Signposts tool: Evaluation for transformation

A Roadmap Tool for School Leaders Engaging in Change Toward Innovative Learning Environments

About the tool

Many schools are currently undergoing significant transformational change as the needs of 21st century learners and future focused education present new opportunities, as well as challenges to traditional approaches to teaching and learning. Teaching and learning shifts are often accelerated when major property projects are required within a school. While exciting opportunities emerge when undergoing major property projects, as school leaders sometimes it's easy to get lost in the details of change, and miss or lose the big picture. There is benefit from taking time to gather perspective from a bird's eye view (or a *balcony view*) and this tool will Is designed for this purpose.

About Tārai Kura

The goal of Tārai Kura is to support schools, kura, tumuaki, kaiako, boards of trustees, proprietors, and communities to think widely about how school property design can best support the contexts in which the curriculum will be delivered while protecting local identity and culture. Tārai Kura is premised on the notion that all people will be a part of the mahi on any given project. Everyone brings their sets of tools together to contribute to the design and use of a space that meets the needs, values, and aspirations of the BOT, tumuaki, kaiako, tamariki and their whānau, and just as importantly mana whenua. The cultural narrative that is developed will continue to play an ongoing role in teaching and learning within the kura or schools.

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A guide to the tool

This *Signposts Tool* provides a balcony view perspective based on the nine principles needed for school transformation. It has been designed as an iteration of the *Grow Waitaha Monitoring and Evaluation Framework* (MEF) and contains key questions to help guide school leaders in evaluating and planning for change around the nine principles shown here.

The Evaluative Tool is also available as an online activity that measures change within a school over time. Your Ringa Whao can provide you access to the online tool on request.

1. Vision	2. Perspectives and partnerships	3. Leadership of change
Schools and their communities need a clear vision to guide ongoing transformation of education for their students.	Schools need to be actively connected to their communities, sharing and benefiting from partnerships, expertise, and opportunities.	Schools need to understand the complex processes of change and the key drivers for success.
4. Collaborative approach to teaching and learning	5. Meaningful student involvement	6. Cultural sustainability
Outcomes for learning are optimised through the use of appropriate collaborative teaching and learning strategies.	For students to be at the centre of change, their participation and collaboration in learning design is critical.	Schools need to embed culturally responsive pedagogy throughout the process of transformational change and local curriculum design.
7. Authentic curriculum	8. Space and resources	9. Monitoring impact on well-being and learning
Curriculum, pedagogy and learning pathways should be developed, prototyped and implemented to ensure that ākonga experience an authentic curriculum.	Learning spaces and resources need to be responsive to ākonga needs and reflect the school's vision for teaching and learning.	The impact of transformational change on learning and wellbeing needs to be continually monitored.

Using the tool

Using the table, for each of the nine principles, consider where your school is at right now. You can add comments in the boxes provided, and then on a criteria scale of 1 - 5 enter a number that best fits where your school is at right now. Do this for each of the nine principles. The comments and criteria will provide an ideal platform for considering strategic direction and next step priority planning for your entire school community.

Criteria Scale: For each of the nine elements, choose the number that best describes where you think your school is at right now.

1	2	3	4	5
Yet to be identified as a focus.	Exploring, gathering information, planning.	Implementation underway, high engagement, the learning phase.	Implementation process producing reviewable outcomes - shared.	Maturity - Critical analysis, practices embedded & extension opportunities activated.

Principle	Considerations and examples	Comments/Next Steps	Criteria no.
Vision To what extent is your school and community articulating a collective, future focused vision for teaching and learning for all ākonga?	The vision: • describes aspirations for teaching and learning for all ākonga • has been collaboratively designed by ākonga, teachers, parents, whānau, and iwi • has been informed by cultural advisors and/or draws on cultural narratives • has been shared across the community, using common language and understanding • informs all school initiatives • is enacted every day • underpins teaching and learning Additionally: • ongoing review processes have been designed to ensure the vision continues to be relevant • changing technologies and evolving learning opportunities were considered when reviewing the vision		
Perspectives and partnerships To what extent is your school actively seeking perspectives and fostering partnerships to support transformational change?	• Perspectives and expertise from ākonga, whānau, teachers, iwi/hapū/rūnanga, and community groups are used to co-construct and review teaching and learning programmes. • Learning focused partnerships are established with whānau, iwi, hapū, and rūnanga to enable Māori ākonga to achieve success as Māori. • Kāhui Ako/school networks (or similar) are used to explore mutually beneficial opportunities. • Local, national, and global resources and expertise are used to support teaching and learning. • Opportunities and strategies for new partnerships and networks have been explored.		
Leading change How effectively is your school managing and leading complex change?	• Agreed values and processes have been used to ensure ākonga are at the centre of change. • A clear focus on vision has been maintained as change is implemented. • Strategies or approaches are used to actively support staff and ākonga through change. Flexibility is fostered. • Effective communication with the community about change has built shared understanding. • A culture of innovation is valued and being developed in a number of ways. • The leadership team is continually reflecting, evaluating, and inquiring into leading change.		
Collaborative approach to teaching & learning To what extent is your school growing and supporting collaborative approaches to teaching and learning?	• Teachers, ākonga, and whānau have been supported to develop a common understanding of collaborative teaching and learning. • The practice of collaborative teaching and learning has been promoted. • Contemporary research and evidence regarding collaborative practices and trial new approaches. • Contemporary research and evidence informs collaborative practices and the trial of new approaches. • There is a clear induction programme in place to support staff, ākonga, and whānau in the use of collaborative approaches. • There is a review process in place for collaborative practices as part of a planning cycle for improvement. • The trial of new approaches to collaborative practice is supported.		

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Principle	Considerations and examples	Comments/Next Steps	Criteria no.
Meaningful student involvement To what extent are the perspectives of your ākonga informing the design of your local curriculum and school planning and policy?	• Ākonga perspectives are sought to inform what is working and what needs to change. • There are ongoing mechanisms in place for ākonga feedback and reviews. • Ākonga are support to lead their own learning. • Future initiatives will involve ākonga in design and planning.		
Cultural Sustainability To what extent Is your school developing and sustaining cultural narratives and ensuring that the identities and needs of mana whenua and Māori akōnga are supported during and beyond transformational change?	• The school is actively engaged with mana whenua - local iwi, hapū, rūnanga, and whānau - to inform transformational change and local curriculum design. • A shared understanding of Māori tikanga/protocols is being developed, with a particular focus on mana whenua engagement. • New Zealand's bi-cultural heritage is demonstrated through physical and pedagogical learning environments. • Staff are being supported to develop cultural capability and confidence. • Place based pedagogy ensures the school curriculum reflects local cultural narratives.		
Authentic Curriculum To what extent Is your school ensure that teaching and learning is authentic and meaningful for your ākonga?	• There are multiple pathways available for all ākonga to experience success. • All ākonga see themselves represented in the curriculum. • There is an appropriate mix of teacher guided, co-created, and self-regulated authentic learning opportunities in place. • Clear expectations are communicated and there is a strong culture of formative feedback. • The wider community has been involved in the exploration and development of authentic learning opportunities. • Innovative learning practices and new approaches are being explored and reviewed.		
Space & Resources To what extent Is your school's use of space and resources align to your vision and support transformational change?	• Innovative learning environment principles and processes and the school vision guide decisions about the use of space and resources. • Flexible spaces that suit a range of needs are available for use now or are being planned for the future. • Digital technologies and virtual spaces are used to extend learning opportunities. • Inclusive practices are in place for ākonga with Learning Support needs. • The school has review processes in place for space and resources, in order to cater for growth and changes in purpose. • The shared needs and aspirations of wider networks, such as Kāhui Ako and the school community, have been considered when making decisions about space and resources.		
Monitoring impacts of change on learning and wellbeing To what extent are the impacts of change on learning and wellbeing monitored to inform future directions?	• Across the school it is clear what information on learning and wellbeing is being monitored. • Monitoring impacts of change are guided by the school's vision and values. • Robust systems for monitoring learning and wellbeing are being used. • Information about targeted ākonga is being effectively tracked. • Teacher, student, and whānau perspectives are gathered to reflect on successful initiatives and address areas for development.		

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Reflection

By reflecting on the discussion and reviewing the criteria indicate where you think your school is at right now. The following questions are designed to help you consider the next steps.

1. What principle(s) do you think is worth focusing on next?

2. What might this look like?

3. Who could help you?

4. How could you measure the impact of your intervention?