



Growing a culture of evaluation together: how to take participation to communities and show impact
(Downing, Capuzzo, Belling)

Hello!



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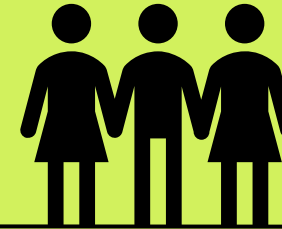
The HSC Strategy and its teachers

- System-wide (in one of the biggest public education systems in the world)
- Aimed at improving student outcomes in the upper bands of the Higher School Certificate (HSC), regardless of students' socioeconomic background or location
- Built by teachers for teachers
- Expert teachers selected for impact in their own classrooms
- From its launch in early 2020 to its conclusion in 2024 it reached over 7,800 teachers from 500+ schools (including all schools with Stage 6/y11-12 students)

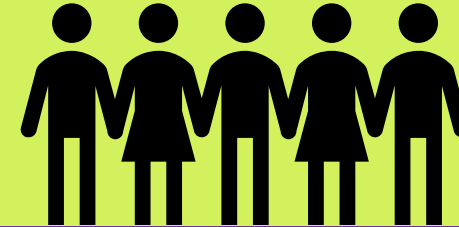
CEO (Chief Education Officer)



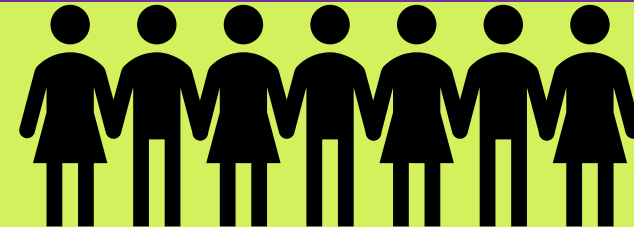
PEO (Principal Education Officer)



SEO (Senior Education Officer)



Expert teachers
(50/50 classroom/
HSC Strategy)



A need to know current state

"It was important for us to understand where students are at, where teachers understand their students to be at, and how teachers think about their teaching, connected to where their students are at."

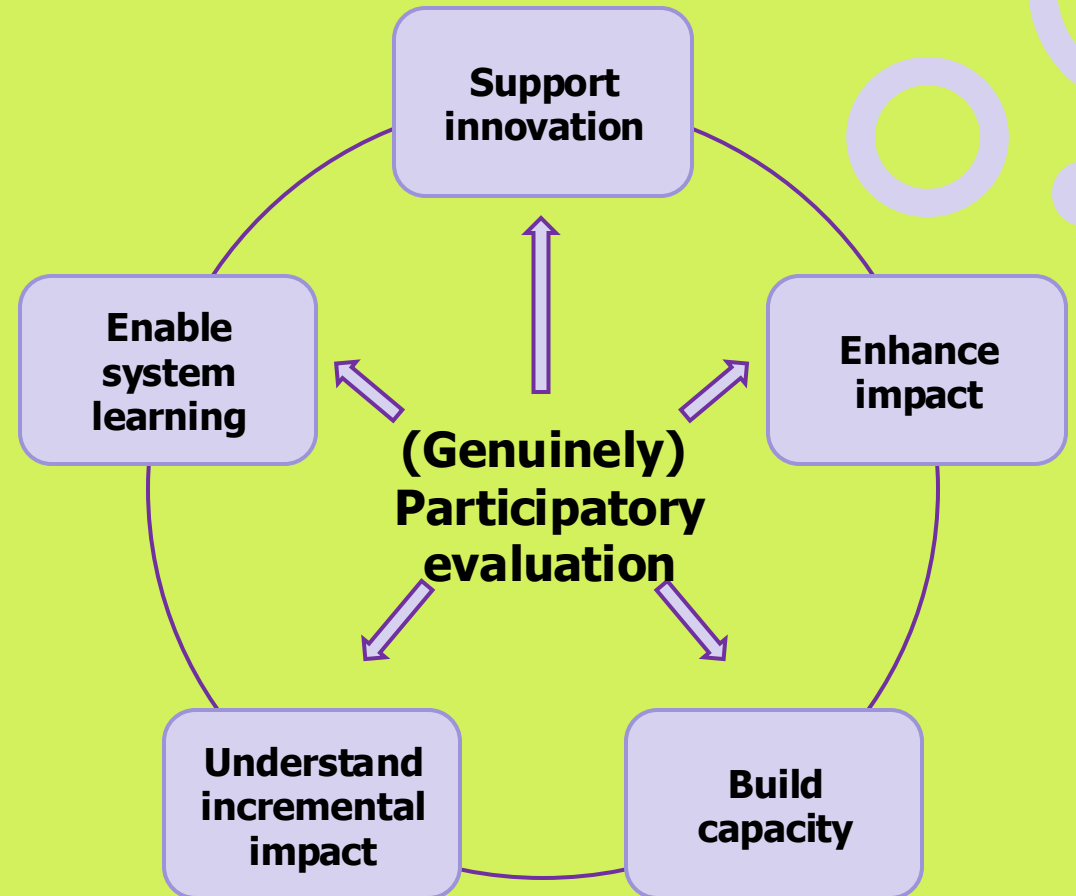
Natasha Watt, HSC Chief Education Officer



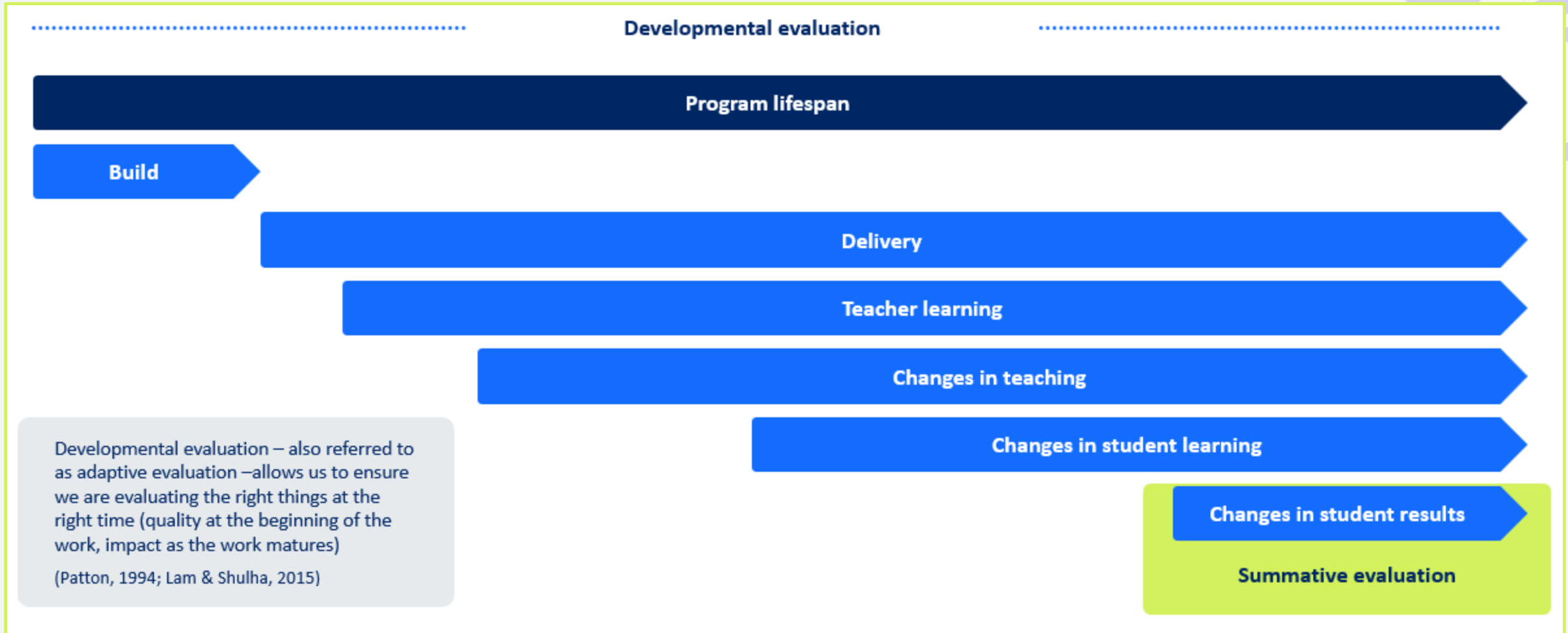
Quality evaluation that makes a difference

"Participatory approaches to research and evaluation intentionally include the people and groups who are most affected by an inquiry in the design and execution of the process."

<https://organizingengagement.org/models/participatory-action-research-and-evaluation/>

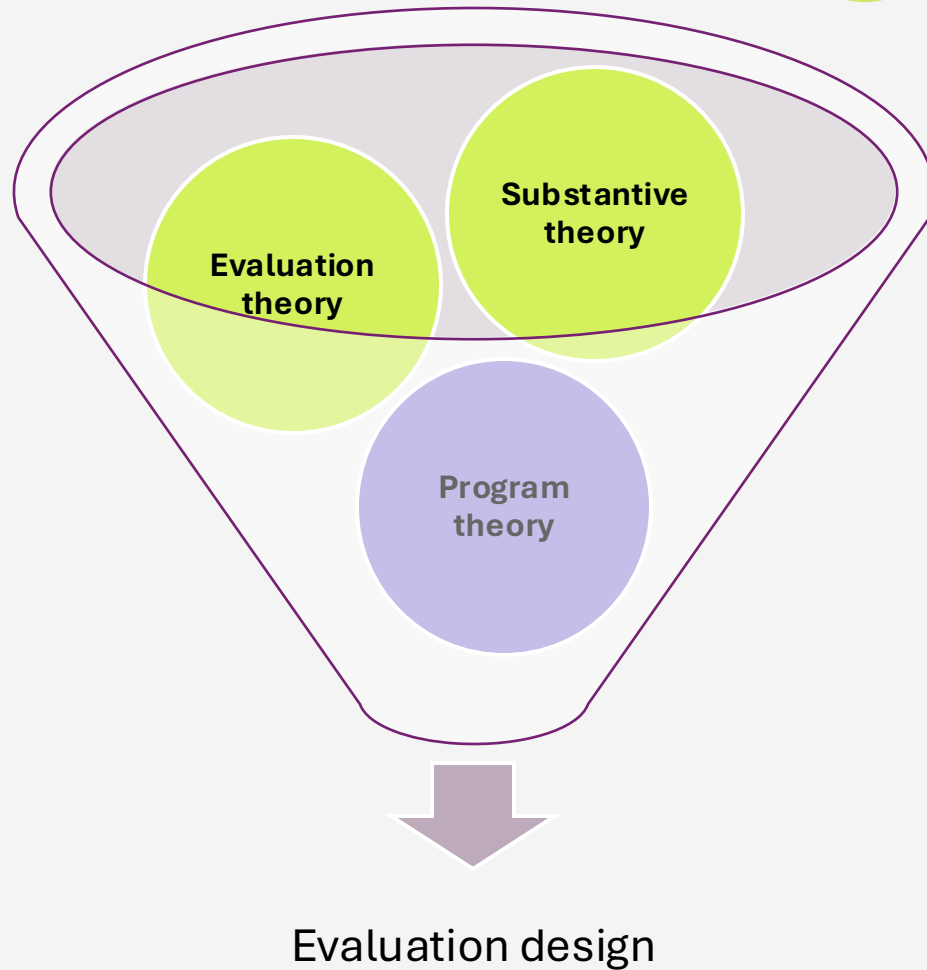


We also ran a summative evaluation*



*Alongside our realist developmental evaluation

Theory in action



"Programs
are theories
incarnate"
(R. Pawson, 2006)



... so, what theory is the
Evaluation Conference embodying?

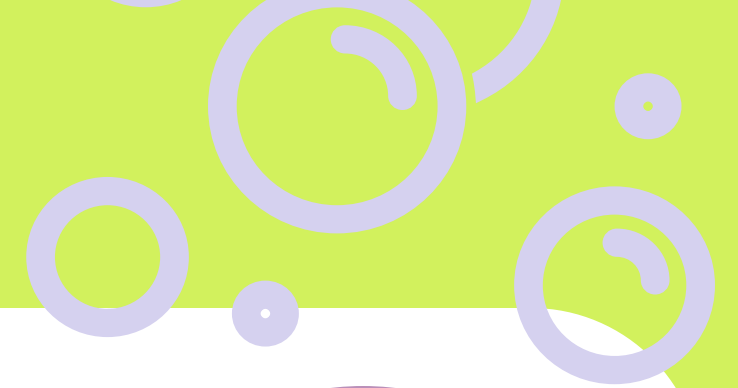
Participatory evaluation is ...



**Rigour
Respect
Relationality**

Adaptive

How we wove theory into practice



Scriven

Criteria, quality

Stake &
Cronbach

Formative,
responsive

Cousins &
Earl

Participation is
central

Patton

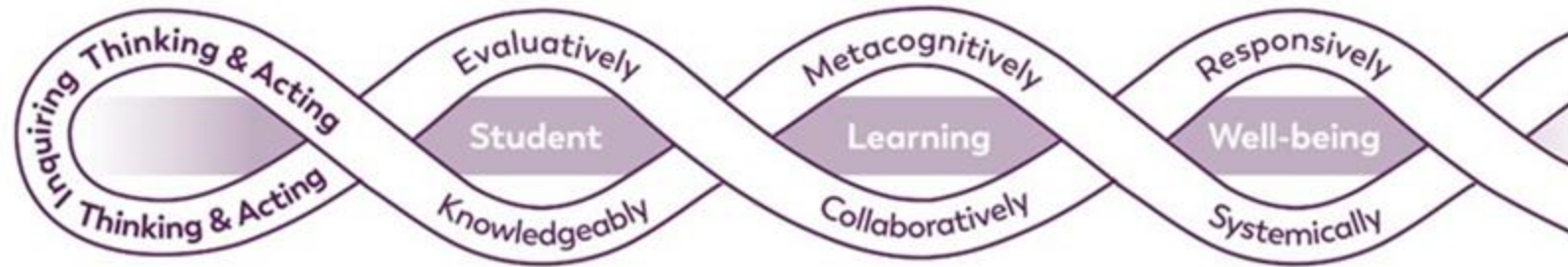
Developmental,
utilisation-
focused

Pawson &
Tilley

What works, for
whom, to what
extent, in what
contexts .. and
why

Timperley

Adaptive
expertise



A challenge to answer our KEQs

i.e. Smart Ways To Get Proxy Measures While Letting People Get On With Their Work

How has teacher practice changed?

Q2. To what extent and through what processes has HSC PL changed teacher practice in making evidence-informed decisions in pedagogy and assessment regardless of cohort socio-economic context?

How do we see impact on HSC teaching and learning through HSC PL, and at scale?

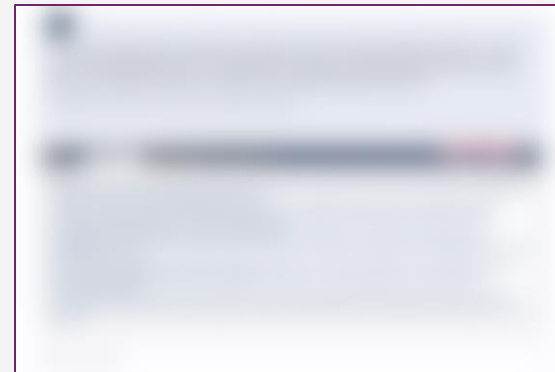
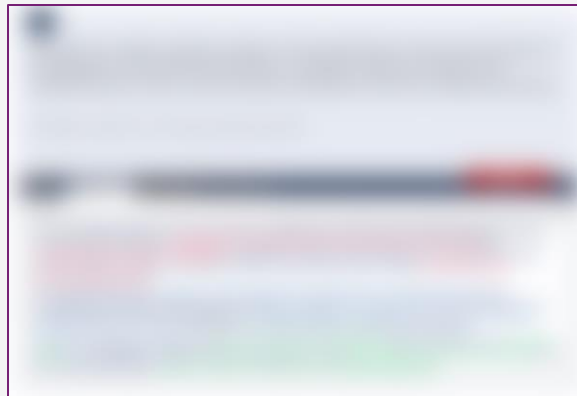
THE CHALLENGE

HSC results are only available once a year

Existing data does not 'see inside the classroom'

Observation of teaching was not doable at scale

Analysis of student work samples and teacher annotations



Analysis of teaching artefacts and teacher annotations

Analysis requires expert pedagogical judgment



Expert teachers
(50/50 classroom/
HSC Strategy)



Anatomy of the 'Evaluation Conference'

Aims of the conference for teachers

- Engage in evaluative thinking
- Connect with the broader outcomes of the program (logic model)
- Use code frames to assess teachers' understanding of high achievement (i.e. code all artefacts)
- Hear data findings
- Understand impact to inform planning the day after



In numbers

- Over **two days** in an online environment
- Running **quarterly** from mid-2020 to 2024
- Over **100 expert teacher** coders across **12 subject** groups
- Approximately **3-5 hours of coding** each day
- With **2 ECB sessions** each day to introduce concepts, respond to feedback and provide guidance

Spaces for conversations amongst the coding

DAY 1 (example agenda)

Evaluation topic and refreshers on coding

Evaluative thinking for educational innovation

Coding

All evaluators float around in the subject rooms they have allocated

Parking lot

Meet in the plenary to talk about coding issues

Wordcloud activity

Initial impressions and feedback



Coding themes survey

A summary of the key themes identified during coding at the conference



Participant feedback findings

Each subject team views thematic analysis of open-ended responses from participant prepared by the Evaluation and Data Team



Parking lot

Optional space for technical and intellectual problem solving



Initial impressions

Facilitation of feedback to get an idea of how the day get an idea of how the day is going and hear about emergent themes

DAY 2 (example agenda)

Themes survey

Coders complete survey with top 3 themes

PL themes survey report

Feeding back on the findings from the themes survey

Coding

All evaluators float around in the subject rooms they have allocated

Learnings from HSC PL evaluation

2-slide decks for each subject featuring successes and areas for improvement

Running the evaluation conference

Team training

Agenda for the team kickoff

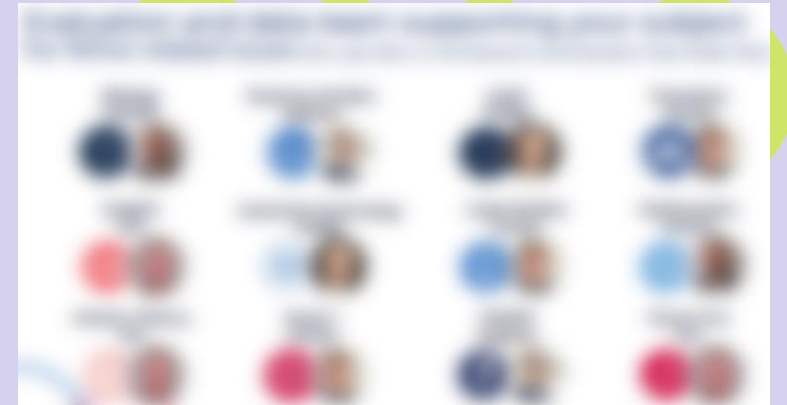
T4 2022 HSC Evaluation Conference

- Why do we do eval conference
- Before the conference
 - Teachers at PL
 - Preparing the Nvivo files
- During eval conference
 - The runsheet
 - Navigating Teams
 - Surveys and mentis
- After eval conference
 - The coding frames
 - Impact data
- The Nvivo bible
- Working with loop tables and in the online space

Ready-to-go coding files



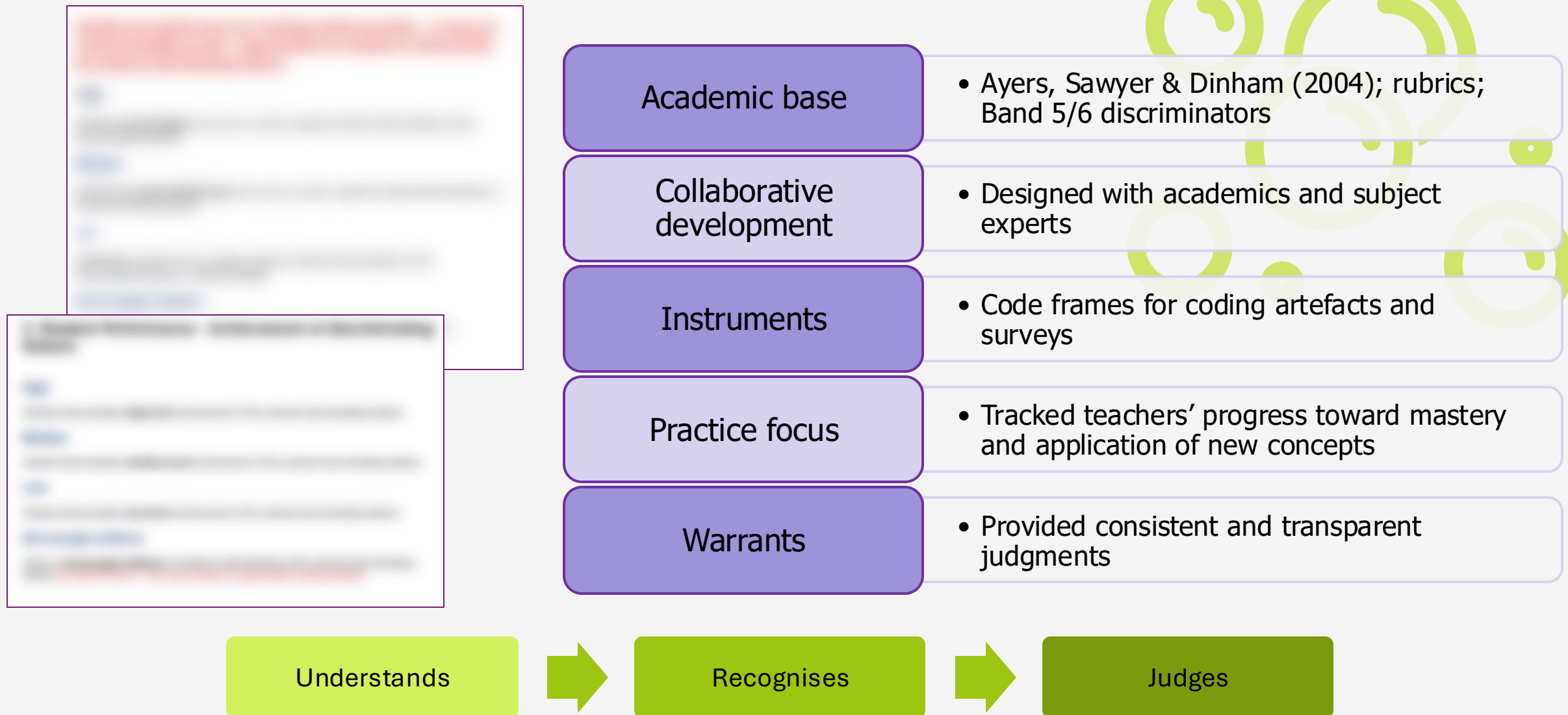
On-call support



Mutual respect for expertise

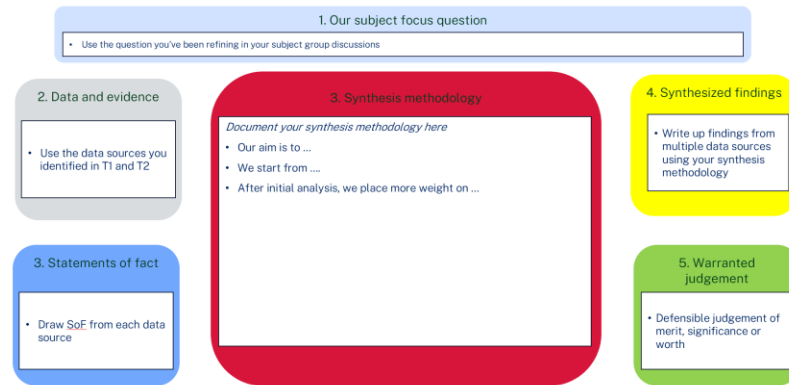
Relational two-way learning

Participation with structure and rigour



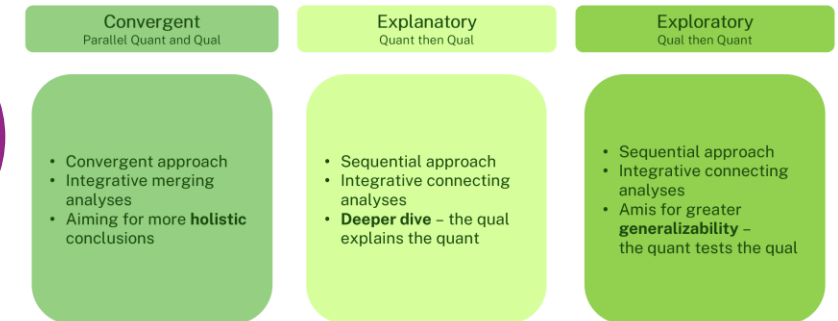
Scaffolding participation – from questions to judgements

Templates to use in current work



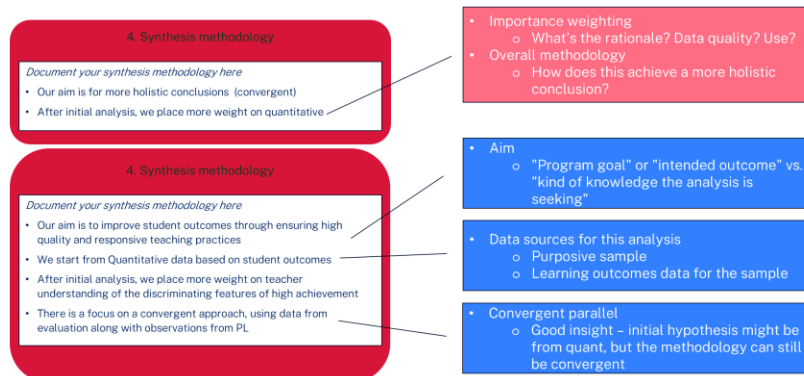
Synthesis methodology

Evaluation content



Feedback 1

Feedback on activities



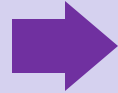
Subject team activity – 30 minutes

Space for collaboration and reflection

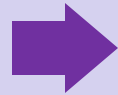


The evaluators collated and analysed coding outputs

NVivo matrix or
Excel exports

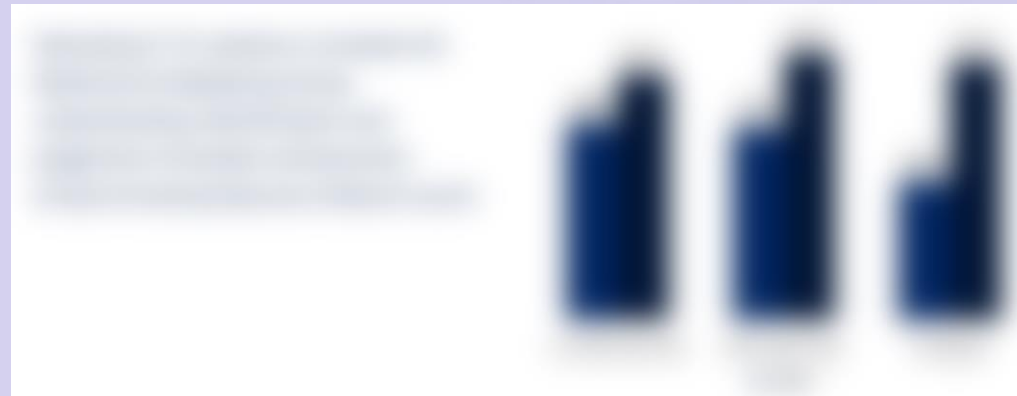
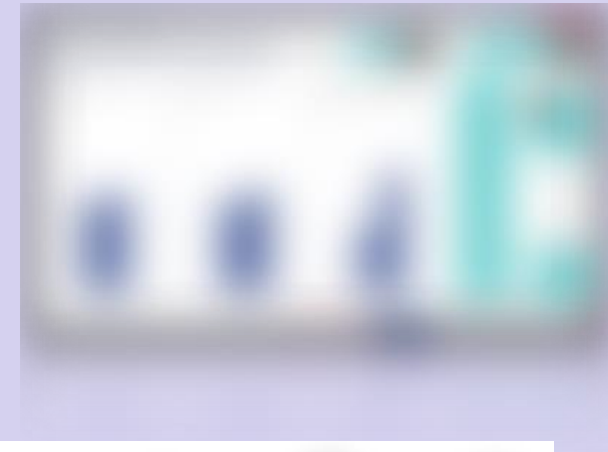


R analysis



Power BI dashboards

Q2. To what extent and through what processes has HSC PL changed teacher practice in making evidence-informed decisions in pedagogy and assessment regardless of cohort socio-economic context?



Utilisation: Short, medium and long term

Subject team
refinements



"Our data [...] underpins and informs our practice moving forward. We can see our strengths and weaknesses in what we are delivering and we can adjust our practice to improve our product."

HSC Expert Teacher



Program
adjustments



"Because we've done it every term, we have been able to respond to where teachers are at and where students are at, and adjust our program's andragogy. It gives us information about how to do that better and understand impact on students and teaching work quarterly, so that the program can continue to improve as it goes. The health of the program is dependent on it."

Natasha Watt, HSC Chief Education Officer

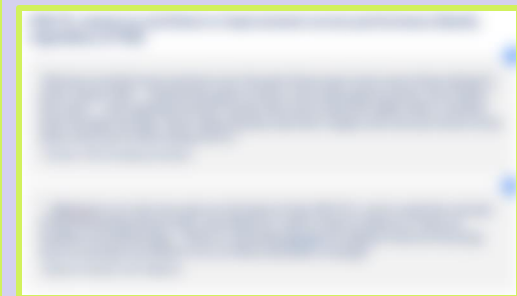


System
strategy

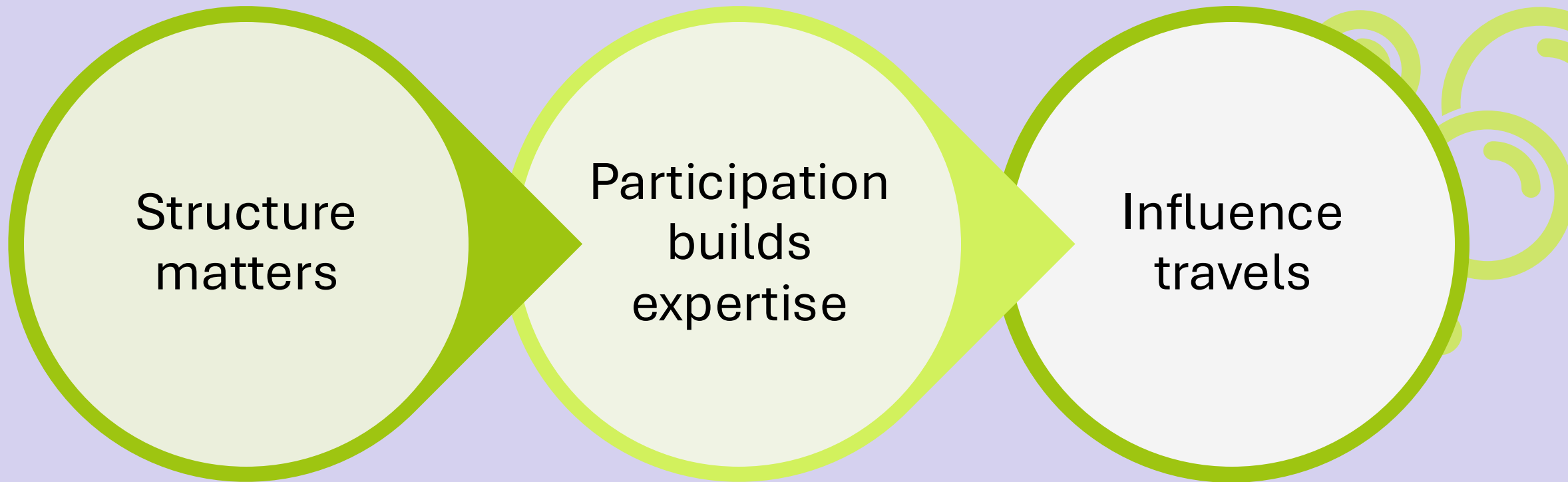


"I have grown in my awareness of our purpose through these sessions. [...] we can see that we are helping teachers to improve their practice, which, it turn, improves student outcomes."

HSC Expert Teacher



ECB has 3 lessons for participatory evaluation at scale



“Becoming evaluative thinkers does not happen automatically. It must be an explicit purpose and be systematically addressed, with periodic involvement of evaluators, throughout the evaluation to ensure that innovators understand and internalise evaluative thinking and see how it can be applied across contexts.”

(Earl and Timperley, 2015, p. 35)



Participatory evaluation

