



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

The MEF card set and guidelines for use can be found at the end of this document.

# 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.**



# Learners at the Centre of Change

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## Monitoring and Evaluation Framework (MEF)

### Card set

Discuss and unpack the MEF

## User notes for card set

The Monitoring and Evaluation Framework (MEF) supports schools on a journey of transformational change. It identifies nine principles and their associated aspects of practice which can enable the transformation and innovation of teaching and learning. The MEF is a prototype which will be revised and refined using feedback from user testing.

In this resource the MEF has been presented in a card set. 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.

Print and cut out the **Principles** and **Progress indicators** headings and cards and use them to unpack and discuss the MEF with different stakeholders – ‘participants’.

There are also blank cards for participants to add ideas, resources and questions as they are used.

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

# Suggestions for use

## Thinking about the principles

Share the nine principle headings with participants and hand out some Post-It notes. Ask the participants to consider and discuss what a school might be doing to bring each principle to life. Participants need to create a set of indicator statements for each principle, recording their ideas on the Post-It notes. Give out the card set and ask the participants to check their own ideas against the aspects of practice recorded on the cards.

- + Did you identify similar aspects of practice to the cards?
- + Did the cards present additional ideas that you hadn't thought of?
- + Did you think of additional ideas that are not included on the cards?

Dot or tick vote on the additional indicator statements that you think matter the most in the context of your educational setting. Or choose to have all of them to add to the blank cards provided in the card set.

## Random grouping

Shuffle the cards and spread them out with the aspects of practice face up. Ask the participants to group the cards into categories of their own choice.

- + Which aspects of practice do you think fit together and why?
- + Can you give each group of cards a title or theme?
- + Can the cards be grouped in more than one way?

## Group by the principles

Shuffle the cards and spread them out with the aspects of practice face up. Give out the nine principle headings. Ask the participants to group the cards under the nine principles.

- + Which aspects of practice were difficult to place and why?
- + Could some aspects of practice fit under more than one principle?
- + Could you add more aspects of practice to the set?

## Focus on one principle

Choose one principle and find all the cards belonging to that principle. Ask the participants to consider how well the school is progressing with each aspect of practice that relates to their chosen principle.

Participants could place the cards on a continuum marked by progress statements, for example: beginning; developing; extending; refining.

This activity can be carried out by different groups of people in your school to gain a range of perspectives. It can also be repeated with a focus on a different principle.

- + Which aspects of practice is your school extending and refining?
  - + What evidence do you have to show this?
- + Which aspects of practice is your school beginning to develop?
  - + What evidence do you have to show this?
- + Which aspects of practice does your school need to focus on next?
  - + What steps can you take and what support do you need?
- + Did different groups of people have different perspectives?
  - + What can you learn from these different perspectives?

## The Golden Circle

Identify a particular aspect of practice that your school needs to focus on. Use a [golden circle template](#) and record the aspect of practice in the “what” ring, the outer ring of the circle. Ask the participants to consider and discuss their “why” for that particular aspect of practice before moving onto the “how”. Record ideas in the appropriate segments of the golden circle.

- + What is your “why” for this particular aspect of practice?
- + What happened when you considered your “why” for this aspect of practice?
- + How can you further embed this aspect of practice at your school?
- + Who is going to do what, and when?

## Illustrate

Ask participants to draw a picture to illustrate the meaning or essence of each of the nine principles. Display the images.

- + How do the images add meaning to the principles?
- + Are there particular images that your school might want to use to help convey messaging about the MEF?

## Display

Use the card set as a visual display in your school staffroom, office or classrooms. You might choose to display aspects of practice that you are currently focusing on or aspects of practice that you think you need to be reminded of on a daily basis.

## Go further

Use the card set in different and innovative ways. We would love to hear how you have used the cards, and if you have anything else to add which would enrich the MEF, the card set and/or the user notes. Send an email with your ideas and any images to [growwaitaha@gmail.com](mailto:growwaitaha@gmail.com).

## Principle headings

Print and cut out the headings to move around and use in different ways.

**Vision**

**Perspectives and partnerships**

**Leadership of change**

**Collaborative approach to teaching and learning**

**Meaningful student involvement**

**Cultural sustainability**

**Authentic curriculum**

**Space and resources**

**Monitoring impact on well-being and learning**

## Progress indicators

Print and cut out the indicators to move around and use in different ways.

**Beginning**

**Developing**

**Extending**

**Refining**

# Cards

There are nine different types of cards based on the 9 principles of the MEF:

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

Print and cut out the cards in the following pages to move around and use in different ways.



Vision



Vision



Vision



Vision



Vision



Vision



Vision



Vision



Vision

**We:**  
clearly describe our aspirations for teaching and learning.

**We:**  
have a vision that is collaboratively designed by students, teachers, parents, whānau, and iwi.

**We:**  
have a vision that is informed by cultural advisors and draws on cultural narratives.

**We:**  
enact our vision every day.

**We:**  
ensure our vision underpins teaching and learning.

**We:**  
share our vision across the community, using common language and understanding.

**We:**  
consider changing technologies and evolving learning opportunities when reviewing our vision.

**We:**  
sustain and revisit our vision through induction and ongoing review.

**We:**



**Perspectives and partnerships**



**Perspectives and partnerships**



**Perspectives and partnerships**



**Perspectives and partnerships**



**Perspectives and partnerships**



**Perspectives and partnerships**



**Perspectives and partnerships**



**Perspectives and partnerships**



**Perspectives and partnerships**

**We:**

use perspectives and expertise from students, whānau, teachers, iwi/hapū/rūnanga, and community cultural groups to co-construct and review teaching and learning programmes.

**We:**

establish learning focused partnerships with whānau, iwi, hapū, and rūnanga to enable Māori ākonga to achieve success as Māori.

**We:**

make use of Kāhui Ako/school networks to explore mutually beneficial opportunities.

**We:**

consider how local, national, and global resources and expertise can support teaching and learning.

**We:**

link with appropriate organisations and businesses to explore future learning opportunities.

**We:**

actively explore opportunities and strategies for new partnerships and networks



Leadership of change



Leadership of change



Leadership of change



Leadership of change



Leadership of change



Leadership of change



Leadership of change



Leadership of change



Leadership of change

**We:**  
build a set of agreed values and processes to ensure ākongā are at the centre of change.

**We:**  
maintain a clear focus on our vision as change is implemented.

**We:**  
actively support staff and ākongā through change.

**We:**  
develop and use flexible responses to change.

**We:**  
effectively communicate with our community about change to build shared understandings.

**We:**  
value and build a culture of innovation.

**We:**  
continually reflect, evaluate, and inquire into our leadership of change.



**Collaborative approach to teaching and learning**



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**Collaborative approach to teaching and learning**

**We:**  
help teachers, students, and whānau develop a common understanding of collaborative teaching and learning.

**We:**  
promote the practice of collaborative teaching and learning.

**We:**  
keep up to date with contemporary research and evidence regarding collaborative practices.

**We:**  
have a clear induction programme and communication strategy to support staff, students, and whānau in the use of collaborative approaches.

**We:**  
review our collaborative practices as part of a planning cycle of improvement.

**We:**  
trial new approaches to collaborative practice.



**Meaningful student  
Involvement**



**Meaningful student  
Involvement**



**Meaningful student  
Involvement**



**Meaningful student  
Involvement**



**Meaningful student  
Involvement**



**Meaningful student  
Involvement**



**Meaningful student  
Involvement**



**Meaningful student  
Involvement**



**Meaningful student  
Involvement**

**We:**  
build upon diverse student voice –  
for what is working and what  
needs to change.

**We:**  
have ongoing mechanisms for  
student feedback and review.

**We:**  
implement new and sustaining  
ways of engaging students in  
future initiatives.

**We:**  
support ākonga to lead their own  
learning.



Cultural sustainability



Cultural sustainability



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Cultural sustainability



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Cultural sustainability

**We:**

actively engage with local iwi, hapū, rūnanga, and whānau to inform transformational change and local curriculum design.

**We:**

develop and communicate a shared understanding of Māori tikanga/protocols.

**We:**

clearly demonstrate New Zealand's bi-cultural heritage through our physical and pedagogical learning environment.

**We:**

explore place-based pedagogy to ensure our school curriculum is reflective of local cultural narratives.



**Authentic curriculum**



**Authentic curriculum**



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**Authentic curriculum**



**Authentic curriculum**



**Authentic curriculum**



**Authentic curriculum**

**We:**

offer multiple pathways for all ākonga to experience success.

**We:**

ensure that all ākonga see themselves represented in the curriculum.

**We:**

have an appropriate mix of teacher guided, co-created, and self-regulated authentic learning opportunities.

**We:**

communicate clear expectations and have a strong culture of formative feedback.

**We:**

work with the wider community to explore and develop authentic learning opportunities.

**We:**

implement and review innovative learning practices and new approaches.



Space and resources



Space and resources



Space and resources



Space and resources



Space and resources



Space and resources



Space and resources



Space and resources



Space and resources

**We:**

are guided by our vision and innovative learning environment principles when making decisions about our use of space and resources.

**We:**

have flexible spaces to suit a range of needs, now and into the future.

**We:**

utilise digital technologies and virtual spaces to extend learning opportunities.

**We:**

support inclusive practices and specific learner needs through our use of space and resources.

**We:**

review our space and resources for growth and purpose.

**We:**

consider the shared needs and aspirations of wider networks, such as Kāhui Ako, when making decisions about our space and resources.



**Monitoring impacts of change on learning and wellbeing**



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**Monitoring impacts of change on learning and wellbeing**



**Monitoring impacts of change on learning and wellbeing**

**We:**  
are clear about what information on learning and wellbeing is to be monitored.

**We:**  
are guided by our values and vision when monitoring impacts of change.

**We:**  
enact robust systems for monitoring learning and wellbeing.

**We:**  
track information about targeted ākongā.

**We:**  
focus on teacher, student and whānau perspectives to maintain successful initiatives and address areas for development.



