



Using evaluation to influence policy and practice:

Improving the Resource Teachers: Learning and Behaviour Service in New Zealand

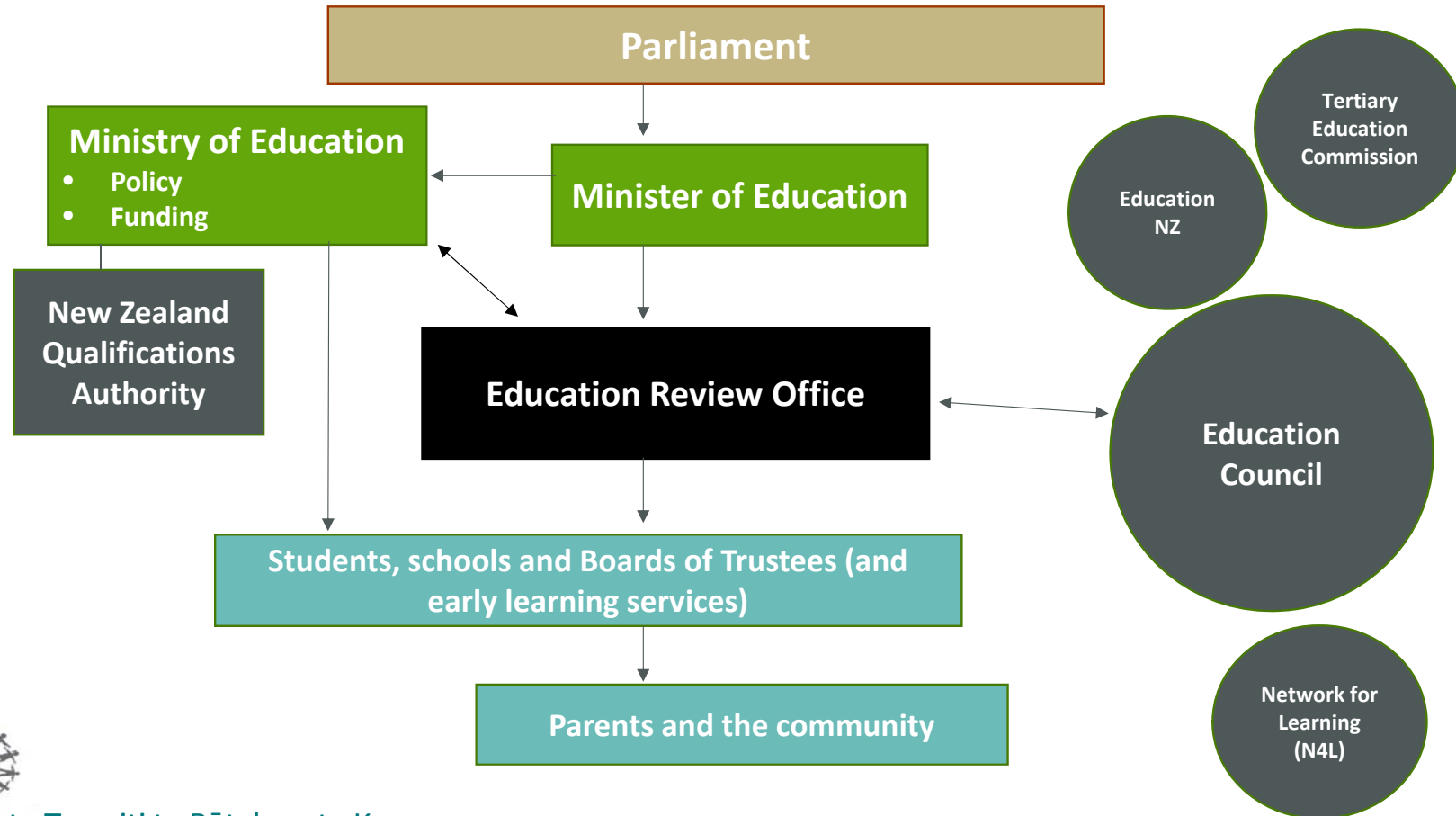


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The Child – the Heart of the Matter



Education Review Office
Te Tari Arotake Mātauranga

ERO in the NZ education system



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Equity and excellence

Our purpose

Our evaluation insights are a catalyst for change so that every child achieves success as a lifelong learner.



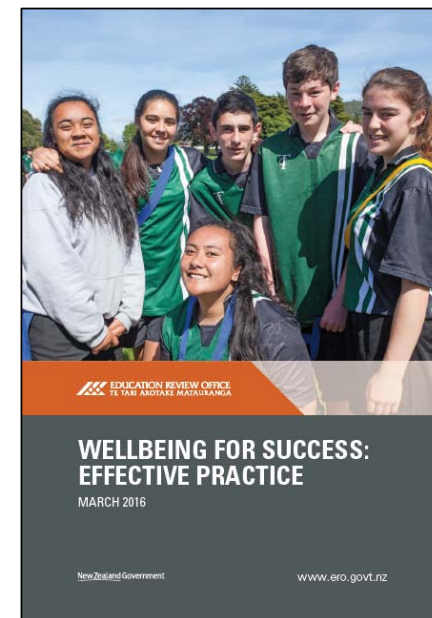
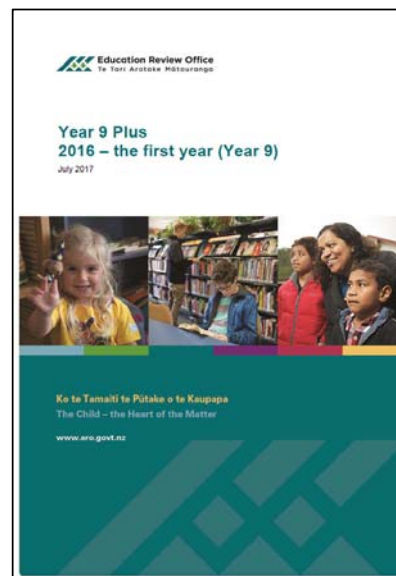
Our whakataukī

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System level evaluations



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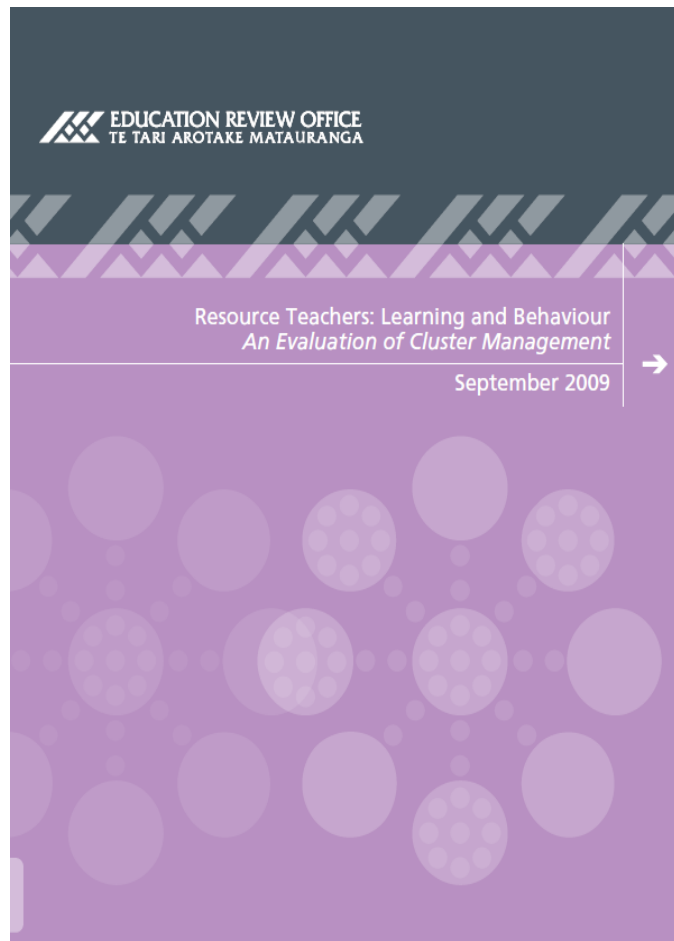
RTL B Service

RTL B Lead School Board

Strategic Leadership
and Management Team
(Principal & Cluster Manager)

RTL B Team

- 929 RTL B
- 40 clusters with 29 – 100+ schools
- 40 cluster managers and lead school principals
- Practice leaders and positions of responsibility



Evaluation of Resource Teachers:
Learning and Behaviour Service
2018
(just completed data gathering)



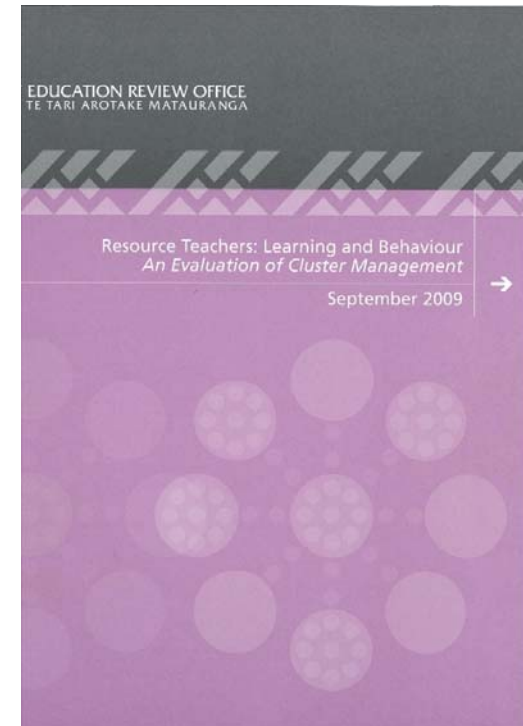
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Overall findings 2009 evaluation

“The wide variability of governance and management practice ERO reported in 2004 remains evident.”

“The findings in this evaluation closely mirror those of ERO’s 2004 evaluation of the RTLB service.”

“Despite improvements that could be made within the current cluster model, the variability found in governance, management and delivery of the RTLB service nationally indicates a need for review of the model to ensure a more cohesive and consistent approach.”



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Transformation of RTLB service

2009 ERO report

In September 2010, the then Minister of Education, Anne Tolley, directed the Ministry of Education to transform the RTLB service to make it more efficient and effective.

2012 transformed service in place
40 RTLB Clusters
Cluster Managers
Lead School Principals
Practice leaders

**2017 ERO
RTLB Cluster evaluation**



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2017 RTLB evaluation

Engagement in evaluation design, development and trialling



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Building evaluation capability and capacity



Evaluation Framework - Resource Teachers: Learning and Behaviour

Overarching question for the national evaluation report:

What evidence is there of the impact of the RTLB service on improving learner outcomes?

Additional questions to be answered in the national evaluation report:

1. To what extent has the quality and consistency of RTLB cluster governance and management improved to address the issues identified in ERO's 2009 evaluation?
2. To what extent has the transformation of the RTLB service contributed to increased capability and capacity within clusters to monitor and evaluate RTLB practice and service provision in order to identify what is working well and what needs to improve?
3. What contribution is the RTLB service making to the wider provision of learning support?
4. How are RTLB clusters involved in Communities of Learning and how is the relationship developing? What's working well and what are the challenges?

In order to answer these questions (above) we need to investigate and evaluate the following in each RTLB cluster:

What evidence is there of the impact of the RTLB service on improving learner outcomes?

- What difference are you making as a cluster for the learners you serve? How do you know?
- What evidence do you have of improved outcomes?
- Where are you at in terms of working with outcomes framework in RTLB Professional Practice Toolkit? Usefulness of this framework? Issues?
- What do you know about outcomes for Māori learners – in Māori immersion kura? In rumaki/immersion classes? Mainstream?
- What do you know about outcomes for Pacific learners?
- Where are you having the most success in terms of outcomes and why? Where are your challenges? How are responding to these?

How well is this cluster governed and managed to improve outcomes for learners?

(An overall judgement as per synthesis rubric - Very good, Sound, Limited, Minimal)

Use the RTLB synthesis rubric 2017 to make a judgement in relation to:

- o operating according to requirements (Funding and Service Agreement, Governing and Managing RTLB Clusters and the RTLB Professional Practice Toolkit)
- o funding- including LSF, Y11-13
- o internal evaluation (self review), planning and reporting
- o access to service
- o personnel management and professional support
- o professional relationships



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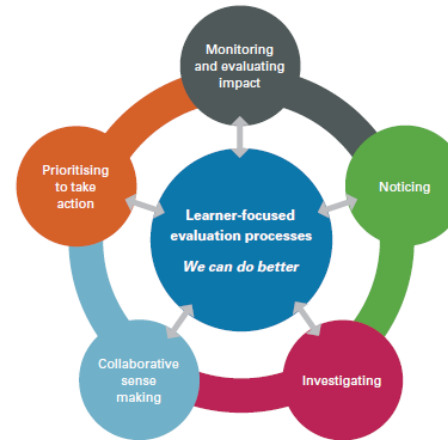
Continuum	1. Minimal	2. Limited	3. Sound	4. Very Good
Operates according to requirements	Cluster not operating in accordance with RTLB policy. • Cluster processes for the allocation of funding not clear or easy to track. • Operational document of policies and procedures is not up to date or complete.	Cluster operates according to some RTLB policy (not in all areas of governance and management). • Processes for allocation of funding exist but not easy to track/follow. • Operational document is being developed.	Cluster operates in accordance with most RTLB policy. • Cluster has appropriate processes for the allocation of funding on a weekly basis in accordance with cluster policy. • Operational document is complete and correct.	Cluster has an operational document of policies and procedures that is clear and is well used to guide operations. • Cluster operates in accordance with all RTLB policy. • All of all necessary processes are well thought out, needed and are used for the provision of the RTLB service in accordance with Ministry of Education and cluster policy.
Internal evaluation (self-review), planning and reporting	Cluster planning and reporting is limited or non-existent. • Very limited or no internal evaluation. • No reporting to the Ministry of Education. • No monitoring, evaluation and reporting of outcomes. • The cluster lacks the capability and capacity to monitor and evaluate its performance (service provision, RTLB practice and learner outcomes).	Cluster planning and reporting undertaken in the superficial way. • There is evidence of some annual planning. • Some evidence of reporting to Ministry of Education. • Limited monitoring, evaluation and reporting of outcomes. • The cluster has limited capacity and capability to monitor and evaluate its performance (service provision, RTLB practice and learner outcomes).	Cluster has a planning and reporting cycle incorporating evidence-based internal evaluation. • Most of the objectives of the Annual Plan are met. • Ministry of Education reporting requirements are met. • Some evidence of monitoring, evaluation and reporting of outcomes – may not be up to date. • The cluster is developing its capacity and capability to monitor and evaluate its performance (service provision, RTLB practice and learner outcomes).	Cluster has robust planning and reporting cycle that is informed by evidence-based internal evaluation. • The objectives of the Annual Plan are met. • The planning and reporting process leads to innovative and improved practice. • Ministry of Education reporting requirements are fully met. • Evidence of robust monitoring, evaluation and reporting of outcomes. • The cluster has a high level of capacity and capability to monitor and evaluate its performance (service provision, RTLB practice and learner outcomes).
Access to service	Most clear whether referrals are managed to ensure equitable access for all students with learning or behavioural difficulties. • Evidence of equitable access. • The processes for supporting students with HLBs is not evident. The cluster is not supporting students according to the MDE guidelines. • The cluster is not involved in Special Assessment Conditions (SAC).	Referral processes that are in place are the pre-transformation processes with some adjustments. • There need to be refined and a cluster-wide referral process established. • Some evidence of cluster regarding access to service. • The cluster supports students with HLBs but does not have consistent approach. • Referral assessment in Special Assessment Conditions (SAC).	Cluster has a referral process that are known and followed to ensure equitable access for all students with learning or behavioural difficulties. • The service provision for HLB students is evident. • The cluster is involved in Special Assessment Conditions (SAC).	Referral processes are well known, understood, followed and easy access. • Principals affirm and evidence the high standard of practice applied to the referral process. • Cluster schools have equitable access to the full range of RTLB services and funding. • Cluster has established a clear and consistent process for supporting HLB students in line with the HLB Guidelines. • The cluster is fully involved in Special Assessment Conditions (SAC).
Personnel management and professional support	Systems for appointment and performance management, including professional supervision and appraisal are not fully developed. • Minimal support and encouragement for professional learning. • Minimal support and encouragement for professional learning.	Systems for RTLB appointment and performance management, including professional supervision and appraisal are not fully developed. • Some support and encouragement for professional learning. • Minimal support and encouragement for professional learning.	Cluster has sound systems for RTLB appointment and performance management, including professional supervision and appraisal. • Cluster encourages continuing professional learning based on current research to improve practice and ensure a diverse HLB team to meet students' individual needs. • Cluster values collegial support and provides mentoring when needed.	Cluster has high quality systems for appointment and performance management, including professional supervision and appraisal. • Cluster actively seeks continuing professional learning based on current research to improve practice and ensure a diverse HLB team to meet students' individual needs. • Cluster values collegial support and provides mentoring. RTLB actively seek feedback about their practice.
Professional relationships	Professional relationships are not strong. • RTLB do not work collaboratively with MDE or other agencies.	Relationships exist but not strong professional, trusting and respectful. • Add hoc approach to collaboration with MDE and other agencies.	Relationships, training and respectful relationships generally evident. • Work underway to develop a collaborative working relationship with MDE and other agencies.	Cluster actively promotes professional, trusting and respectful relationships at all levels. • Cluster schools value the relationship they have with the RTLB service.
Collaboration with MDE (Service Provision of Service)	MDE and RTLB have no established relationship. • MDE and RTLB are not working together to improve student outcomes.	MDE and RTLB are working together to establish a collaborative relationship. • MDE and RTLB are working together to improve student outcomes.	MDE and RTLB consult to improve student outcomes. • Transition processes between services are in place. • Some collaborative project projects.	Cluster has RTLB that work proactively with MDE and other agencies to provide a seamless, flexible service for students with learning or behavioural difficulties. • Transition from pre-transformation practice to a more holistic approach to support MDE and RTLB work collaboratively to improve student outcomes. • MDE and RTLB work collaboratively to improve student outcomes.
Communication	Clear communication in the cluster. • There is no communication between services.	Communication issues evident at some levels of the cluster. • There is no communication between services.	Generally good communication but could improve clarity and openness. • There is no communication between services.	Cluster communicates regularly, with clarity and openness. • Communication is timely. • There is genuine collaboration and regular communication with Ministry Learning Support Managers, RTLB staff, cluster schools, ECE services, and community agencies.
Leadership	Clear leadership in the cluster. • The Cluster Manager is appointed. • The Practice Leader is appointed. • Minimal involvement of lead school governance and management. • Some evidence of communication with cluster schools/hubs (for help and support). • The cluster has a clear understanding of the RTLB role in the cluster planning (Strategic and Annual). • The cluster has a clear understanding of the RTLB role in the cluster planning (Strategic and Annual). • The cluster has a clear understanding of the RTLB role in the cluster planning (Strategic and Annual).	Leadership in some aspects of the cluster. • The Cluster Manager has been appointed. • The Practice Leader has been appointed. • Minimal involvement of lead school governance and management. • There is some level of communication with cluster schools/hubs (for help and support). • The cluster has a clear understanding of the RTLB role in the cluster planning (Strategic and Annual). • The cluster has a clear understanding of the RTLB role in the cluster planning (Strategic and Annual). • The cluster has a clear understanding of the RTLB role in the cluster planning (Strategic and Annual).	Cluster has good professional leadership. • The Cluster Manager demonstrates good management of the cluster in collaboration with the lead school principal. • The Practice Leader demonstrates good leadership in improving RTLB practice in collaboration with the Cluster Manager. • The lead school demonstrates good governance and management in line with the MDE policy and the Funding and Service Agreement. • The cluster has a clear understanding of the RTLB role in the cluster planning (Strategic and Annual). • The cluster has a clear understanding of the RTLB role in the cluster planning (Strategic and Annual). • The cluster has a clear understanding of the RTLB role in the cluster planning (Strategic and Annual).	Cluster has strong professional leadership. • The Cluster Manager demonstrates effective management of the cluster in collaboration with the lead school principal. • The Practice Leader is an effective leader, inspiring practice in RTLB practice in collaboration with the Cluster Manager. • The lead school demonstrates effective governance and management and follows the MDE policy and the Funding and Service Agreement. • The cluster has a clear understanding of the RTLB role in the cluster planning (Strategic and Annual). • The cluster has a clear understanding of the RTLB role in the cluster planning (Strategic and Annual). • The cluster has a clear understanding of the RTLB role in the cluster planning (Strategic and Annual).
Improved Student Outcomes	Minimal or no evidence of outcomes of RTLB intervention/practice. • The cluster is not able to provide evidence that RTLB intervention/practice and support improve intended outcomes for all learners across the cluster.	Some evidence of outcomes of RTLB intervention/practice but this is limited. • The cluster is not able to provide evidence that RTLB intervention/practice and support improve intended outcomes for all learners across the cluster.	Cluster is able to demonstrate the outcomes of RTLB intervention/practice for most students. • The cluster is able to provide evidence that RTLB intervention/practice and support improve intended outcomes for all learners across the cluster.	Cluster focuses on improving outcomes for all students, with particular focus on Māori and Pasifika students and those at risk of underachievement. • The cluster is able to provide evidence that RTLB intervention/practice and support improve intended outcomes for all learners across the cluster.

EFFECTIVE INTERNAL EVALUATION FOR IMPROVEMENT



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FIGURE 2. LEARNER-FOCUSED EVALUATION PROCESSES AND REASONING



Internal evaluation requires those involved to engage in deliberate, systematic processes and reasoning, with improved outcomes for all learners as the ultimate aim.

Those involved collaborate to:

- investigate and scrutinise practice
- analyse data and use it to identify priorities for improvement
- monitor implementation of improvement actions and evaluate their impact
- generate timely information about progress towards goals and the impact of actions taken.

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