



Using evaluation to improve educational outcomes for vulnerable young people

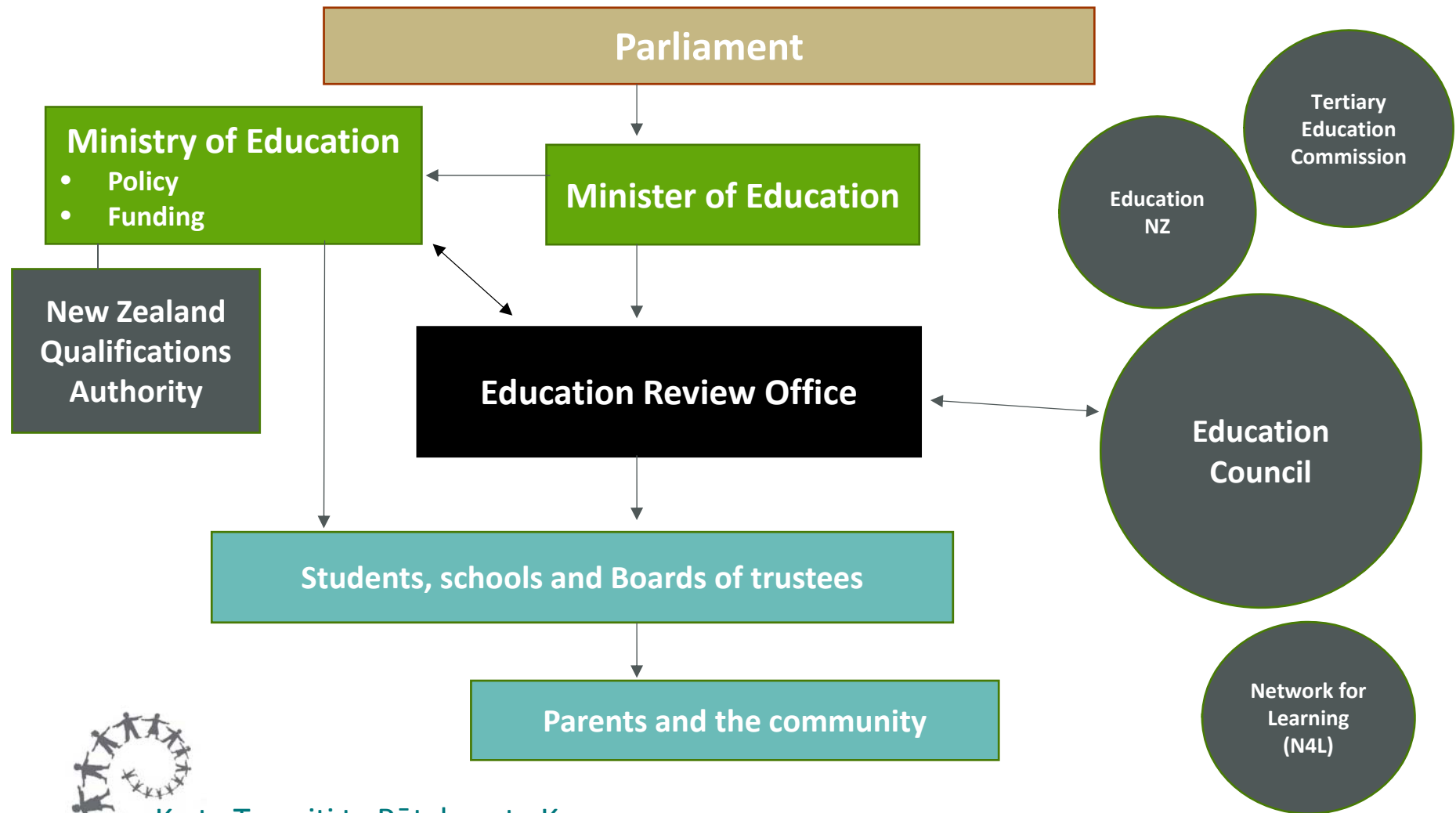


Ko te Tamaiti te Pūtake o te Kaupapa
The Child – the Heart of the Matter



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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What has the most impact on school improvement?



Six Indicator Domains

- Stewardship
- Educationally powerful connections and relationships
- Professional capability and collective capacity
- Leadership for equity and excellence
- Responsive curriculum and effective teaching
- Evaluation for improvement and innovation



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ERO's education evaluations

- Focus on positive outcomes for young people
- Evaluate how effectively the school is responding to Māori and other learners whose learning and achievement needs acceleration
- Evaluate the effectiveness of the school's curriculum, processes and practices in responding to students' learning priorities including leadership, stewardship and evaluation capacity
- Evaluate how well placed the school is to achieve and sustain equitable and positive outcomes for all learners.



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Responsive evaluation

Specialised provision for vulnerable young people:

- **Child, Youth and Family (CYF) residential Schools**
- **Teen Parent Units**
- Activity Centres
- Health schools/STANDSS
- Te Kura
- Alternative education
- Secondary tertiary programmes.



Evaluations are:

- tailored for context, retaining a focus on equity and excellence
- Specific emphases developed in consultation
- Privileging young people's voice.

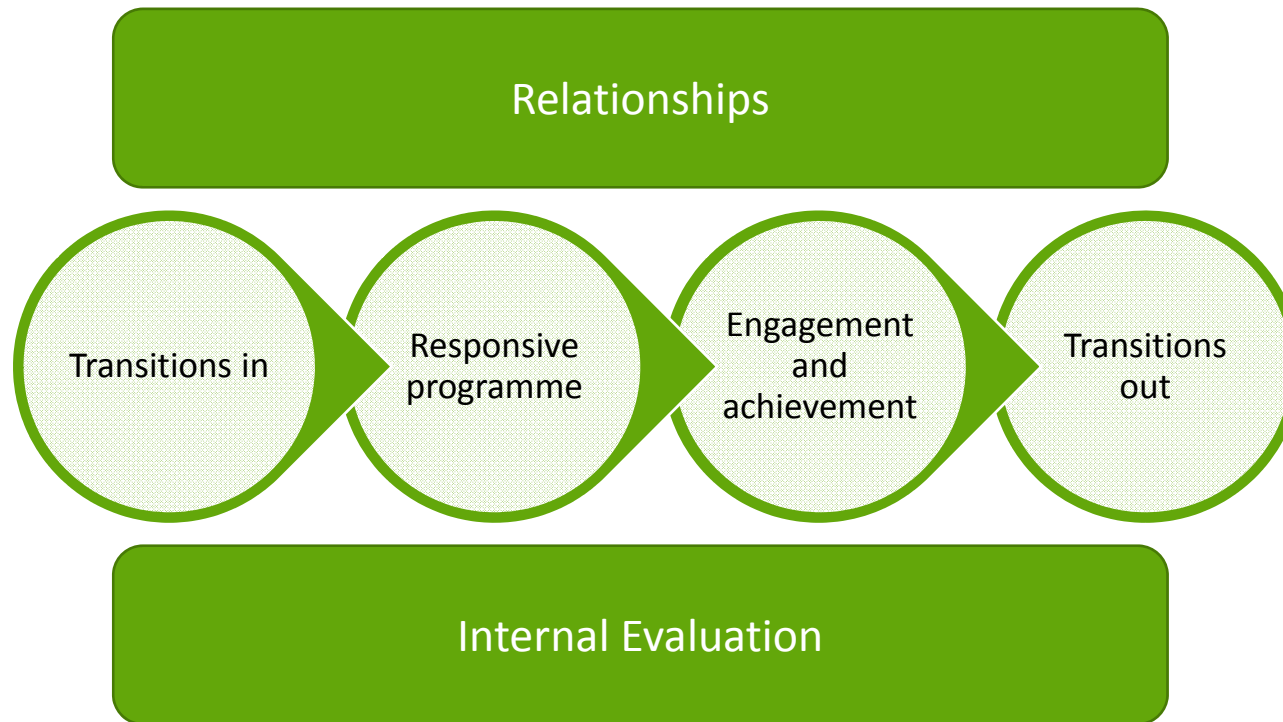


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CYF Residential Schools – Youth Justice and Care and Protection

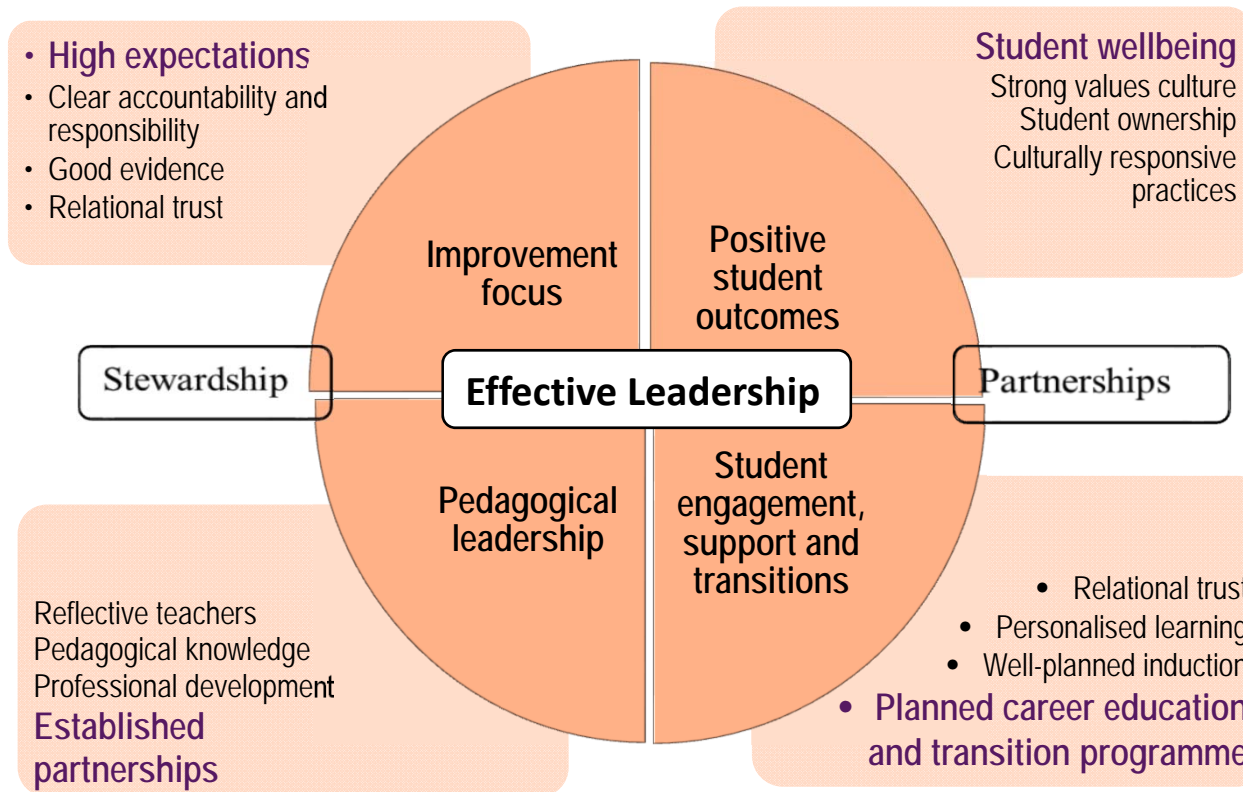
How effectively is this school's curriculum promoting student learning – engagement, progress and achievement?



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Teen Parents Unit (TPU)

How effective are TPUs in supporting and promoting positive outcomes for young parents?



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***‘the system
needs to fit the
student, not
the student fit
the system’***



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FOR MORE INFORMATION

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