



Learners at the Centre of Change

Tau Tahī, Tipu Tahī

Collaborating Together, Learning Together

Monitoring and Evaluation Framework

Vision statement

All ākonga are provided with innovative, connected and responsive teaching, learning experiences, pathways and environments. These will enable Māori to achieve success as Māori and all ākonga to thrive as culturally located learners and as citizens locally, nationally and globally.

Purpose of the Monitoring and Evaluation Framework

The Monitoring and Evaluation Framework (MEF) supports schools on a journey of transformational change. The MEF is designed to help leaders and teachers develop an education strategy that:

- is guided by a collective, future-focused vision
- reflects local perspectives and opportunities, and connects with national and global initiatives that impact on education
- increases student participation and engagement
- encourages transformational and collaborative practices amongst staff
- develops adaptive leaders to negotiate complex change
- is culturally responsive and sustainable
- provides authentic and meaningful learning experiences for all ākonga
- uses space and resources in response to student needs and the school vision
- monitors the impact of change on learning and wellbeing.

The MEF does not describe or define what the innovations and aspirations of each school will be. Each school's journey to transformational change will be different. The MEF identifies aspects of practice which can enable the transformation and innovation of teaching and learning.

Using the MEF

The MEF is complementary to the MET which was originally developed as a tool to monitor progress over a rebuild project. The MEF stands alone and is not referenced by a build project. It can be used by any school to guide transformational change or to embed and sustain transformational changes that have occurred.

- The terms ākonga and students are used interchangeably throughout this document.
- This document is a prototype which will be revised and refined using feedback from user testing.

The 9 principles of the Monitoring and Evaluation Framework

<p>1. Vision</p> <p>Schools and their communities need a clear vision to guide ongoing transformation of education for their students.</p>	<p>2. Perspectives and partnerships</p> <p>Schools need to be actively connected to their communities, sharing and benefiting from partnerships, expertise, and opportunities.</p>	<p>3. Leadership of change</p> <p>Schools need to understand the complex processes of change and the key drivers for success.</p>
<p>4. Collaborative approach to teaching and learning</p> <p>Outcomes for learning are optimised through the use of appropriate collaborative teaching and learning strategies.</p>	<p>5. Meaningful student involvement</p> <p>For students to be at the centre of change, their participation and collaboration in learning design is critical.</p>	<p>6. Cultural sustainability</p> <p>Schools need to embed culturally responsive pedagogy throughout the process of transformational change and local curriculum design.</p>
<p>7. Authentic curriculum</p> <p>Curriculum, pedagogy and learning pathways should be developed, prototyped and implemented to ensure that ākonga experience an authentic curriculum.</p>	<p>8. Space and resources</p> <p>Learning spaces and resources need to be responsive to ākonga needs and reflect the school's vision for teaching and learning.</p>	<p>9. Monitoring impact on well-being and learning</p> <p>The impact of transformational change on learning and wellbeing needs to be continually monitored.</p>

The MEF card pack

This is a set of cards that sit under the 9 principles of the MEF. Each card has a **MEF principle** printed on one side and an **aspect of practice** related to the MEF principle printed on the other side. The cards can be used in a variety of ways by a range of people. School leadership teams, teachers, students, whānau, Boards of Trustees, and other stakeholders can use the cards to guide transformational change at their school or to embed and sustain transformational changes that have occurred.



MEF card set and guidelines for use: <https://bit.ly/2ZsGgNe>

Vision

To what extent does your school and community articulate a collective, future focused vision for teaching and learning for all ākonga?

Overview

Schools and their communities need a clear vision to guide ongoing transformation of education for their students.

The school:

- + **clearly describes their aspirations for teaching and learning for all ākonga**
- + **has a vision that is collaboratively designed by students, teachers, parents, whānau, and iwi**
- + **has a vision that is informed by cultural advisors and draws on cultural narratives**
- + **shares its vision across the community, using common language and understanding**
- + **ensures their vision underpins teaching and learning**
- + **enacts their vision every day**
- + **sustains and revisits their vision through induction and ongoing review**
- + **considers changing technologies and evolving learning opportunities when reviewing their vision.**

Perspectives and partnerships

To what extent does your school actively seek perspectives and foster partnerships to support transformational change?

Overview

Schools need to be actively connected to their communities, sharing and benefiting from partnerships, expertise, and opportunities.

The school:

- + **uses perspectives and expertise from students, whānau, teachers, iwi/hapū/rūnanga, and community cultural groups to co-construct and review teaching and learning programmes**
- + **establishes learning focused partnerships with whānau, iwi, hapū, and rūnanga to enable Māori ākonga to achieve success as Māori**
- + **makes use of Kāhui Ako/school networks to explore mutually beneficial opportunities**
- + **considers how local, national, and global resources and expertise can support teaching and learning**
- + **links with appropriate organisations and businesses to explore future learning opportunities**
- + **actively explores opportunities and strategies for new partnerships and networks.**

Leadership of change

How effectively is your school managing and leading complex change?

Overview

Schools need to understand the complex processes of change and the key drivers for success.

The school:

- + builds a set of agreed values and processes to ensure ākonga are at the centre of change
- + maintains a clear focus on its vision as change is implemented
- + actively supports staff and ākonga through change
- + develops and uses flexible responses to change
- + effectively communicates with the community about change to build shared understandings
- + values and builds a culture of innovation
- + continually reflects, evaluates, and inquires into its leadership of change.

Collaborative approach to teaching and learning

To what extent is your school growing and supporting collaborative approaches to teaching and learning?

Overview

Outcomes for learning are optimised through the use of appropriate collaborative teaching and learning strategies.

The school:

- + helps teachers, students, and whānau develop a common understanding of collaborative teaching and learning
- + promotes the practice of collaborative teaching and learning
- + keeps up to date with contemporary research and evidence regarding collaborative practices and trials new approaches
- + has a clear induction programme and communication strategy to support staff, students, and whānau in the use of collaborative approaches
- + reviews their collaborative practices as part of a planning cycle of improvement.
- + trials new approaches to collaborative practice.

Meaningful student involvement

To what extent do the perspectives of your ākonga inform the design of your local curriculum and school planning and policy?

Overview

For students to be **at the centre of change**, their participation and collaboration in learning design is critical.

The school:

- + **builds upon diverse student voice – for what is working and what needs to change**
- + **has ongoing mechanisms for student feedback and review**
- + **implements new and sustaining ways of engaging students in future initiatives**
- + **supports ākonga to lead their own learning.**

Cultural sustainability

To what extent does your school sustain cultural narratives and ensure that the identities and needs of Māori akōnga are supported through transformational change?

Overview

Schools need to embed culturally responsive pedagogy throughout the process of transformational change and local curriculum design.

The school:

- + actively engages with local iwi, hapū, rūnanga, and whānau to inform transformational change and local curriculum design
- + develops and communicates a shared understanding of Māori tikanga/protocols
- + clearly demonstrates New Zealand's bi-cultural heritage through its physical and pedagogical learning environment
- + explores place based pedagogy to ensure that its school curriculum is reflective of local cultural narratives.

Authentic curriculum

To what extent does your school ensure that teaching and learning is authentic and meaningful for your ākonga?

Overview

Curriculum, pedagogy and learning pathways should be developed, prototyped and implemented to ensure that ākonga experience an authentic curriculum.

The school:

- + offers multiple pathways for all ākonga to experience success
- + ensures that all ākonga see themselves represented in the curriculum
- + has an appropriate mix of teacher guided, co-created, and self-regulated authentic learning opportunities
- + communicates clear expectations and has a strong culture of formative feedback
- + works with the wider community to explore and develop authentic learning opportunities
- + implements and reviews innovative learning practices and new approaches.

Space and resources

To what extent does your school's use of space and resources align to your vision and support transformational change?

Overview

Learning spaces and resources need to be responsive to ākongā needs and reflect the school's vision for teaching and learning.

The school:

- + **is guided by its vision and innovative learning environment principles when making decisions about its use of space and resources**
- + **has flexible spaces to suit a range of needs, now and into the future**
- + **utilises digital technologies and virtual spaces to extend learning opportunities**
- + **supports inclusive practices and specific learner needs through its use of space and resources**
- + **reviews its space and resources for growth and purpose**
- + **considers the shared needs and aspirations of wider networks, such as Kāhui Ako, when making decisions about its space and resources.**

Monitoring impacts of change on learning and wellbeing

To what extent are the impacts of change on learning and wellbeing monitored to inform next steps?

Overview

The impact of transformational change on learning and wellbeing needs to be continually monitored.

The school:

- + is clear about what information on learning and wellbeing is to be monitored
- + is guided by its values and vision when monitoring impacts of change
- + enacts robust systems for monitoring learning and wellbeing
- + tracks information about targeted ākonga
- + focuses on teacher, student, and whānau perspectives to maintain successful initiatives and address areas for development.