

**Education Review Office**  
3rd Floor  
Pyne Gould Corporation  
Building  
233 Cambridge Terrace  
**Christchurch**  
**New Zealand**

**FEBRUARY**  
**2011**



# Christchurch City



# Earthquake 6.3



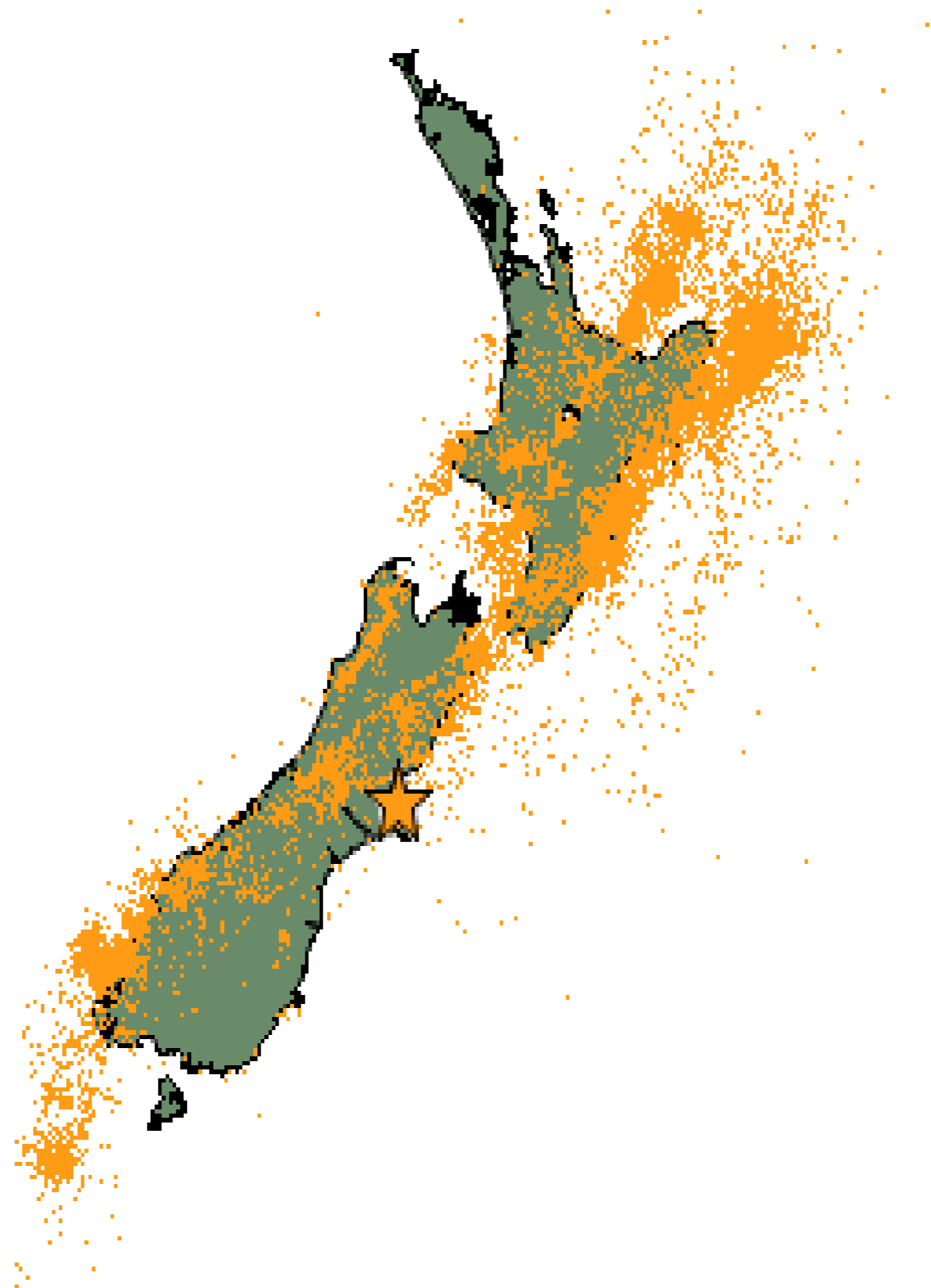
# Collapse of Pyne Gould Building



# **Evaluation in the Shaky Isles**

***•Impacts on evaluation  
when everything changes around you***

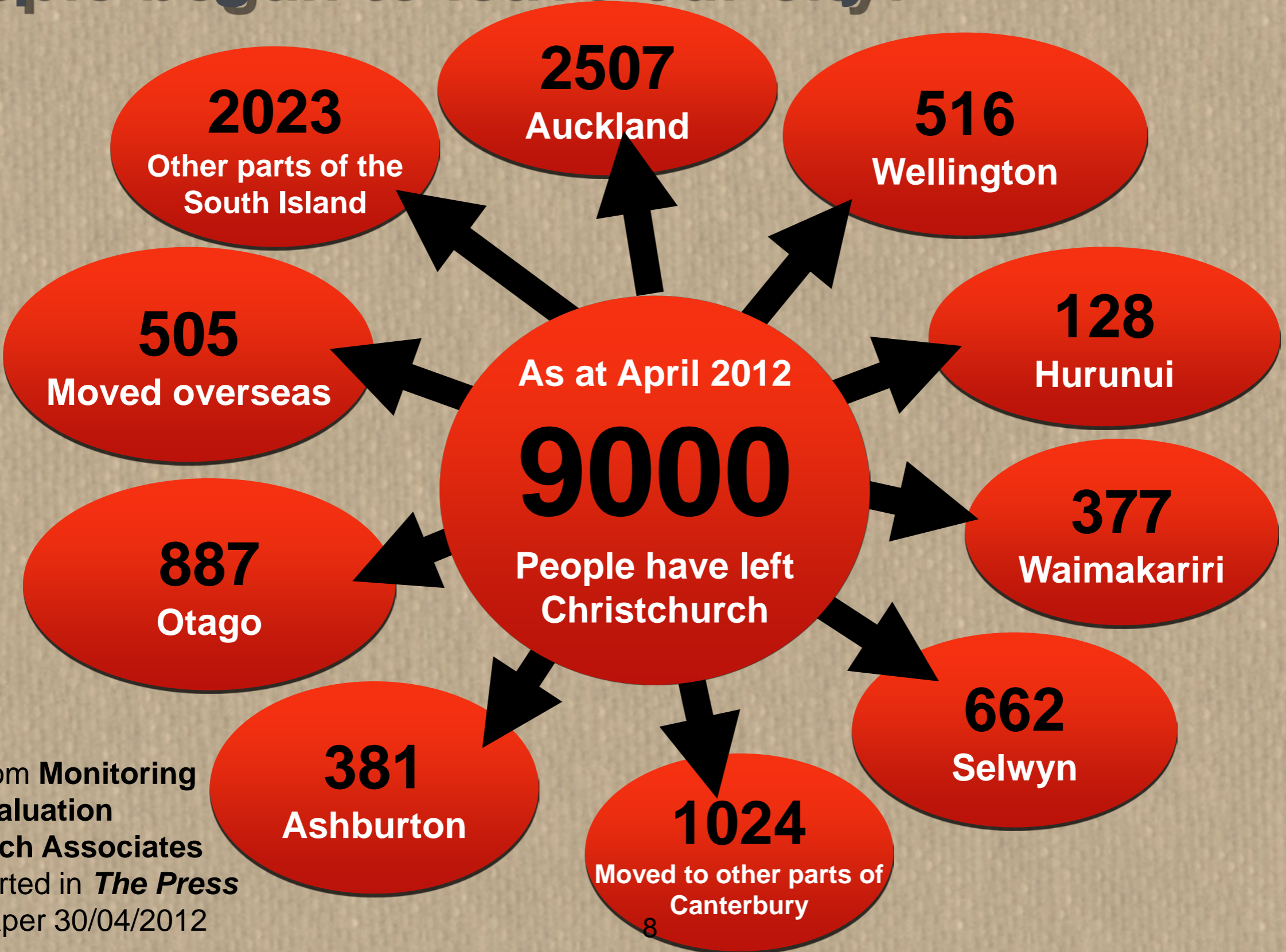
***Julie Foley  
Education Review Office  
Christchurch  
New Zealand***



# What is the Education Review Office?

- A core Government department
- Evaluates the quality of education in the pre-tertiary sector [schools and early childhood centres]
- Mission – *to provide high quality evaluation that contributes to high quality education for all young New Zealanders.*
- Whakataukī – *Ko te Tamaiti te Pūtake o te Kaupapa*

One of the most immediate impacts was that people began to leave our city:



Data from **Monitoring and Evaluation Research Associates** as reported in *The Press* newspaper 30/04/2012

# Ministry of Education Response:

- Relocating or co-locating 18 schools (55% of secondary students experienced co-sharing)
- Providing transport for up to 7000 students daily
- Relocating students from 3 residential schools
- Attending to property needs - portable toilets, relocate able classrooms, safe water and sewerage services

# **The principles underpinning the response from the Ministry of Education were to:**

- Support children and students to achieve the best possible educational outcomes
- Secure sufficient levels of access to high quality education provision
- Prioritise the needs of target groups within the education system
- Focus on the future

# Immediate impact on ERO's evaluation work:

- All evaluation reviews in the city and immediate surroundings were postponed
- All physical files and resources were lost
- Resupply of essential equipment needed
- Business continuation plan put in place

The most important skill during this time was  
**LISTENING - WHAKARONGO**

# **Implications on work practices:**

- Evaluation staff began working from home
- More travel to areas outside of Christchurch
- Management awareness that staff were also dealing with personal impacts of the earthquake
- We still needed to focus on children / students

# ERO's Current Evaluation Framework for schools



## Overall Evaluation Question and Framework

**How effectively does this school's curriculum promote student learning: engagement, progress and achievement?**

Capability and sustainability	Student progress and achievement	Curriculum design and review
To what extent is the school using its teaching, leadership and governance capability to sustain ongoing improvement and promote progress and achievement for all students?	<p>How well are students engaged in learning?</p> <p>How well are students achieving? How well are students progressing?</p> <p>How robust is the information gathered and used by this school for making judgements about student achievement?</p> <p>How well do students, teachers, school leaders, trustee and parents use achievement information?</p>	How effectively is the school's curriculum designed to respond to the strengths and needs of all students?

### RANGE OF NATIONAL EVALUATION TOPICS

For example: Focus on Priority Learners Success for Māori students Success for Pacific students International Students

**Underpinned by ERO's Evaluation Indicators**

# Capturing learning from a situation of crisis: **Evaluating resilience and innovation in Canterbury schools and early childhood centres**

- Using an appreciative inquiry approach

***"By helping organisations envision a future based on past successes, appreciative inquiry is able to energise and motivate them to strive for more peak experiences because they know what is possible"***

Preskill and Catsambas  
Reframing Evaluation through  
Appreciative Inquiry 2006

# **Capturing learning from a situation of crisis:**

Using an appreciative inquiry approach

**Evaluation writers agree that the appreciative inquiry approach works because:**

- It builds relationships where people are valued as individuals
- It creates an opportunity for people to be heard
- It encourages people to be positive

# **Focusing on effective relationships as a key evaluator competency**

- ANZEA evaluator competencies "engaging in mana-enhancing relationships"
- ERO's evaluator competencies -
  - Engaging in positive and constructive interactions with groups and individuals
  - Identifying and responding to a range of contexts
- ERO Mātāpono - listening

# Evaluating resilience and innovation in Canterbury schools and early childhood centres

## Initial Findings:

- Reviewing and renewing crisis management systems
- Communication is the key - getting the right information to the right people
- Range of strategies implemented that focus on supporting families after the crisis
- Incorporating emotional resilience in education programmes
- Provision of emotional and practical support for staff members
- Evidence of impact on schools and centres in rural Canterbury and further away

# **2012 RETURNING TO CHRISTCHURCH SCHOOLS**

- Cluster approach to 16 of the most affected schools on the east side of Christchurch
- Mixed teams, one team member from the Christchurch office, the other from the Dunedin office
- Meetings prior to review with principals and board members to discuss and agree to evaluation approach
- Strong focus on school's own self-review practices

## **Some of the key aspects of the review designs included:**

- a greater emphasis on ERO being secondary evaluators - evaluating leaders', teachers' and trustees' self evaluation processes and data about learning and well-being
- evaluating the quality of the board's existing planning and reported information
- focusing on the board's current priorities
- Keeping the focus on the child / student

**The project is currently being reviewed but initial comments are positive about the robustness and usefulness of the evaluative processes used.**

### **Initial feedback from schools:**

*"Found it very vigorous, thorough, demanding review.....process was solid. Really reflective reciprocal type of review"*

*"Questions thorough and demanding. Kept asking - so what does that mean for the school? How do you know that is working?"*

*"Impact on staff was well managed. The pressure was more on the principal regarding the appraisal process. They didn't spend time looking through planning - that's what stresses teachers. It was about interacting with teachers."*

## **The stories we have gathered from schools and early childhood centres will contribute to sector learning by:**

- Identifying what works
- Promoting confidence that schools and centres are responding appropriately in an emergency
- Building knowledge and skills in resilience
- Sharing innovative practice
- Promoting evaluation as adaptive, responsive and important in its contribution to community learning
- Highlighting the value of evaluation in the aftermath of an emergency

To know what you know,  
and to know what you don't know,  
is to know

*“Evaluation is a process that discerns  
what can be known with some  
certainty and can help provide a clear  
vision of targets for the future.”*

Ritchie and MacDonald (2010). Evaluating Disaster and  
Emergency Management. New Directions for Evaluation. Vol 126

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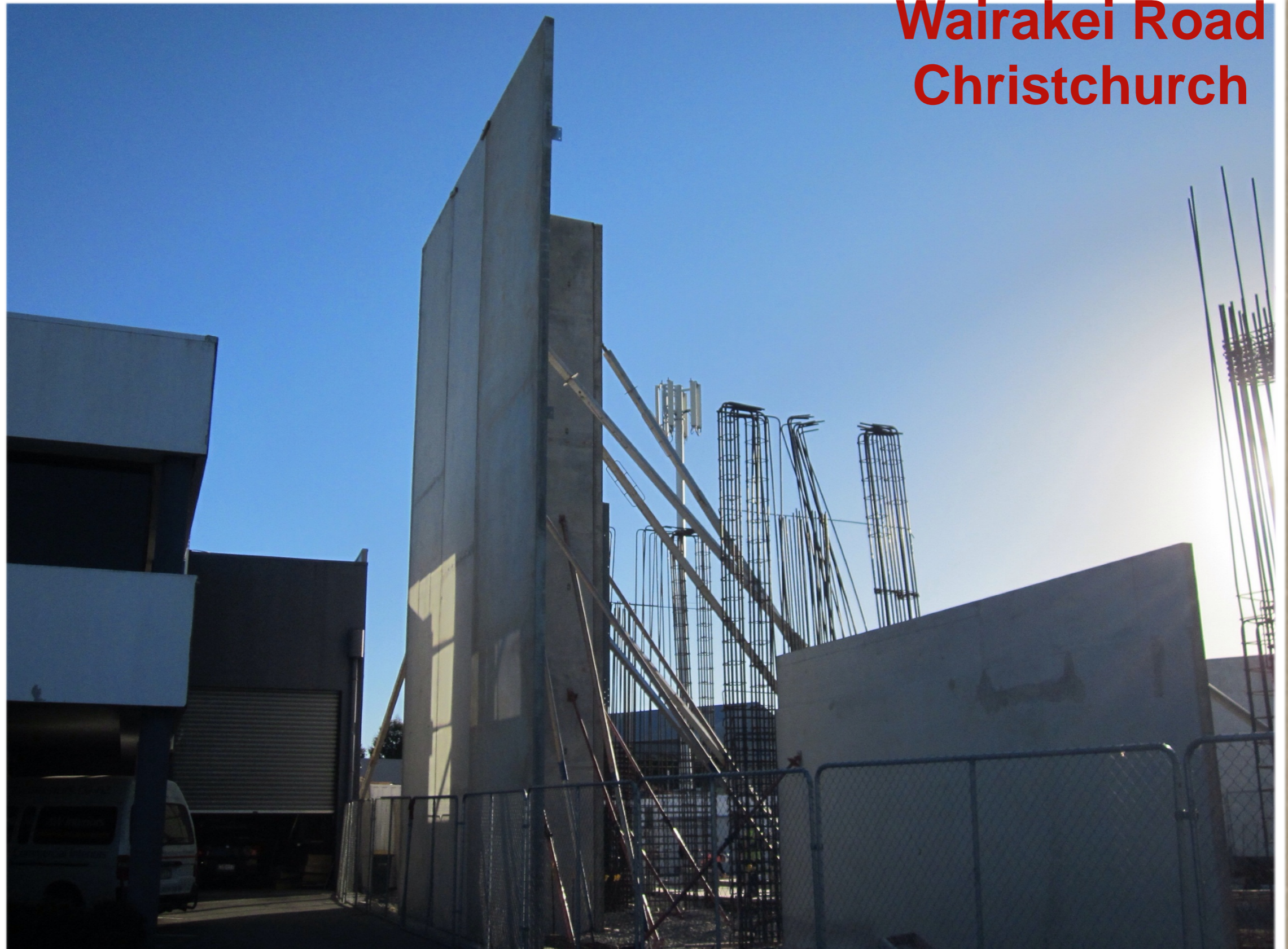
The student

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# LOOKING FORWARD:

**Our new building -  
Wairakei Road  
Christchurch**



# Ko te Tamaiti

ERO waiata

Ko te tamaiti  
te putake o te kaupapa  
Whakamaua  
ki to whatu manawa  
He taonga tupuranga  
mo te ao katoa  
Me hikitia  
kia tupu  
kia puawai e

The child  
is the heart of the matter  
Let's maintain the desire  
and passion within our hearts  
A treasured generation  
for the future  
Let's lift and support them  
so they may grow  
and flourish