PLD Journal Snapshots
High level outcomes, indicators and capability descriptors

Introduction
This document contains the high level outcomes, indicators and capability descriptors that are used in the PLD Journal snapshot. This is designed to assist Communities of Learning (CoL), schools and kura to understand the progress made during centrally funded Professional Learning and Development (PLD).

Capability Descriptors
The following descriptors can be used to evaluate your growing capability as you complete each PLD Journal snapshot. When you are creating your delivery plan with your chosen facilitator(s), you will complete your first snapshot. This will form your baseline data so that, every six months, you can evaluate the impact of the changes and improvement you are making.

Basic:
We understand and recognise what we need to do and require external support to make specific changes for our students.

Developing:
We have initiated some change and improvement actions by ourselves and need some additional external support to extend our thinking.

Integrated:
Leading- Our leaders and teachers confidently lead learning; evaluation and inquiry drive our improvement and innovation actions and; we are building collaborative ways of working across schools/kura and/or Community of Learning.
Outcomes and indicators:

The following outcomes are included in the PLD journal snapshot. For each outcome, there are ‘thinking about’ descriptions and ‘possible indicators’ to help you identify the correct descriptor for each snapshot.

*Note: when completing the snapshot, it is essential that you complete the commentary section which describes the evidence you have used to reach your conclusion.*

Improve inquiry / evaluative capabilities

Thinking about ‘the whole inquiry’ and how you are building school-wide sustainable improvement practices. The link here directs you to the evaluation indicators and frameworks published by ERO: [http://www.ero.govt.nz/publications/category/evaluation-indicators-and-frameworks](http://www.ero.govt.nz/publications/category/evaluation-indicators-and-frameworks)

The inquiry and evaluation completed should prioritise a specific focus on students enjoying and achieving education success. Ka Hikitia- Accelerating Success and the Treaty of Waitangi provide us with the will to do better for Māori students. Acknowledging the Treaty and the unique bicultural nature of Aotearoa in both learning and cultural practices in schools is a necessity - children and place names for instance are valued, understood and pronounced correctly.

To support you to build responses using a Māori potential approach where identity, language and culture are at the forefront and where consideration of the reciprocal nature of ako is prevalent. There are productive partnerships you can access to support your approach, such as Ka Hikitia and Rukuhia Rarangahia. The links to these are: [http://tmoa.tki.org.nz/Mataiako/Rukuhia-Rarangahia](http://tmoa.tki.org.nz/Mataiako/Rukuhia-Rarangahia) and [http://www.education.govt.nz/ministry-of-education/ka-hikitia-accelerating-success](http://www.education.govt.nz/ministry-of-education/ka-hikitia-accelerating-success)

Possible indicators:

- Coherent organisational conditions (structures, processes and practices) promote evaluation, inquiry and knowledge building.
- Collective capacity to do and use evaluation, inquiry and knowledge building sustains improvement and innovation.
- Evaluation, inquiry and knowledge building capability facilitate engagement with external evaluation and whānau, iwi and the wider community.
Understand what needs to change to lift student outcomes

There is a strong link between well-being and achievement. Students’ well-being is strongly influenced by a clear sense of identity, and access and exposure to their own language and culture. Students do better in education when what and how they learn reflects and positively reinforces where they come from, what they value and what they already know.

Thinking about how you link your teaching and learning practices to student data and other information to deepen understanding and broaden your problem-posing.

Drawing on a range of evidence, including the Best Evidence Synthesis [http://www.educationcounts.govt.nz/topics/bes], ERO has identified that having a responsive curriculum, effective teaching and opportunities to learn, educationally powerful connections and relationships support student learning (the indicators listed here reflect the School Evaluation Indicators published by ERO [http://www.ero.govt.nz/publications/school-evaluation-indicators] (Domains 3 and 4).

These indicators draw on the findings of the Quality teaching Best Evidence Synthesis – Adrienne Alton-Lee (June 2003) Quality Teaching for Diverse Students in Schooling: Best Evidence Synthesis - accessible at: http://www.educationcounts.govt.nz/publications/series/2515/5959

These frameworks will also support as per context and were listed above, i.e: http://www.ero.govt.nz/publications/category/evaluation-indicators-and-frameworks
http://tmoa.tki.org.nz/Mataiako/Rukuhia-Rarangahia

Possible indicators:

By asking critical questions of themselves teachers and leaders consider patterns of achievement and contextual factors to understand why the data and information looks the way it does (they can get to the root causes).

Teachers and leaders work with their community to reflect on evidence; identify the gaps; understand the disparity and what can be done to accelerate the achievement of those students being disproportionately served.

Teachers and leaders know how to engage with parents, whānau and their students giving them a participatory role in the collection of a range of information.

Parents, whānau and students have contributed to planning for improvement and innovation.

Students have sufficient and equitable opportunities to learn

Effective assessment of learning develops students’ assessment and learning capabilities
Cultural responsiveness

Alongside Ka Hikitia: Accelerating Success the ERO evaluation indicators and frameworks are examples of how responsiveness to settings can be used to support work in this area, i.e. there are frameworks for Te Aho Matua Kura Kaupapa Māori and Early Childhood settings etc. http://www.ero.govt.nz/publications/category/evaluation-indicators-and-frameworks

Possible indicators:

Effective, culturally responsive pedagogy supports and promotes student learning through recognition of their identity, language and culture.

Possible additional indicators can be found at:

The Te Kotahitanga effective teaching profile identifies dimensions of practice that can create culturally appropriate and responsive contexts for learning: http://www.educationcounts.govt.nz/publications/?a=59197

Tataiako: Cultural Competencies for Teachers of Māori Learners supports teachers and leaders to personalise learning for and with Māori learners to ensure they enjoy educational success as Māori: https://educationcouncil.org.nz/required/Tataiako.pdf

Build new knowledge and transfer to practice

Thinking about professional capability and collective capacity and what this means for how you connect to new knowledge and use this in practice. These websites may be helpful: http://www.ero.govt.nz/publications/school-evaluation-indicators  (Domain 5).


Possible indicators:

A strategic and coherent approach to human resource management builds professional capability and collective capacity.

Systematic, collaborative inquiry processes and challenging professional learning opportunities align to the school vision, values, goals and priorities.

Organisational structures, processes and practices enable and sustain ongoing learning, collaborative activity and collective decision making.

Access to relevant expertise builds capability for ongoing improvement and innovation.

Teachers and leaders are actively building new knowledge to link theoretical understanding of what needs to change with new knowledge about how to make the change. They unlearn and relearn as part of this process.
Teachers and leaders apply what they know (including new knowledge) to their practice, evaluating and adapting this when what is expected to work doesn’t work as expected.

**Develop more effective leadership for learning**

Quality teaching and leadership are the most important influences that the education system can have on student achievement. Effective teaching and learning depends on the relationship between the teacher and student, and the teacher’s ability to engage and motivate the students. Quality leadership supports this to occur in a meaningful learning environment.

Thinking about the organisational environment and how well it supports a culture of continuous learning and improvement to promote equity and excellence.

These links may be helpful:


**Possible indicators:**

Leadership collaboratively develops and enacts vision, values, goals and priorities for equity and excellence.

Leadership establishes an orderly and supportive environment conducive to student learning and well-being.

Leadership ensures effective planning, co-ordination and evaluation of curriculum and teaching.

Leadership promotes and participates in teacher professional learning and development.

Leadership builds collective capacity to do evaluation and inquiry for sustained improvement.

Leadership builds relational trust and effective collaboration at every level of the school, kura or CoL community.

**Improve student achievement**

Every student has the potential to make a valuable social, cultural and economic contribution to the well-being of their whānau, hapū, iwi and community and to New Zealand as a whole. Students who are expected to achieve and have high (but not unrealistic) expectations of themselves are more likely to succeed.
Thinking about how you are linking student outcomes in national priority outcome areas to your practice to promote equity and excellence, within the context of a responsive curriculum (design and delivery). The indicators listed here reflect the School Evaluation Indicators published by ERO: http://www.ero.govt.nz/publications/school-evaluation-indicators (Domain 4).

Possible indicators:

Leaders and teachers are focused on noticing and responding to variability in student achievement, making links to practice and making changes that will both reduce variability and raise achievement.

Students learn, achieve and progress in the breadth and depth of the national curriculum and build on the identity, language and culture of all students.
Builds educationally powerful connections

A productive partnership in education means a two-way relationship leading to and generating shared action, outcomes and solutions. Productive partnerships are based on mutual respect, understanding and shared aspirations. They are formed by acknowledging understanding and celebrating similarities and differences.

Thinking about relationships and partnerships with parents, families, whānau and the wider community.

These links may be helpful:

http://www.ero.govt.nz/publications/school-evaluation-indicators (Domain 5)


Possible indicators:

  Learning-centred relationships effectively engage and involve the school community.

  Communication supports and strengthens reciprocal, learning-centred relationships.

  Student learning at home is actively promoted through the provision of relevant learning opportunities, resources and support.

  Community collaboration and partnerships extend and enrich opportunities for students to become confident, connected, actively involved, lifelong learners.