



## Learners at the Centre of Change

Tau Tahi, Tipu Tahi Collaborating Together, Learning Together

## Monitoring and Evaluation Tool

### Vision

Our vision for Grow Waitaha is for ākonga to be provided with innovative, connected, and responsive teaching, learning experiences, pathways, and environments. These pathways will enable Māori to achieve success as Māori and all ākonga to thrive as learners and as citizens locally, nationally, and globally, now and in the future.

### Purpose of the monitoring and evaluation tool

The monitoring and evaluation tool describes the areas that schools need to consider if a future-focused vision is to be realised. When in use with a school it effectively becomes a 'tool' that can be used to monitor progress over time.

When our vision is realised we expect students will have increased agency, skills, and engagement, and will learn to learn. Schools will have their own vision and the provision of new learning spaces provides an unprecedented opportunity for innovation and aspirational thinking. This monitoring and evaluation tool does not describe or define what the innovations and aspirations of each school will be, nor how they will get there. Each school's path will be

different, however the monitoring and evaluation tool identifies those aspects of practice which can enable the transformation and innovation of teaching and learning in every school.

The monitoring and evaluation tool is one part of the Grow Waitaha Evaluate work programme. Its purpose is for schools to be able to evaluate, plan, and monitor their progress throughout their build process to ensure they will be in a position to maximize the affordances of new buildings.

The indicators describe where a school should AT LEAST be by particular stages of the build process so they are making decisions which do not limit the potential of the affordances of new learning spaces. This tool accommodates this natural and desirable variability.

\*The terms ākonga and students are used interchangeably throughout this document.

### **The monitoring and evaluation tool**

There are four key points in time that are described in this tool:

1. By the submission of the education brief
2. At the end of master planning
3. By the time the school moves into the new building
4. By the time the school has been in the new space for 12 months

Schools not involved in the build process are welcome to adapt this tool to help guide or inform their transformation process.

## Full view of evaluation and monitoring tool indicators

<b>Vision</b>	<p>The school has a clearly articulated future-focused vision of what the school is trying to achieve for its ākonga, particularly Māori ākonga. This vision includes a vision for learner outcomes. The vision draws on the cultural narrative completed by the relevant runanga as one key source of information (as a cultural narrative alone will not be sufficient).</p>	<p>The school's learning community (students, teachers, leadership, support staff) are familiar with the vision and have started to prototype ways of aligning their practice to the vision.</p> <p>The school has worked with appropriate cultural advisors to ensure that the vision enacted through the master plan reflects the cultural narrative.</p> <p>Consideration has been given on how to share the vision with the wider community (beyond consultation) in order to develop understanding and partnership.</p>	<p>There is a shared understanding across the community about the vision for learning and there is a common language about learning used by all.</p> <p>Robust induction / review programme in place to support all community members to see, understand, and live the vision of the school.</p>	<p>There is a high level of commitment to the vision and it is enacted across the entire school every day.</p> <p>There is a plan for ongoing review of the school vision and the vision for learning over time. This review specifically focuses on Māori ākonga.</p>
<b>Perspectives and partnerships</b>	<p>The perspectives and input of the following has been sought (in relation to the development of the education brief):</p> <ul style="list-style-type: none"> <li>● students</li> <li>● whānau</li> </ul>	<p>Within the confines of the time available, the board has provided significant stakeholders the opportunity to provide feedback on the master plan.</p>	<p>Mechanisms have been established for students, whānau, teachers, iwi/runanga and community to actively partner with the school</p>	<p>The school is actively connected to wider education and community networks—sharing and benefiting from expertise and opportunities.</p>

	<ul style="list-style-type: none"> <li>● teachers</li> <li>● iwi/runanga</li> <li>● significant cultural groups in the community</li> <li>● wider community</li> <li>● cluster/network schools</li> </ul> <p>A clear communication strategy which keeps key groups informed and engaged has been planned and implemented.</p> <p>Opportunities for new partnerships have been explored.</p>	<p>An agreed pathway in relation to iwi engagement has been agreed.</p> <p>Ongoing, responsive communication strategies have been planned and implemented</p>	<p>Inter-school/cluster/network/global collaborations have been prototyped.</p>	<p>Inter-school/cluster/network/global collaborations are commonplace.</p>
<p><b>Authentic student participation throughout the rebuild process</b></p>	<p>Students have had an active role in the process of developing an education brief.</p> <p>Student participation is varied and inclusive of the diversity across the school.</p>	<p>Students have participated in appropriate points in the master planning process and their feedback has been incorporated.</p> <p>Student participation is varied and inclusive of the diversity across the school.</p>	<p>Students have had an active role in developing the protocols for learning together in the new learning spaces.</p> <p>Student participation is varied and inclusive of the diversity across the school.</p>	<p>Students have had an active role in contributing to the ways of working together in the new space (building upon student voice and teacher voice for what is working, what needs to change, etc) and there are ongoing mechanisms for review.</p> <p>Student participation is varied and inclusive of the diversity across the school.</p>
<p><b>Collaborative approach to</b></p>	<p>Models of learner collaboration and teacher collaboration that will or</p>	<p>Prototyping of collaborative approaches to teaching and learning has occurred in a</p>	<p>To the extent that the current building allows, there is routine use of collaborative teaching and</p>	<p>The use of collaborative approaches to teaching and learning are routine.</p>

<p><b>teaching and learning</b></p>	<p>could be used in the future space have been determined (e.g. tuakana-teina processes, group work, co-teaching, cross-curricular teaching).</p>	<p>planned and systematic way as part of the change management process. Māori research and evidence has been used in this prototyping.</p>	<p>learning practices that will be able to be transferred to the new buildings.</p> <p>There is school-wide agreement on how collaborative practices will work for teachers and students in the new space.</p> <p>Māori research and evidence has formed part of planning and implementation of collaborative practices.</p>	<p>Collaborative approaches to teaching and learning are reviewed.</p> <p>The Induction system has been designed to reinforce schools' approaches to learning.</p>
<p><b>Leadership of change</b></p>	<p>A collaborative change team has been established to lead the change process. This team has considered their strengths, capabilities, and needs around leading change as well as their approach to the change process.</p> <p>A cohesive road map which articulates the change management process and components to be focused on has been developed. This shows the plan through to entering the new building and considers vision, perspectives/partnerships,</p>	<p>Implementation of the roadmap plan is underway and both the leadership team and teaching staff understand the link between key aspects being focused on and their connection to the vision for moving forward.</p> <p>The change team feel equipped and confident to lead the school through the change process.</p> <p>The change team feel confident and competent in leading conversations that are directly linked to Māori education success as Māori.</p>	<p>Leadership and teaching inquiries are established as part of the transition process.</p> <p>The change team invites feedback and ongoing dialogue (with students, teachers, whānau / families) around transitioning into the new spaces and cooperatively strategize to overcome barriers and maximise opportunities.</p> <p>Teachers and students have been extensively supported in the lead-up to moving into the new building.</p>	<p>Leadership and teaching inquiries focus on student learning.</p> <p>The change team actively reviews practices and their impact on learning and alignment to the vision in an ongoing way.</p>

	agency, collaboration, leadership of change, cultural intelligence, authentic curriculum and space/resources.			
<b>Cultural intelligence</b> - Ngai Tahu - Ways of knowing and placed based pedagogy - Cultural responsiveness/ competence	Engagement with runanga and Māori whānau to interpret the cultural narrative to inform building design and learning environments has been carried out.	<p>The master plan has been informed by the school’s cultural narrative and consultation with relevant runanga and plans for visibility of culture throughout the school as an important signal for conveying to students and whānau that their culture is acknowledged and valued by the school. This includes the aesthetics of the buildings themselves, the presence of cultural artwork throughout the school, and the incorporation of cultural symbols or patterns in multiple media/buildings/landscaping.</p> <p>The history and storying of the local community is reflected in the design of the buildings.</p>	<p>Engagement with runanga and Māori whānau to interpret the cultural narrative to inform curriculum design (place-based pedagogy) has taken place.</p> <p>Protocols for ways of working with whānau have been co-constructed.</p> <p>The school has worked with the local runanga to determine appropriate protocols for closing and opening new buildings and general school tikanga.</p>	<p>The school environment and ways of being reflect the school’s cultural narrative and consultation with relevant runanga and the visibility of culture throughout the school as an important signal for conveying to students and whānau that their culture is acknowledged and valued by the school.</p> <p>The whānau and runanga are actively engaged with the school.</p> <p>The curriculum is reflective of the cultural narrative of place.</p> <p>School demonstrates an understanding of its cultural identity. It is strongly connected to the history of the land and place and is a place where cultural knowledge is curated and shared with future generations.</p>
<b>Authentic curriculum</b>	Current curriculum examined in terms of whether what is learnt and how it is learnt is	A range of approaches to curriculum, pedagogy, learning pathways, and learning to learn	A range of approaches to curriculum, pedagogy, learning pathways, and learning to learn	There is a curriculum and pedagogy in place which allows for:

<ul style="list-style-type: none"> <li>- Design (dual focus on competencies and content)</li> <li>- Pedagogy</li> <li>Learning pathways</li> <li>- Learning to learn</li> </ul>	<p>consistent with the vision of the school. Decisions made about (if considered necessary) timeframes for a fuller review process in order to develop a curriculum which meets the vision for learners.</p>	<p>are prototyped by at least some teachers and students and shared with wider staff.</p>	<p>have been prototyped by all staff, and as a result, the school has determined a curriculum and set of pedagogical practices that will maximize the affordances of the new spaces.</p>	<ul style="list-style-type: none"> <li>● multiple pathways for all students to select and reach their personalised learning goals and experience success as a learner</li> <li>● a balance between structure / guidance by the teacher and space for substantial self-regulated and self-determined learning</li> <li>● clarity of expectations of student learning and a strong culture of formative feedback</li> <li>● culturally inclusive content and pedagogy reflective of Ka Hikitia and Tataiako competencies</li> <li>● inclusion for all.</li> </ul> <p>The curriculum and approaches to teaching and learning reflect innovative learning practices and are reviewed regularly.</p>
<p><b>Space and resources</b></p> <ul style="list-style-type: none"> <li>- Resources for learning (library, digital resources etc)</li> <li>- Flexible use of space</li> </ul>	<p>Consideration of the use of space has been given in relation to the vision and affordances of innovative learning environment principles.</p>	<p>The master plan gives flexibility for a range of future uses of the space.</p>	<p>Prototyping evidence is gathered and recommendations made by students and teachers for future purchases of resources, soft furnishings and fitouts and/or reallocation of current resources.</p>	<p>Learning spaces are used in a variety of ways, over a period of time, to suit the purpose identified for that time.</p> <p>Regular review of how the physical environment is working undertaken over the move-in period and beyond.</p>

<p><b>Monitoring impact on student learning and wellbeing</b></p>	<p>The school has a clear baseline picture of strengths and areas for development in relation to student learning and wellbeing—engagement, learning (including learning to learn skills and dispositions) and wellbeing so that the impact of the changes being made are able to be monitored, responded to, and communicated to whānau over time.</p>	<p>The school has established what is important for them to monitor throughout the process in terms of student and teacher learning and wellbeing and has determined a plan to do this. This is so that the things that are going well are maintained and areas for development are improved.</p> <p>Mechanisms for the tracking of students is established and regularly monitored.</p>	<p>The ongoing monitoring plan is being implemented and findings have been continuously fed into the process and communicated to whānau.</p>	<p>The ongoing monitoring of student and teacher learning has been revised and continues to be implemented throughout the post-move-in period.</p>
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