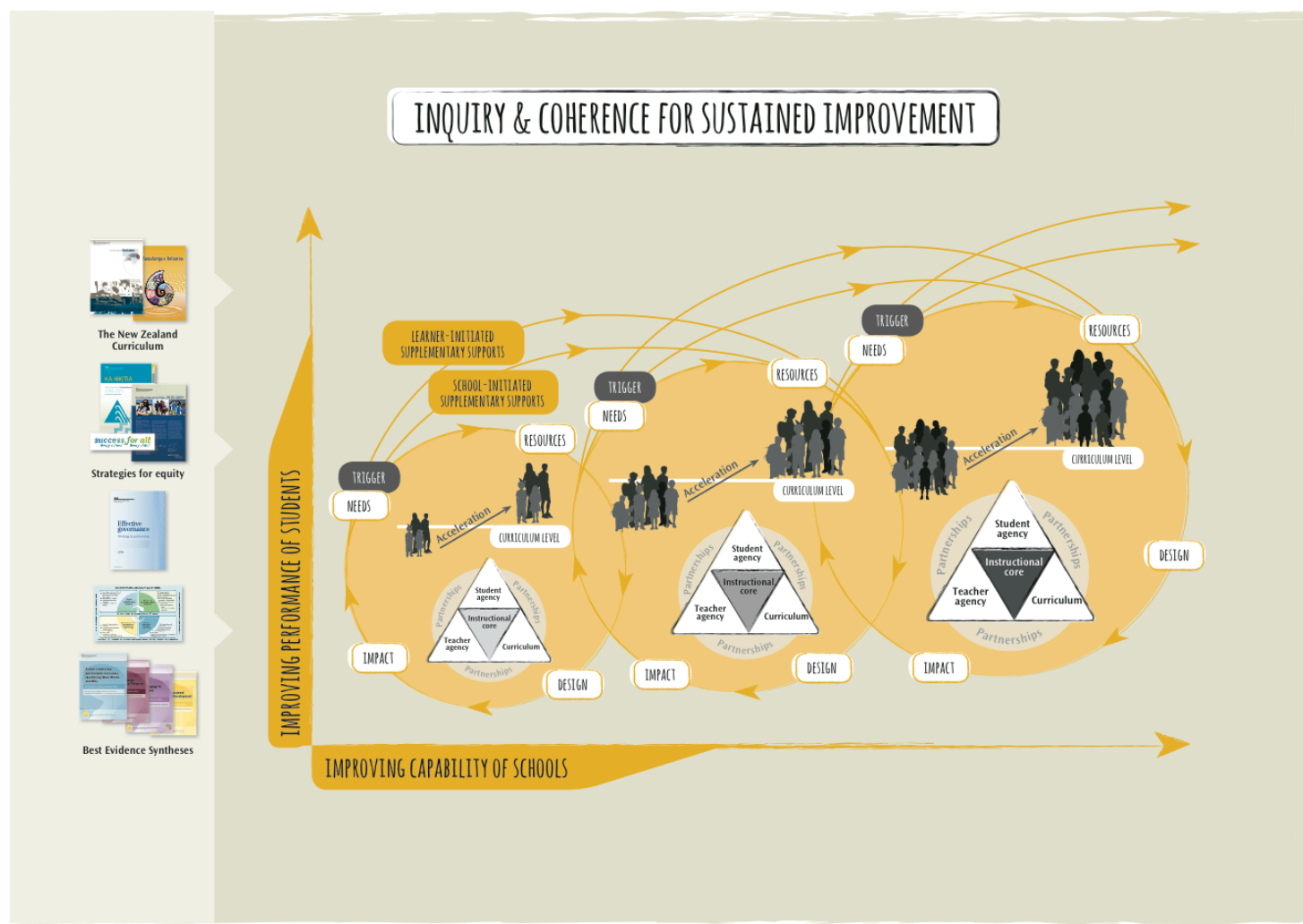


Tool: Inquiry and Coherence for Sustained Improvement



Background

Purpose: This tool has been designed to support conversations about the cumulative way knowledge and practices improve through the effective use of a range of supplementary supports and PLD involving education resources.

Rationale: Currently, there is evidence to suggest that many practitioners in the system do not make strong connections across PLD programmes other than practices associated with assessment for learning¹. A single high impact practice, resource, supplementary support (such as a PLD programme that has had a significant impact on student outcomes) cannot address all elements of professional learning required for improving system outcomes therefore this tool has been designed to support the practitioners to see **system supports as a coherent and cumulative learning process** to enhance what schools are already doing well.

¹ O'Connell, P. (2010). Is sustainability of schooling improvement an act of faith, or can it be deliberately crafted? Unpublished PhD thesis, The University of Auckland.

School outcomes

<i>School Outcomes</i>	<i>Description</i>	<i>What it means</i>	<i>What it isn't</i>
Capability	<p>More teachers and leaders able to apply the BES dimensions to own context e.g.</p> <ul style="list-style-type: none"> • Year level • Content/curriculum • Student capabilities and interests • Environment 	<p>Being clear about what each improvement inquiry has contributed to school capability.</p> <p>What practices, processes and structures, which improve both student outcomes and equity, are worth embedding in school culture?</p> <p>What monitoring processes are necessary so that previous improvements are not 'harmed' by the next improvement inquiry?</p>	<p>Seeing the capabilities developed from one improvement inquiry as being quite separate to the next inquiry.</p>
Performance	<p>More students achieving at or above the agreed curriculum signpost descriptors (signposts are both national and school based).</p>	<p>Being clear about the use of signpost information to trigger a different response for students not achieving as expected?</p> <p>How is achievement information to improve capability and performance used?</p>	<p>Information for compliance only</p>
Improved response to learner needs	<p>More students than ever before achieving higher levels, on a broader range of capabilities, with less inequity of outcomes than ever before.</p>	<p>Being clear about where improvement has happened, for which students and why, and refocusing the next improvement inquiry on improving outcomes for the students who did not experience this success.</p> <p>What are the strengths and needs of the students we have not made a positive impact on yet?</p> <p>What are our goals for these students during the next improvement inquiry?</p>	<p>Seeing the same students improving even further and not responding to the needs of the students below or well below expectation.</p>
School goals	<p>All students achieving the description of the school outcomes - based on the school curriculum's big ideas associated with learning and achievement.</p>	<p>The school curriculum has clear pathways for all students to reach these tangible goals.</p> <p>Are we clear about the pathways that lead to accelerated progress at particular times in a student's career?</p> <p>Do we have the capability to provide those pathways?</p>	<p>Non-tangible goals that are aspirational only.</p>

System supports

<i>System supports</i>	<i>Description</i>	<i>What it means</i>
<u>The BES Quality Schooling Dimensions</u>	A coherent set of dimensions that map the relationships and interdependencies across high impact teaching, leadership and PLD practices.	Using the dimensions to map the school improvement plan.
<p>Key guiding documents:</p> <ul style="list-style-type: none"> • New Zealand Curriculum/ Te Marautanga O Aotearoa • Ka Hikitia • Pasifika Education Plan • Success for all • Effective Governance Working in Partnership • Best evidence synthesis (BES) 	<p>The national documents describe the improvements needed in the system for all to achieve – to remove inequity</p> <p>Vision and curriculum</p> <p>Strategies for equity</p> <p>Research that tells us what works, why, and how.</p>	<p>Checking in with these documents, especially if underachievement in the school relates to Māori, students, Pasifika students, or students with special education needs.</p> <p>Using the expertise in the community (family/whānau/ hapu/iwi/specialists) to ensure the response to student need will be effective.</p>
Supplementary Supports	For “achievement for all” to be a reality the system provides targeted and supplementary supports that are triggered by student achievement data. The trigger highlights that a different response is needed. Available for students, teachers, leaders and whole school.	<p>Checking that the support:</p> <ul style="list-style-type: none"> • can be contextualized for your needs • will build from and strengthen school capability • is explicit about the links to the BES QSD and school improvement plan.