



Using a Quality Improvement Framework

He ara māramatanga kia whakapiki, kia puawai



Capability building that focuses on improved outcomes for all students

Purpose

Clarify the purposes & extent of supports in the education system;

Help schools plan for and be accountable for all supplementary supports;

Keep the focus on 'what works';

Support schools to pick up the pace to ensure all students achieve.



STUDENT AGENCY

- prior knowledge and learning resources



INSTRUCTIONAL CORE

the interactions between students, teachers and curriculum

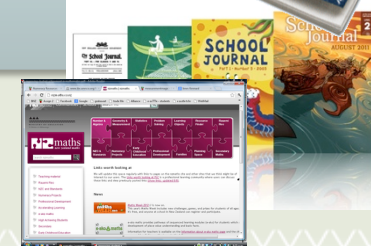


TEACHER AGENCY

- pedagogical knowledge, skill and beliefs



CURRICULUM



Rationale: There is a national problem that needs solving

National, regional & local student achievement data show pockets of success (e.g. NCEA, NEMP, National Standards data)

There is often confusion about how to respond to particular student needs (Borderfields 2008)

There is a propensity not to respond differently (ERO 2012, 2013)

The system has not developed a mediating layer to support capability building (McKinsey 2010)

Therefore the system needs to do things differently

It needs to focus on all students and build capability through a system response that is contextualised to meet individual needs

AN INTEGRATED SYSTEM OF SUPPORT FOR STUDENTS

EVERYDAY RESOURCES, PEOPLE, TOOLS AND ASSETS

Parents/families/
whānau

Students

WHĀNAU/COMMUNITY/IWI

EVERYONE HAS A
ROLE IN SYSTEM
IMPROVEMENT

STUDENTS/
WHĀNAU



The New Zealand Curriculum

TEACHERS

SCHOOLS



Strategies for equity

SCHOOL LEADERS/
BOARD OF TRUSTEES



Effective governance

REGIONAL MOE

CENTRE

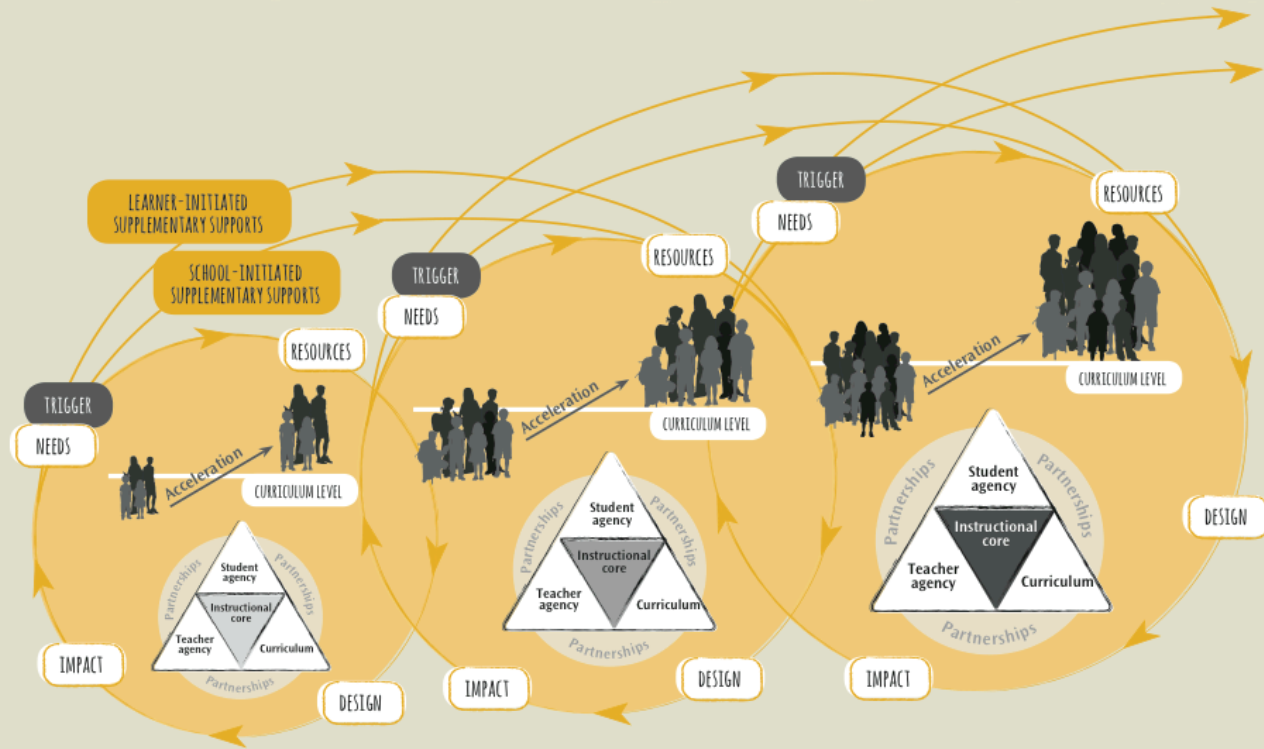


Best Evidence Syntheses

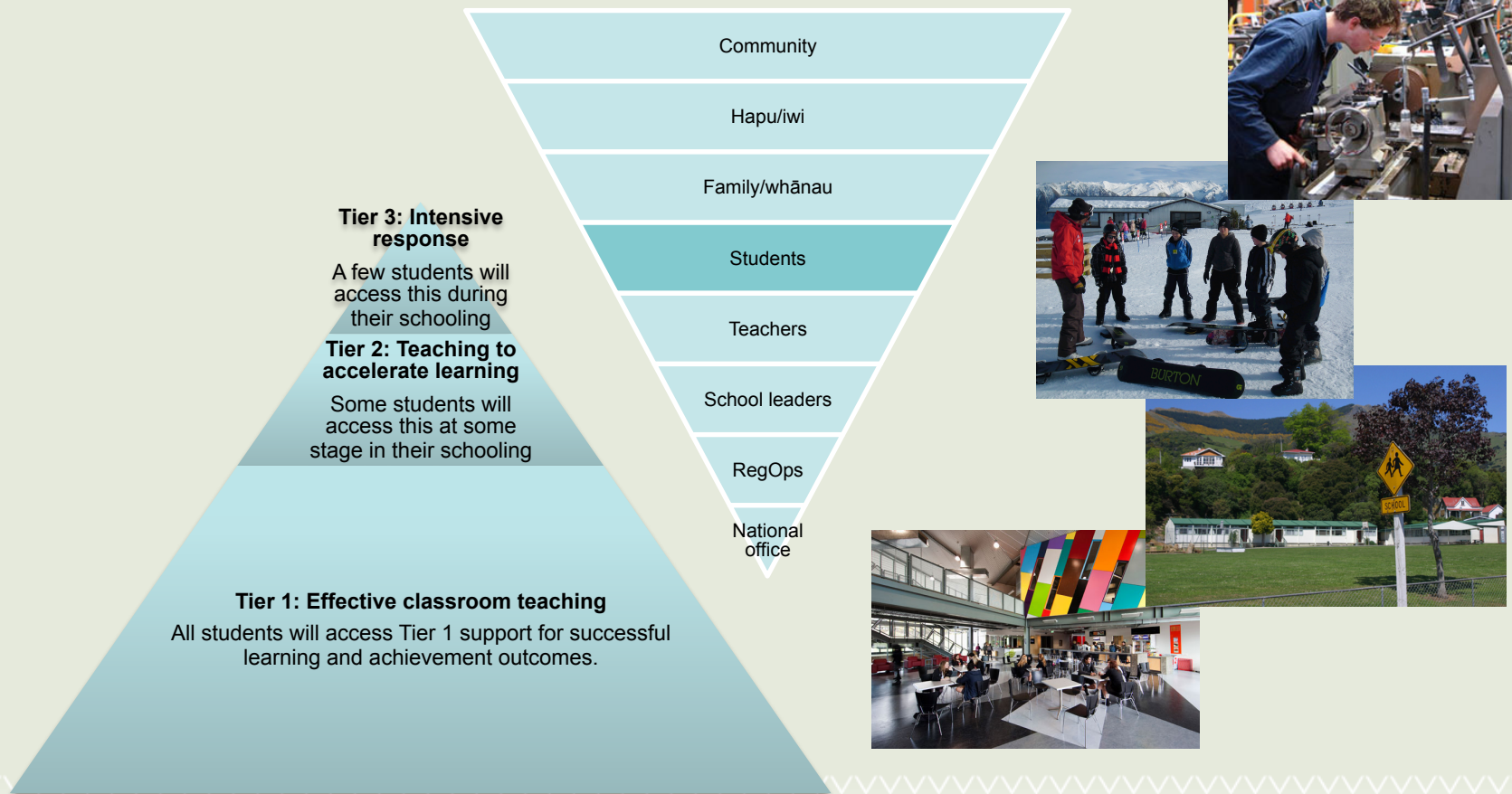
NATIONAL MOE/
MINISTER

IMPROVING PERFORMANCE OF STUDENTS

IMPROVING CAPABILITY OF SCHOOLS



System theory of action: design



Using achievement data to trigger a different response

Learners meeting the National Standard for mathematics, 2011

Learner type	Well below		Below		At		Above		Total No.
	No.	%	No.	%	No.	%	No.	%	
Boys	12,403	6.6	40,155	21.5	90,376	48.3	44,055	23.6	186,989
Girls	9,692	5.5	38,426	21.8	93,860	53.2	34,296	19.5	176,274
Māori	6,906	9.1	21,652	28.5	37,007	48.6	10,539	13.8	76,104
Pasifika	4,117	11.5	11,340	31.8	15,659	43.9	4,570	12.8	35,686
Total	23,931	6.1	84,112	21.6	196,460	50.5	84,759	21.8	389,262

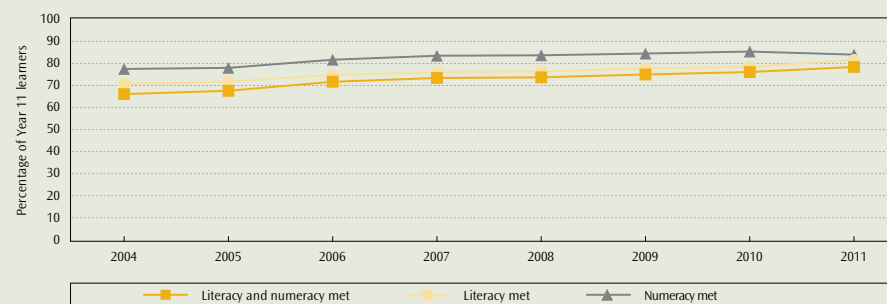
Learners meeting the National Standard for reading, 2011

Learner type	Well below		Below		At		Above		Total No.
	No.	%	No.	%	No.	%	No.	%	
Boys	16,758	9	36,218	19	76,363	40	60,063	32	189,402
Girls	9,557	5.3	25,878	14.3	74,531	41.1	71,365	39.4	181,331
Māori	8,357	10.7	17,728	22.8	31,641	40.6	20,127	25.9	77,853
Pasifika	5,613	15.5	9,186	25.4	13,306	36.9	7,998	22.2	36,103
Total	27,511	7.0	65,833	16.8	158,580	40.4	140,948	35.9	392,872

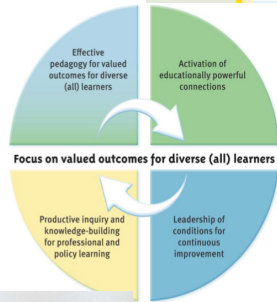
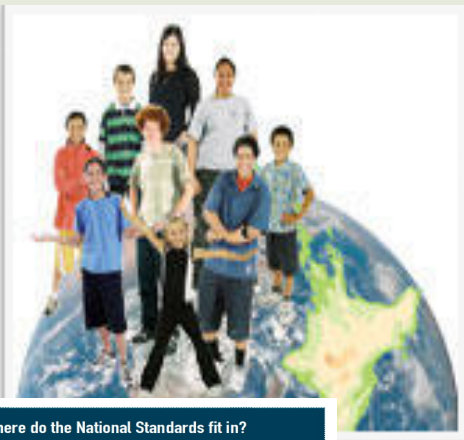
Learners meeting the National Standard for writing, 2011

Learner type	Well below		Below		At		Above		Total No.
	No.	%	No.	%	No.	%	No.	%	
Boys	18,795	10	52,018	29	87,622	48	23,906	13	182,341
Girls	9,617	5.4	34,501	19.5	94,644	53.6	37,820	21.4	176,582
Māori	9,238	12.2	23,034	30.3	34,865	45.9	8,771	11.6	75,908
Pasifika	5,262	15.3	10,582	30.9	14,255	41.6	4,187	12.2	34,286
Total	30,526	8.0	92,011	24.0	194,356	50.8	65,965	17.2	382,858

Figure 1: Proportion of learners who met the literacy and numeracy requirements for NCEA Level 1 by the end of Year 11, 2004–2011



System theory of action: big ideas



What are the big ideas that guide us in what we do to improve our schools? (What are the big ideas that guide us in what we do to improve our schools?)

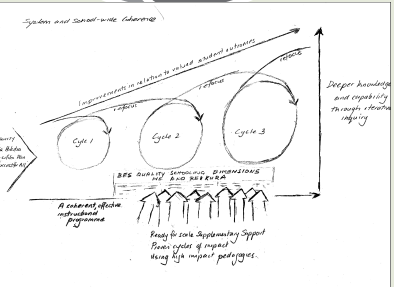
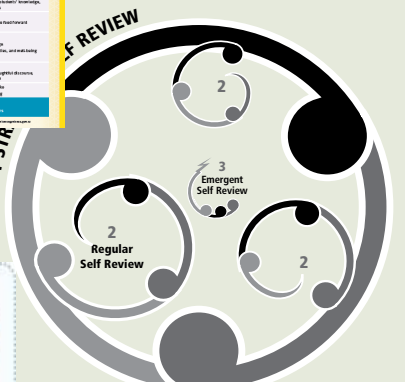
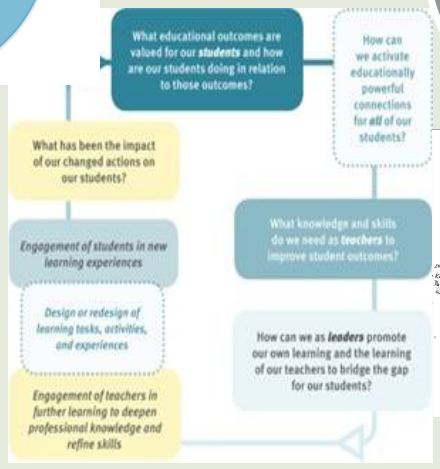
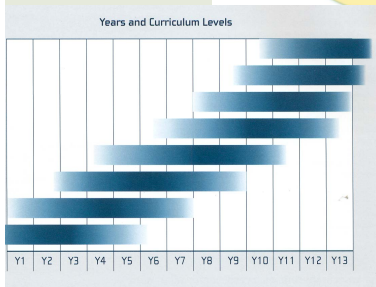
1. Focus on valued outcomes for diverse (all) learners	2. Engage in educationally powerful connections	3. Activate educationally powerful connections
<p>1. Focus on valued outcomes for diverse (all) learners</p> <p>What are the big ideas that guide us in what we do to improve our schools?</p> <p>Focus on valued outcomes for diverse (all) learners</p> <p>Effective pedagogy for diverse (all) learners</p> <p>Activation of educationally powerful connections</p> <p>Productive inquiry and knowledge-building for professional and policy learning</p> <p>Leadership of conditions for continuous improvement</p>	<p>2. Engage in educationally powerful connections</p> <p>What are the big ideas that guide us in what we do to improve our schools?</p> <p>Engage in educationally powerful connections</p> <p>Activation of educationally powerful connections</p> <p>Productive inquiry and knowledge-building for professional and policy learning</p> <p>Leadership of conditions for continuous improvement</p>	<p>3. Activate educationally powerful connections</p> <p>What are the big ideas that guide us in what we do to improve our schools?</p> <p>Activate educationally powerful connections</p> <p>Productive inquiry and knowledge-building for professional and policy learning</p> <p>Leadership of conditions for continuous improvement</p>

Where do the National Standards fit in?

The New Zealand Curriculum is supported by the National Standards, which set clear expectations that students need to meet in reading, writing, and mathematics in their first eight years at school.

Learners progress at different rates. The standards provide reference points to help us stay focused on our goal – confident, connected, actively involved, lifelong learners.

The Library Learning Progressions, the English Language Learning Progressions, and the Numeracy Development Progressions materials underpin the National Standards.



Initiating supplementary supports inquiry

Quality Improvement Framework (QIF)

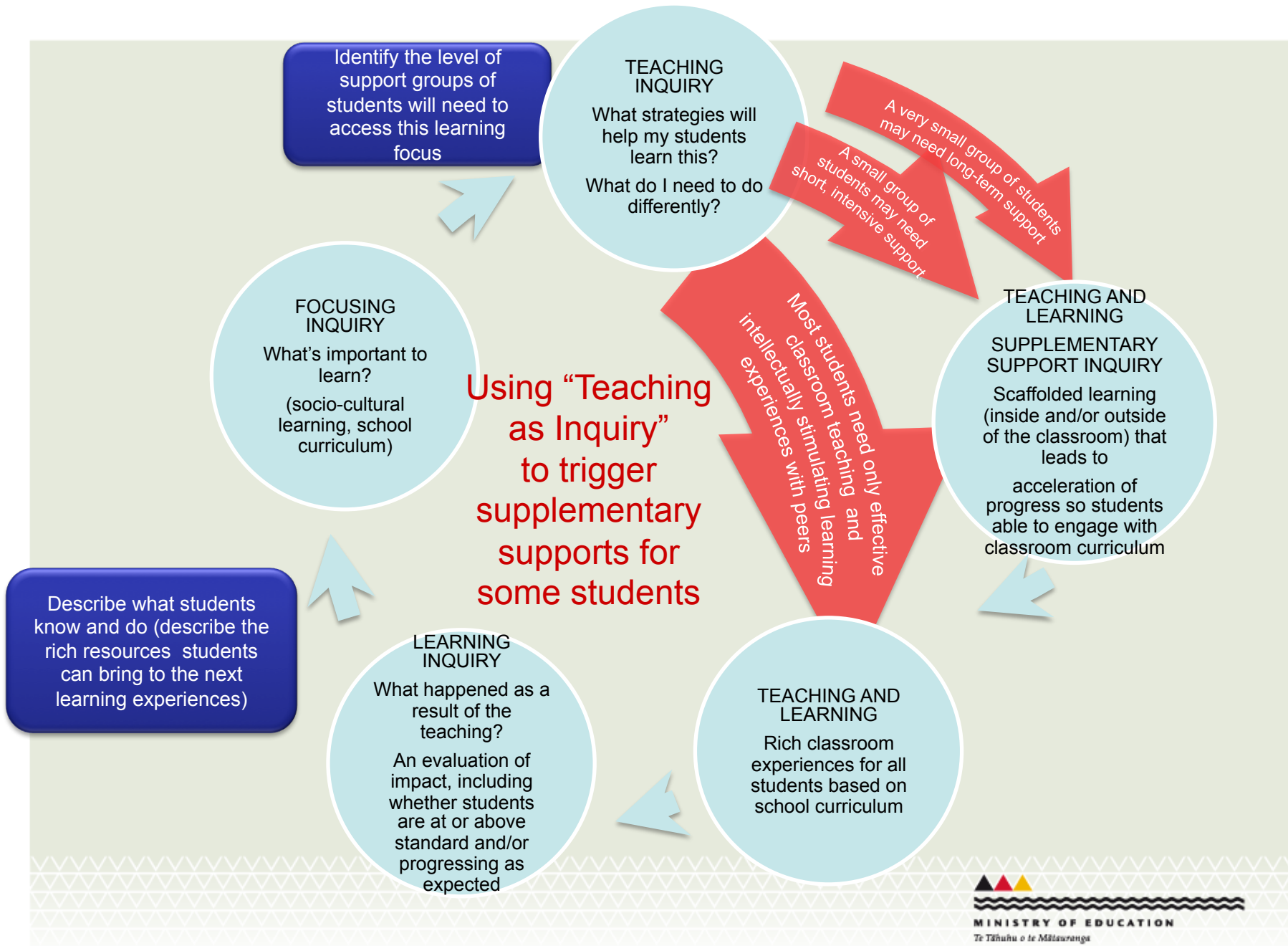
- One coherent system
- Designed to build capability
- Focuses on "what works" to accelerate progress & raise achievement
- Six design elements

System theory of action

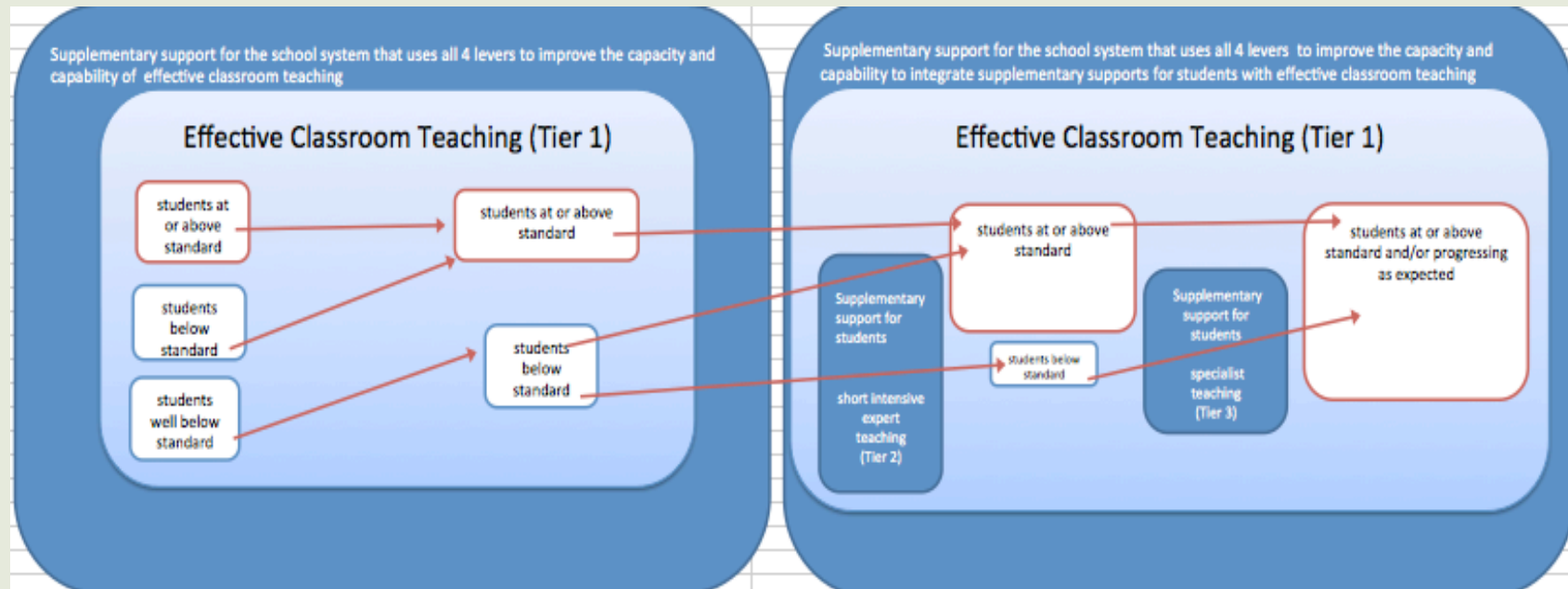
- Integrated system of support for learners
- *A system thing not an individual thing*
- *System design*
- *Big ideas*
- A system focus: Tools to support coherence

Initiating supplementary supports inquiry (ISSI)

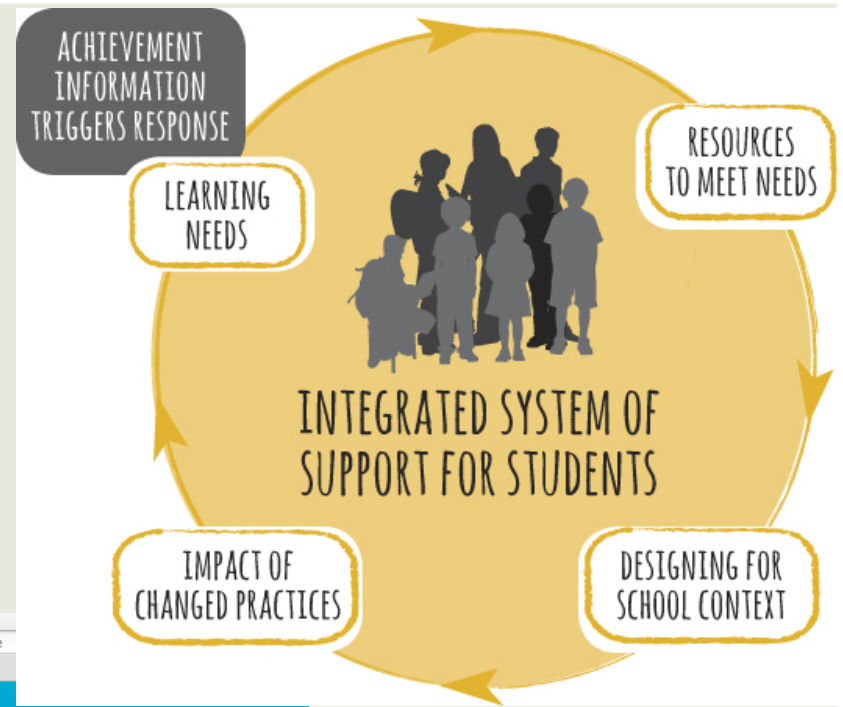
- Timely self-review that triggers a supplementary & different response
- Implementing a system of support
- Tools to support the ISS inquiry



Outcomes for students when all three tiers are aligned to the school curriculum



Implementing a system of support



System of support / Kia ora - NZ Curriculum Online

http://nzcurriculum.tki.org.nz/System-of-support

Apple Yahoo! Google Maps YouTube Wikipedia News (632) Popular

MINISTRY OF EDUCATION
Te Tāhuhu o te Mātauranga

The New Zealand Curriculum Online

Home > System of support Print

- > Curriculum documents
- > National Standards
- > Principles
- ▼ **System of support**
 - > Learner-initiated supports
 - > School-initiated supports
 - > Secondary middle leaders

An integrated system of support for learners and schools

This is a system map that connects the everyday resources and tools available to learners, teachers, leaders, and schools.

Downloads

- An integrated system of support for learners (PDF, 3 MB)
- Request form to access supplementary support 2013 (Word, 68 KB)

AN INTEGRATED SYSTEM OF SUPPORT FOR LEARNERS

Tools to initiate a supplementary supports inquiry: resource selector tool

Year 1-10 English language learners

After analysing data and identifying priority needs, do you need support for year 1-10 English language learners?

Do you have leadership expertise?

For example, know the achievement patterns of groups of English language learners.

Yes

No

Do you have effective teaching practice?

For example, know how to develop English language as well as curriculum content knowledge if students are ELLS.

Do you need support for ..

- ▶ Year 1-10 English language learners
- ▶ Year 1-10 students below reading and writing expectations
- ▶ Year 1-10 students below mathematics expectations
- ▶ Students with particular strengths and needs whose teachers need support
- ▶ Students with particular strengths and needs who need classroom support
- ▶ Curriculum development years 1-10
- ▶ Developing teachers in particular roles

Do you have leadership expertise?

For example, know the achievement patterns of groups of English language learners.

Yes

Funding available

TESSOL qualification

Support for leadership

- Programme for Students: ALL
- TESSOL qualification
- Learning and Change Network (LCN)

You may find these MoE resources useful

- ESOL Online: Professional support
- Using the English Language Learning Progressions: Professional support for leaders and teachers
- Meeting the needs of English language learner: National Standards professional learning module
- Annual reports: Guidance for reporting on student progress and achievement pages 16-18
- Guidelines for integrating readymade commercial packages into teaching programmes
- *School leadership and student outcomes / He Kura Rangatira BES*

You may find these other resources and organisations useful

TESOLANZ is the New Zealand association of ESOL teachers in all areas of education

NALDIC is the national subject association for language development in the curriculum in the UK with a focus on English as an additional language (EAL)

Australian Council of TESOL Associations

You may find these conferences useful

Conference list

An invitation to use the tools

Tools to initiate supplementary support inquiries

<http://nzcurriculum.tki.org.nz/System-of-support>