Engaging the disengaged: What ERO sees that works

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Workshop outline

What ERO sees that works:

1. Themes drawn from our national reports
2. Examples of 'what works' from those reports
3. The role of school self review in finding 'what works' in your school

Relevant ERO national reports

- Supporting and engaging senior secondary students (2008)
- Boys' education: Good practice in secondary schools (2008)
- Students at risk of not achieving (2008)
- Managing transience: Good practice in primary schools (2007)
- Health Camp schools (2008)

Themes from the reports

	Leadership	School culture	Partnerships with families	Effective teaching	Valuing students/ relationships	Curriculum courses etc	Policies and systems	
Senior secondary students	√	√	√	√	√	√	√	Planning, analysis, monitoring & evaluation
Boys' education	√	√		√	√	√	√	Literacy and numeracy support
Students at risk of not achieving	√	√				√	√	In-class approach Professional development
Managing transience	√	√	√	√	√			Full service support
Health Camps	√	√	√	√	√			Behaviour management

Senior secondary students

- Clearly developed vision supported by staff provided direction
- Relationships provided a platform for building staff teamwork and developing constructive teaching relationships between staff and students
- Strong focus on supporting students' individual needs and achievement
- A problem-solving ethos overcame structural issues
- Leaders played a critical role in influencing how school goals were developed, articulated and achieved
- High expectations were held for staff and students
- Professional development challenged teachers to address their own thinking, attitudes and teaching
- Student leadership increased commitment, helped organise school events and developed social and problem solving skills
- Integrated systems ensured efficient delivery of academic programmes and pastoral support
- Good use was made of different forms of evidence to analyse and improve student achievement
- Courses offered students the opportunity to solve authentic problems and/or develop a service or product for an audience

Boys' education

- Leadership was well articulated at board, principal and senior management level with structures operating to support student leadership
- Vision statements were embedded in school culture, relationships and the school's teaching and learning approach
- Different contexts provided boys with role models and helped strengthen positive and constructive relationships
- 'Belonging' involved creating an atmosphere where boys felt connected to the traditions, events, staff and students of the school
- Developing self management skills, self-image, student mentoring and positive approaches to behaviour management were key
- Staff thought carefully about boys' immediate learning needs as well as their educational and vocational potential
- Boys' engagement and achievement was influenced by the opportunities made available to them
- Male identity and role modelling for Māori and Pacific boys were a focus

Students at risk of not achieving

- Importance of identifying, prioritising and planning for these students
- A clear rationale for decision making, programme/intervention selection and resource allocation
- Cohesive direction and approach
- Well-coordinated systems that enabled support to targeted to those in most need
- Inclusive and culturally relevant programmes
- In-class support and approaches
- Decisions linked to student need, achievement and progress
- Good quality professional learning to support teaching and to engage parents and whanau in supporting students' learning

Managing transience

- An emphasis on pastoral care as the pathway to improved achievement
- Responsive systems and personnel
- Processes to identify and remove barriers
- Priority placed on finding and developing student strengths
- Importance of linking with families and communities
- Tapping into networks and specialist staff
- Appointing staff committed to school ethos and values
- Importance of building relationships from initial contact
- Transforming family's experience of schooling
- Acknowledging students' culture, ethnicity and language
- Effective use of assessment data
- Identifying and addressing individual needs
- Full service social support

Health Camps

- Secure emotional climate nurtured student well being and self esteem
- Strong positive, supportive classroom relationships
- Predictable, well-understood routines and expectations
- Acknowledging prior knowledge, skills, attitudes and values, particularly Māori and Pacific students
- Learning progressions identified, communicated and monitored
- Relevant contexts and interesting and challenging activities
- Combining fun with an immediate sense of achievement (visual arts, mau rakau, kapa haka)
- Consistent supportive behaviour management systems (WITS)
- IEPS (educational, emotional, behavioural, health, identity-related)
- Focus on literacy, numeracy and essential skills
- Home-school goals

The role of self review

There are three types of self review:

- **Strategic self review** is long term and focused on key goals related to the school's vision;

- **Regular self reviews** are about "business as usual". They are smaller, focused and on-going, feeding regular data into the strategic self review;

- **Emergent self reviews** are in response to unplanned events or issues that have arisen. They are one-off spontaneous reviews but should fit with overall goals and link to other reviews.

Self review

- Uses a wide range data sources
  - Quantitative (numerical), qualitative (narrative)
- Has three levels of analysis:
  - Data → Information → Evidence
- Asks evaluative questions:
  - How well? How effective? To what extent?
  - What is the level of…? What is the quality of…?
- Benchmarks against quality criteria
  - Outcome indicators (direct links to outcomes)
  - Process indicators (indirect links to outcomes)

One possible process

Select an area to investigate
Gather data
Make a diagnosis
Make a judgement
Determine an area for action
Design an action plan
Allocate resources and responsibilities
Implement the action plan
Provide progress reports
Determine the success of the action
Decide what to do next

For further information

- For this presentation:
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For the national reports mentioned in this presentation:
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For the up-coming self review workshops:
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