

# One Size Fits One

**Evaluation capacity building and institutional change**

Arotake Paetawhiti  
ERO's Longitudinal Reviews



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Kumēa te paetawhiti kia tata  
Draw closer the distant horizon

Whakamaua te paerewa kia  
tīna

Hold firm all that affirms

Tukuna te paehiranga kia  
topa!

Let excellence soar!



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# Education Review Office New Zealand

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Ko te Tamaiti te Pūtake o te Kaupapa  
The Child – the Heart of the Matter



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# One Size Fits One

**From one-size-fits-all to one-size-fits-one**

**More effective approaches needed to build schools' capacity for self review and school improvement**

**More responsive and open ended evaluations**

**More focus on schools experiencing difficulty**

# Cutting the path

Methodology development cuts a path.....Each review cuts its own path



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# Underpinnings:

Schooling improvement theory

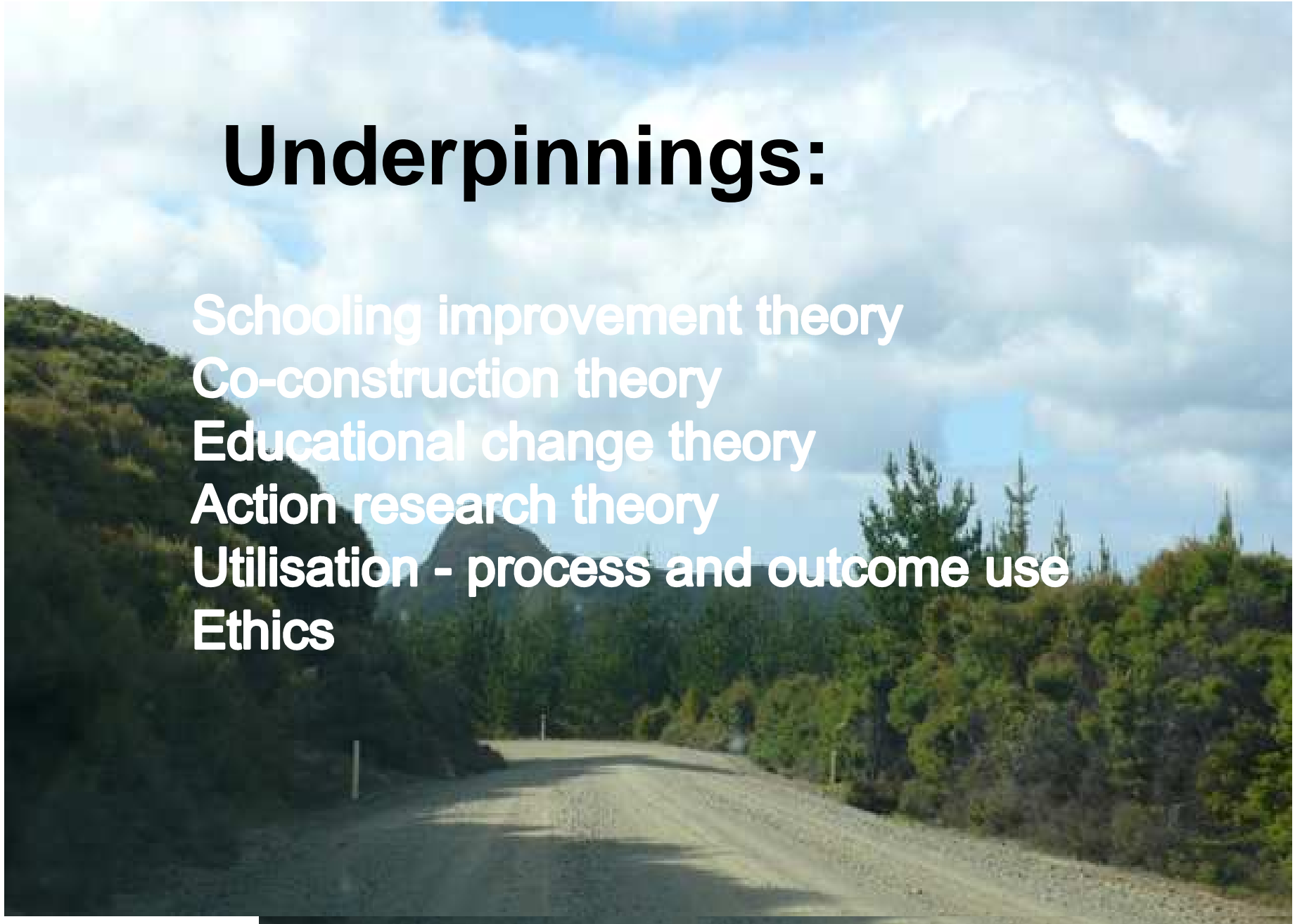
Co-construction theory

Educational change theory

Action research theory

Utilisation - process and outcome use

Ethics



# Evaluation principles:

Challenges for evaluator practice

- Equity of educational outcomes
- Enquiry focussed
- Responsive
- Transparent
- Collaborative and co-constructive
- Informed by evidence
- Building evaluation capacity

ERO

School





# Considerations

**What kind of support is best for this school?**

**What context factors need to be understood?**

**What are the levels of risk for learners, the school, the Crown?**

**What range of support options are there to lift school performance?**

**How feasible are these options?**

**What is the schools' readiness for change?**

# Building trusting partnerships



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A photograph of a concrete pier extending into a body of water under a blue sky with scattered clouds. The pier is supported by wooden posts and has a metal railing. In the foreground, there are large, grey, irregular rocks.

# Progress and improvement focus

Recognising and agreeing what needs improving

Building on strengths

Working with incremental change

Acknowledging what's possible and what's not



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The journey....







# Case study 1

Semi rural

School 'left behind'

Resignation of long standing principal  
Perception of quality and capacity incorrect



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# Case 1

Catalyst for change = principal's resignation

Establishing productive relationships

Getting to the heart of the matter

New leadership

Agreeing on priorities for change

Building evaluation capacity

Starting with where the school is at



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## Case study 2

Isolated/remote/coastal

New Principal

Strong Māori community

Strong community ownership of the school



# Case 2

**Catalyst for change = review process**

**Getting to the heart of the matter**

**Agreement on priorities**

**Standing alongside people**

**Rebuilding confidence**

**Dealing with aftermath**

**Focus on children**

**Scaffolding - building capacity**

**Starting where the school is at**

## **Our challenges:**

**Evaluation sustainability in small, isolated schools**

**Vulnerability in terms of personnel and leadership**

**The power of evaluation influence**

**“we can’t change all situations but that doesn't mean no  
situation can be changed”**

**Fullan 2007**



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# Ko te Tamaiti te Pūtake o te Kaupapa

## The Child – The Heart of the Matter

