaluation capability in the school is <b>established</b> across groups / year levels / units.				Evaluation capability is <b>embedded</b> across the school and across groups / year levels / units and is <b>valued and sought out</b> by peers.			
<b>E 4 Cycle of evidence-driven school improvement</b>															
Leaders and teachers are <b>not yet</b> using evaluative evidence to plan and implement actions for improvement <b>or</b> monitor the progress and impacts of their actions.				Leaders and teachers are <b>beginning to</b> use evaluative evidence to plan and implement actions for improvement <b>and</b> monitor the progress and impacts of their actions.				Leaders and teachers <b>regularly</b> 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 <b>embedded</b> practice.  Leaders and teachers monitor the progress and impacts of their actions using <b>appropriate measures and indicators</b> and <b>capture learnings</b> to inform future planning cycles.			

## Evaluation and Improvement

E 5 Organisational conditions			
Organisational conditions to drive strategic improvement are <b>not yet established</b> .	Organisational conditions, including leadership, policies, systems, processes and practices, are <b>being established</b> to drive strategic improvement.	Organisational conditions, including leadership, policies, systems, processes and practices, <b>are being strengthened</b> to inform improvement.	Coherent <b>organisational conditions</b> , including leadership, policies, systems, processes and practices, <b>drive strategic improvement</b> at all levels of the school.

### Obligations, requirements and areas of alignment

Elements within the Evaluation for Improvement domain align with requirements under the Education and Training Act 2020, the National Education and Learning Priorities (NELP) and the School Evaluation Indicators – Domain 6.

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