



MINISTRY OF EDUCATION
TE TĀHUHU O TE MĀTAURANGA

Community of Schools

Tips and Starters: Working Together

Developing Your Achievement Challenges
Developing Operating Structures



Investing in Educational Success

Tips and Starters: Working Together

Developing Your Achievement Challenges

Developing Operating Structures

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Introduction

This document is a supplementary document to the *Community of Schools Guide for Schools and Kura*. It provides additional advice and support for Boards of Trustees and principals of an approved Community of Schools. It was developed by the Community of Schools workstream in consultation with education networks.

It provides tips and starter points on working together: best practices for collaboration, how to approach setting your first achievement challenge, and your Community of Schools' structure.

Your local Ministry office and the New Zealand School Trustees Association (NZSTA) will be there to help you through these steps, providing additional advice, support and information you may need along the way.

Working together

How do we know that we are collaborating?

There is collaboration when participants:

1. Come together for a purpose.

- They use an inquiry process and relevant data analysis to ascertain the focus (what and why) and, where appropriate, seek input from ākonga/students and parents.
- The purpose is agreed and understood so that all key parties can describe the nature of the achievement challenges and the potential paths forward.
- They believe and care about their projects and each brings what resources they can to the work.
- People know that they are stronger as a community than they would be as individual kura/schools.

2. Work to common goals that are achievable and are generally agreed.

- The development of joint goals based on evidence from inquiry has meant that people may have had to put aside their individual ideas for the benefit of all.
- The views of parents and students have been sought and included, where appropriate, in the common goals.
- Participants have all been involved in developing the direction for the achievement of the goals using an inquiry process and are voluntarily working together for these goals.
- All are committed to completing agreed tasks to their conclusion.
- All are open to accepting advice, support and critique from other participants.

3. Construct processes of working together by talking, sharing information, experience and expertise.

- Participants are valued and respected for their expertise and contributions and there are opportunities for all to participate.
- Participants know that they will be listened to and expect to be questioned, to give and receive feedback that influences the inquiry and be consulted in different ways.
- Participants are honest in their interactions and support others to make meaning from the discussions and experiences.
- Participants share information and expertise of others in the group and jointly analyse information.
- Participants may need to renegotiate or reconfirm earlier decisions as a result of new evidence through the inquiry process.
- Participants seek ways of effectively expressing their shared thinking to keep everyone at all levels informed.

4. Build relationships so that everyone has a sense of belonging to the group as a valued member.

- Relationships are both friendly and equitable and no one feels left out of the Community of Schools.
- There is mutual respect and support for each person. A range of strategies is used to request and listen to the ideas of ākonga/students, their parents and other participants.
- There is an understanding that people work in different ways.
- The group will need to accommodate different ways of working and thinking, which may change over time in light of the new evidence.

5. Share leadership so that participants' strengths are recognised and used.

- People within the group may have different levels of status and power but all have particular expertise to offer. (NB: There may be other people, such as ākonga/students and parents who may not always be within the group, but who have expertise and a unique point of view to offer.)
- New leadership roles and/or responsibilities may emerge in response to new directions or to keep the project on track.
- There is a climate of trust and respect.
- Critique and conflict is managed respectfully and constructively.
- Every member makes the decision to work towards change collectively.

References: Goulet, L., Krentz, C. & Christiansen, H. "Collaboration in education: The Phenomenon and Process of Working Together" in The Alberta Journal of Educational Research Vol. XLIX, No. 4, Winter 2003, 325 - 340.

Timperley, H., Kasaer, L., & Halbert, J. (2014) "A framework for transforming learning in schools: Innovation and the spiral of inquiry" Centre for Strategic Education Seminar Series 234. www.cse.edu.au.

First steps to building collaboration

Communities of Schools increase collaboration between kura/schools through the sharing of ideas, information and practice. Some of the steps that can assist with building collaborative practice include:

- Taking time to build **relationships/whakawhānaungatanga** so that teachers, kura/school leaders and their Boards of Trustees are more likely to want to work together with openness, respect and mutual trust. Personal connections and quality relationships between staff enhance collaboration over time.
- Taking time to actively share and understand more deeply about the **uniqueness of each kura/school** within the Community. This could include having Community meetings at different schools, allowing staff at the kura/school to talk about what is special about their school, and to show other people around.
- Ensuring that the **focus on student achievement** is a clear and unifying feature of discussions. The aim is to promote the focus on our Community of Schools' ākonga/students and their achievement rather than the achievement of individual schools.
- **Making sure that all voices are heard.** This could be achieved by processes and events such as:
 - Meeting on the Marae with iwi and whānau to discuss the opportunities that could emerge from being part of a Community of Schools.
 - Tumuaki/principals talking with own staff about what they would like to gain from a Community of Schools.
 - A 'staff only day' to introduce the Community of Schools approach.
 - Talking with ākonga/students within each kura/school about the Community of Schools approach.
 - An event where combined Boards of Trustees meet and discuss unique features of their schools, and what they want to gain from working as part of a Community of Schools.
 - Involving the wider community by gathering information and ideas from businesses, early childhood centres and other groups about what their Community of Schools could achieve for ākonga/students by the time they graduate from secondary school.

- Engaging with the wider community to discuss the Community of Schools approach – including early childhood centres, iwi, tertiary institutions, business, community groups.
- Each Community of Schools beginning to build their **own unique identity** from which can evolve a Community vision and culture. This could be initially supported by collaboratively identifying Community strengths and points of difference.
- Acknowledging strengths and **what has been working well across the kura/schools within the Community**. For example: sports events, and the reasons why they are successful. In this way, collaboration can be seen as both critical to, and evidence of success, and supporting the value of working together.
- Developing an **agreed way of working together**. This could include agreed processes for communication, ways of surfacing and addressing problems and issues and protocols for visiting and working in each other's schools. See the section *Developing Operating Structures for Communities of Schools*.
- The process and outcome of agreeing **how the work of the Community of Schools will be overseen**. This could include aspects, such as how resources will be used, meeting procedures and how the key roles will be appointed. This process may assist the development of collaborative practices across the schools.

Developing an achievement challenge - a discussion starter

Collaborative inquiry is one of the most powerful enablers of changes in practice that can influence student learning.

James & McCormick, 2009; Katz & Earl, 2010

Working on the first challenge

When a Community of Schools begins to address their first challenge, they will also be learning how to work together. This will include finding deliberate ways of building collaboration as well as developing systems and processes to make it all work. The new Community of Schools should consider which challenges would be helpful in building confidence and support, while creating effective working practices together as a Community of Schools.

Ensuring that parents and students, kaiako/teachers and the wider kura/school community are involved in providing input into the development of achievement goals and plans is an important step. You can involve parents from kura/schools across the Community of Schools by:

- participating in information events with individual kura/school communities
- providing their views about the nature and outcomes of the education they want their children to receive in kura/schools across the Community
- participating in a family and student event with other kura/schools.

The process below is **one** way of identifying and responding to an achievement challenge. Communities of Schools may develop alternative ways or adapt this approach to suit their situation.

Phases covered in this section:

The Community of Schools:

- identifies a **challenge** to work on
- inquires into the challenge to find out what the **reasons** that underpin the challenge are
- develops one or more **goal/s** to meet the challenge
- develops **actions** to achieve these goal/s
- records the challenge, the goal/s and the actions within their **plan**.



Looking at evidence as a Community of Schools to identify our achievement challenge

SCRUTINISING
THE EVIDENCE
AND IDENTIFYING
POSSIBLE
CHALLENGES

QUESTION: WHAT ARE OUR COMMON CHALLENGES AND CONCERNS ABOUT THE PROGRESS OF OUR ĀKONGA/STUDENTS AND WHAT IS OUR EVIDENCE FOR THESE?

Possible considerations:

- Identifying something that the Community of Schools could make progress on during this first experience of working together.
- Examining schools' existing evidence across *The New Zealand Curriculum* and/or *Te Marautanga o Aotearoa* using a broad range of evidence from the *Basket of Evidence*.
- Schools' strategic plans.
- Any common initiatives planned or underway.
- Asking the Ministry for aggregated information for this Community of Schools.
- Identifying possible challenge/s emerging from discussions with:
 - school staff members
 - Board members
 - whānau, family
 - other parent meetings or communications
 - students
 - iwi.

QUESTION: WHAT COMMON CHALLENGE(S) DO WE WANT TO FOCUS ON FIRST AS A COMMUNITY?

Possible considerations:

- Which challenges are most common amongst us?
- What challenges are most pressing to each school?
- Do we need to broaden our challenge to increase the relevance across the Community?

Gaining clarity on our common challenge/s


GAINING
CLARITY ON
OUR COMMON
CHALLENGES

QUESTION: WHAT DO WE KNOW ABOUT POSSIBLE REASONS FOR THE CHALLENGE/S AND HOW DO WE KNOW THIS?

Possible considerations:

- Anecdotal information from teachers, parents, students, wider community.
- The views of the ākongā/students.
- The views of parents.
- The views of whānau and family, particularly on cultural responsiveness in relation to the challenge/s.
- What is working in our Community of Schools that we could adapt in a different way with the challenges we are considering?
- What is working in other established networks and Communities of Schools?
- Seeking further advice from outside expertise.

Developing the plan to address the challenges



DEVELOPING
OUR PLAN TO
ADDRESS THE
CHALLENGES

QUESTION: WHAT IS/ARE THE GOAL/S WE WANT TO WORK TOWARDS?

Possible considerations:

- Input into the development of the goal/s to support ownership of Board members, kaiako/teachers and parents, and students.
- Whether the goal/s is relevant to and easily understood by parents.
- Do students (especially senior students) understand the purpose and nature of the goal/s?
- Can the goal/s be monitored, measured and evaluated?

QUESTION: WHAT ACTIONS WILL ADDRESS THE REASONS FOR THE CHALLENGE/S THAT WE HAVE IDENTIFIED?

Possible considerations:

- Check the actions address the identified reasons.
- Check the actions are aligned with the goals.
- Actions may already be identified by individual schools within their charters.
- Actions that arose during earlier discussions on challenge/s and reasons for them.
- Actions from research within New Zealand and internationally.
- Actions from initiatives already operating in schools within the Community that would support this goal, this could include work by kaiako/teachers accessing the Teacher-led Innovation Fund.

QUESTION: HOW ARE WE GOING TO WORK TOGETHER?

Possible considerations:


- The work of people within existing roles within the kura/schools in the Community.
- People with existing responsibilities that align with agreed actions.
- How will the people with new roles work within the schools?
- How will parents and whānau be part of the implementation process?
- How could we work with educational professionals who are outside this Community of Schools?

QUESTION: HOW WILL WE REFLECT THE DECISIONS WE HAVE MADE IN OUR ACHIEVEMENT PLAN AND IN OUR INDIVIDUAL KURA/SCHOOL PLANNING?

Possible considerations:

- The individual school's and/or kura's charter (including strategic and annual plans).
- Maintaining a record of assigned tasks.

Implementing and monitoring the plan



IMPLEMENT
AND MONITOR
OUR PLAN

QUESTION: HOW MIGHT WE MEASURE OUR PROGRESS IN THIS CHALLENGE?

Possible considerations:

- Regular monitoring of progress on actions in relation to a planned timeline.
- Monitoring of progress in relation to goal/s:
 - Identifying methods of measurement of progress – using 'Basket of Evidence' approach.
 - Views of parents, ākonga/students, kaiako/teachers and others.
 - Collecting and aggregating kura/school data without compromising privacy.
 - Evidence of growth of professional capability.
 - Evidence of improved student confidence in their ability to succeed.
 - Agreed on a small number of common measurements.

Reviewing and refocusing

QUESTION: WHAT PROGRESS HAVE WE MADE WITH OUR GOAL/S AND WHERE DO WE NEED TO GO NEXT?



REVIEW AND
REFOCUS

Possible considerations:

- Evaluating progress in relation to the identified challenge/s, such as:
 - the outcomes in relation to the goal/s.
 - analysing next steps for individual schools and for the Community of Schools as a whole.
 - things that have changed as a result of individual actions.
 - identifying the areas that need a stronger focus.
 - whether the evaluation identifies the need to continue with this challenge or points to another related or different focus.
 - whether there is any further support needed to continue the work around this challenge.
- Developing ways of working as a Community of Schools. Consider:
 - aspects that worked well and need to be continued possibly with adaptations in future work.
 - things that should be changed for future work together.
 - identifying any areas for further support/advice in working together as a Community of Schools.

Developing Operating Structures for Communities of Schools

There is not one right way of overseeing and organising a Community of Schools. For any group to operate effectively it needs to have good operating structures and processes to support it to achieve its goals. It is important to establish what these are at the start and to recognise that these may need to change over time as the group learns from doing the work/challenges.

In the case of a Community of Schools, each Community will need to work out what will work best for them.

It may be helpful to use an independent facilitator in the initial stage of your Community coming together. You may be able to find someone from within your Community of Schools or the wider community. NZSTA may be able to support you with this, as may your local Ministry office. The use of an independent facilitator should be seen as a tool to assist the Community in establishing how it will work together. Once this is established, this role will be done by leaders within the Community of Schools. External support may be needed again later in the process to respond to the need for critique and support.

This section provides prompts to support the work to:

- develop processes and structures to operate as a Community of Schools
- develop and implement achievement plans.

In developing its structures there are six broad decision-making themes for the kura/schools to consider:

- oversight of the Community of Schools as a collective
- the role of individual schools
- community involvement
- use of resources
- implementation
- community feedback.

Prompts

1. OVERSIGHT

How will kura/schools within the Community maintain stewardship of the processes and progress?

'From the studies, it emerges that leaders can set goals effectively if they:

- *establish the importance of the selected goals;*
- *ensure that goals are clear;*
- *develop the capacity to set appropriate goals¹*

Areas to Consider	Questions to Consider
Proposing a Community of Schools – developing stewardship	<ul style="list-style-type: none">• What form of stewardship body can effectively represent the schools in the Community of Schools?• How will each school be represented and how many people will be on the body?• How often will the stewardship body meet?• When will it need to go back to the collective Boards for decisions?• How would records of decisions be maintained?• How would it be chaired?

¹ Robinson et al, School leadership and Student Outcomes: Identifying what works and why. BES 2009 p106

Areas to Consider	Questions to Consider
Gaining approval – developing Structure	<ul style="list-style-type: none"> • What will this stewardship group be called? • What meeting processes would it follow? • What authorities will the stewardship body have and how will it reach decisions? • What will they report back on? • Who will do the reporting and how will this be done? • Will there be transitional stewardship processes/structures while the Community of Schools is being established, and if so when would the ongoing process/structures be developed? • How would the transitional group differ from an ongoing group?
Developing our achievement challenge	<ul style="list-style-type: none"> • What information/feedback would it expect to see? • What protocols will be needed around confidentiality? • How will the oversight of the Community of Schools be integrated with each Board's oversight of its own school, if at all?
Receiving resources – developing our practice	<ul style="list-style-type: none"> • How will the use of Community of Schools resources for the purpose of achieving the agreed goals be overseen?
Implementing Community of Schools plan	<ul style="list-style-type: none"> • When, how and by whom will the effectiveness of the structure/process be reviewed?

2. ROLE OF THE INDIVIDUAL SCHOOL

How will kura/schools be represented in making decisions about how the Community of Schools will work on a day to day basis to achieve its objectives?

Areas to Consider	Questions to Consider
Proposing a Community of Schools – developing stewardship	<ul style="list-style-type: none"> • What form of decision-making group can effectively represent the schools in the Community of Schools? • How many people will be in the group? • Is membership of the group open or closed? • By whom will each school be represented and how many people will be in the group? • What will this group be called?
Gaining approval – developing Structure	<ul style="list-style-type: none"> • Is the decision-making group a different body to the oversight group? • How often would it meet and how would it be chaired? • What meeting processes would it follow? • What authorities will it have and how will it reach decisions? • How would records of decisions be maintained? • Will there be transitional decision-making groups while the Community of Schools is being established, and if so when the ongoing process/structures would be expected to be developed? • How would the transitional group differ from an ongoing group?
Developing our achievement challenge	<ul style="list-style-type: none"> • When will it need to go back to the collective Boards for decisions? • What will they report back on? • How will its decisions be put into practice? • Who does it report back to and how will this be done? • How will the decision-making on the Community of Schools objectives be integrated with each schools decision-making processes, if at all?
Receiving resources – developing our practice	<ul style="list-style-type: none"> • Would its members also be on other Community of Schools groups or will they maintain a distance from other groups?
Implementing Community of Schools plan	<ul style="list-style-type: none"> • When, how and by whom will the effectiveness of the structure/process be reviewed?

3. COMMUNITY INVOLVEMENT

How will the Community of Schools ensure the widest input from staff, students, Boards, the kura/school community and wider community groups in developing and implementing its objectives and practices?

Refer Best Evidence Synthesis '*Creating educationally powerful connections with family, whānau, and communities*' page 142.

Areas to Consider	Questions to Consider
Gaining approval – developing Structure	<ul style="list-style-type: none">• What groups will the Community of Schools seek input from at the decision making level?• Will any of these groups be represented on the oversight group?• What opportunities will be provided for open forum discussions in relation to the Community of Schools' work?• How will the consultation structures of the individual schools be utilised to provide feedback which is relevant to the Community of Schools?• Will there be a transitional process for obtaining feed-in while the Community of Schools is being established, and if so when will the ongoing action process/structures be developed?
Developing our achievement challenge	<ul style="list-style-type: none">• How will the Community of Schools involve parents, families and whānau within the wider Community to utilise the skills that parents bring to the learning and work?
Receiving resources – developing our practice	<ul style="list-style-type: none">• How will the Community of Schools engage expertise from the wider community such as:<ul style="list-style-type: none">- iwi- the Pasifika Community- local businesses- other community groups?• How will the Community of Schools work with/involve other education organisations such as early childhood education centres and tertiary institutions?• What groups will the Community of Schools seek input from at the evaluation level?• How will these groups be integrated into the decision-making, implementation and evaluation processes?
Implementing Community of Schools plan	<ul style="list-style-type: none">• What groups will the Community of Schools seek input from at the implementation level?• How would the transitional information and opinion gathering processes differ from the ongoing ones?• When, how and by whom will the effectiveness of the structure/process be reviewed?

4. IMPLEMENTATION

How will the Community of Schools put its decisions into practice to achieve its desired outcomes?

Areas to Consider	Questions to Consider
Gaining approval – developing Structure	<ul style="list-style-type: none">• Will there be an initial action group, to take the lead while the Community of Schools is being established, and if so when would the ongoing action process/structures be expected to be developed?• How would the initial group differ from an ongoing group?
Developing our achievement challenge	<ul style="list-style-type: none">• How will the action processes of the Community of Schools be integrated with each school's action processes, if at all?• How will parents be involved and encouraged and supported to help their own children to achieve their goals?

Areas to Consider	Questions to Consider
Receiving resources – developing our practice	<ul style="list-style-type: none"> • Is a separate implementation group required and should there be more than one group? • Will there be a formal, on-going group(s), ad hoc groups or a mixture? • Does each school need to be represented? • Is this a different body to the decision-making group? If so, by whom? • How many people are available to undertake implement tasks? • Is membership of the group open or closed and what authority will it have? • How often would the group(s) meet? • How would responsibility for implementing decisions be identified? • What meeting processes would it follow? • How would records of actions and outcomes be maintained? • When will it need to go back to the decision-making group? • What will they report back on? • Who does it report back to and how will this be done? • What will this group(s) be called? • When, how and by whom will the effectiveness of the structure/process be reviewed? • Would its members also be on other Community of Schools groups or will they maintain a distance from other groups?
Implementing Community of Schools plan	<ul style="list-style-type: none"> • When, how and by whom will the effectiveness of the structure/process be reviewed?

5. USING RESOURCES

How will the kura/schools use resources equitably and collaboratively in achieving the aims of the Community of Schools?

Areas to Consider	Questions to Consider
Developing our achievement challenge	<ul style="list-style-type: none"> • What is the capacity of each school to contribute funding and time to the Community of Schools activities? • What resources can each school bring to the activities of the Community of Schools? • Will the proposed Community of Schools decision-making processes facilitate the agreement around the allocation of Community of Schools-related resources?
Receiving resources – developing our practice	<ul style="list-style-type: none"> • What resources are provided to each school specifically for the Community of Schools? • Who makes decisions about the allocation and use of Community of Schools resources? • How are decisions about allocation and use of Community of Schools resources to be made? • Where will the costs of any Community of Schools-related activity fall? • How will the use of Community of Schools resources be integrated with each school's use of its own generally provided resources, if at all?
Implementing Community of Schools plan	<ul style="list-style-type: none"> • When, how and by whom will the effectiveness of the structure/process be reviewed?

6. COMMUNITY FEEDBACK

How will the Community of Schools provide feedback on progress, both within its kura/schools and to external stakeholders?

Areas to Consider	Questions to Consider
Developing our achievement challenge	<ul style="list-style-type: none">• How would we report back to stakeholders on the development of the plan?
Receiving resources - developing our practice	<ul style="list-style-type: none">• What groups will the Community of Schools provide feedback to and how often?• What types of feedback will be needed and how will it be given?• How will the feedback be integrated with feed-in?• Who will be responsible for providing the feedback to each group?• What sort of communication systems would the Community of Schools use for:<ul style="list-style-type: none">- Ensuring people know how to get hold of those who work across the community- Sharing goals and plan progress- Information about meetings and follow-up from meetings- Calling together a group for a discussion at short notice- Sharing timetables/plans of who is doing what- Other groups working as part of the Community of Schools but are not schools eg ECE, tertiary, iwi, Pasifika community, key businesses?• How will the consultation structures of the individual schools be utilised to provide feedback which is relevant to the Community of Schools?
Implementing Community of Schools plan	<ul style="list-style-type: none">• When, how and by whom will the effectiveness of the structure/process be reviewed?

Appendix 1: Basket of Evidence

The Working Group has identified a Basket of Evidence which Communities of Schools can draw on to identify their objectives and assess their progress. Schools collect a considerable amount of evidence about students' progress and achievement in relation to the national curriculum. It is expected that a Community of Schools would use some of this existing evidence as part of its inquiry to determine the impact of its actions, and to measure progress towards shared objectives.

It is useful to think of all data and other evidence:

Demographics – collected at enrolment (profile data)

- School – decile, roll size, urban/rural, single sex/co-educational, teaching spaces
- Students – ethnicity, gender, age, year level, attendance, lateness, suspension, disciplinary data, previous schools, part-time employment
- Staff – gender, age, years experience, qualifications, teaching areas, involvement in curriculum, turnover rate
- Caregivers and community – socio-economic factors, breadth of kura/school catchment, occupations.

Student achievement – national assessments and standardised testing carried out in the kura/school

- National Assessment Results – NCEA, New Zealand Scholarship – details like credits above and below year levels, breadth of subjects entered
- Standardised assessment – PAT, e-asTTle, Observation Survey, Aro Matawai Urunga-a-kura (AKA)
- National Standards
- Measureable Gains Framework
- Narrative assessment – for learners with special education needs
- Progress towards IEP goals – for learners with special education needs
- In-school assessments – including data from previous schools
- Student work – completion rates, internal assessment completion patterns, exercise books and other artefacts
- Previous kura/school data – achievement and progress information from previous schools.

Student wellbeing – evidence about student feelings of wellbeing, attendance, engagement and suspensions

- Wellbeing survey of students
- Measureable Gains Framework
- Inclusive practice tools
- Career Education Benchmarks
- Attendance data over time
- Stand down suspension and exclusion data
- Behaviour data
- Impact of specialist support
- Schools based evidence of engagement with local community.

Teaching and leadership practice – evidence about the implementation of agreed practice and its impact

- Individual professional inquiries into student achievement and well being
- Appraisal information
- Measureable gains framework
- Educational Leadership practice survey
- Self-audit framework: Key competencies and effective pedagogy
- In-school observations and reviews.

Perception – evidence of what staff, ākonga/students and others think about the school

- Self-appraisal – student perceptions of their own abilities, potential, achievements, attitudes, formal and informal observations
- Structures interactions – records from student interviews, parent interviews, staff conferences on students
- Student voice – student surveys, student council submissions, conferencing.

Climate – how values and culture of the kura/school are put into practice

- Staff moral, staff turnover, shared values, positive working environment, positive relationships and inclusive practices
- Welcoming and respectful relationships within and across schools
- Staff workplace surveys
- Information sources, anecdotal views about the kura/school environment, staff and student morale, Board perceptions, conversations amongst teachers.

Processes – how the kura/school is organised and operates (timetables and resources)

- Timetable – structure, period length, placement of breaks, subjects offered, student choices, tertiary and workforce factors
- Classes – how they are compiled, their characteristics, effect of timetable choices
- Resources – access to libraries, text books, ICT, special equipment
- Finance – how kura/schools budgets are allocated, how funds are used within departments, expenditure on professional development
- Staffing – policies and procedures for employing staff, allocating responsibility, special roles, workload, subjects and classes
- Externally generated reports from ERO and NZQA
- Measurable Gains Framework
- Board processes – effective governance, quality planning and reporting, links to parents and whānau.

Appendix 2: Other Sources of Advice

Other places for assistance include:

- www.educationcounts.govt.nz/topics/bes Evidence about what works and what makes a bigger difference in education.
- Seminar Series 234 - *A framework for transforming learning in schools: Innovation and the spiral of inquiry*, Helen Timperley, Linda Kaser and Judy Halbert. April 2014.
- Bishop (TK) www.educationcounts.govt.nz/publications/series/9977 This is the homepage for the Te Kōtahitanga publication series. The project sought to investigate how to improve the educational achievement of Māori students in mainstream secondary school classrooms, by talking with Māori students and other participants in their education. It was from these narratives that the rest of the Te Kōtahitanga project developed.
- Resources for IES can be found on the [NZSTA](http://www.nzsta.org.nz) website.
- Support is available via the Ministry's Te Kete Ipurangi (TKI) web pages on gathering both qualitative and quantitative evidence to inform decision-making. Information about tools and resources is available to help select assessment tools to suit their purpose www.tki.org.nz.



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