



TE TARI AROTAKE MĀTAURANGA

Education Review Office

School	Tauranga Intermediate
Profile Number	1990
Evaluation Partner	Tracey Adams
Evaluation Focus	<i>The effectiveness of changes to teacher practice in accelerating the progress of priority learners in writing. How effectively are school conditions supporting improved outcomes for learners?</i>
Rationale for focus • Importance for school • Links to equity and excellence in outcomes for all learners/ākonga • Identified needs this focus addresses.	<i>Tauranga Intermediate has developed 'Poutama Ako' (based on research and evidence of 'what works') to support teachers to plan consistently and to foster and support learner agency. The school is working with PLD providers for the program 'Write that Essay' as the major PLD focus for 2021. The evaluation process will centre on changes to teacher practice and capability as a result of PLD, what is working and for whom in terms of improved outcomes for learners. The learning from this evaluation will then be applied to further implementation of the schools' Poutama Ako' (learning progressions).</i> <i>The school had identified that consistency could be improved in teacher OTJ moderation, understanding of the NZC, and students needed further scaffolds in order for increased agency and understanding of their learning. The school has many internal evaluation and capability building structures and systems in place. This evaluation is intended to utilise and build upon these systems and structures.</i> <i>School data shows effective levels of acceleration, however there is disparity for Māori. The evaluation process will be supported by voice of Māori and other at risk students in order to ascertain whether changes to teacher pedagogy/practice in relation to writing PLD are making a difference for those students who need further support/acceleration and progress.</i>

Purpose and scope of evaluation

- *What this evaluation will provide to support continuous improvement in outcomes for learners*
- *Its scope: scale, range, depth and breadth- the evaluation boundaries; what it will include/exclude*
- *What value it will add to knowledge and capacity building and improved practice*
- *How it will build internal evaluation capacity*

This evaluation will provide ongoing information as to the effect of changes to teacher practice as a result of writing PLD to inform the ongoing development and implementation of Poutama Ako (2022 focus). The evaluation will identify who the changes to practice are showing positive results for. The evaluation will also serve as a vehicle through which internal evaluation capacity can be widened/strengthened. Scope: All teachers with groups of students and whānau in each class providing ongoing voice.

Range: Implemented in all classrooms, all teachers part of collaborative inquiry process, middle leaders supporting iterative collaborative inquiry process (already in place in school)

Depth: Using data from the program (Write that Essay online tool) to ascertain acceleration and progress, student, teacher and whānau voice to capture the effect of increased agency in the learning process on outcomes against the NZC curriculum levels (School Poutama Ako framework).

Breadth: As above, all teachers, team leaders linking systems of observations and collaborative inquiry to the information gathering process. Widening this to include target students from each class and their whānau to capture voice about the impact of the learning on their ability to access the curriculum and feel confident in their learning.

Value added: through internal evaluation processes included in the plan, students, whānau, teachers, leadership and BOT will gather ongoing information from which to make evidence based decisions about next steps in the implementation. This will provide ongoing knowledge of what is working and for whom. It will be possible to use this information to apply it to the implementation of Poutama Ako (increasingly in 2022) as they become embedded in teaching and learning.

Building internal evaluation capacity: senior leaders have identified that middle leadership working through this evaluative process will build knowledge of internal evaluation structures already in place within the school, and widen internal evaluation capacity as a result of the process.