



Resources

After checking that your team is eligible to enter, you'll need to use the resources below to tell your story clearly in a way that is compelling, using evidence and data to support your entry.

Make use of the resources to write your case study and refer to the Inquiry and Knowledge-Building Cycle section when filling out questions 4-6 in the entry form.

Resources overview

1. Education Excellence Framework
 - New Zealand Curricula (Te Whāriki, The New Zealand Curriculum, Te Marautanga o Aotearoa)
 - Practice in Learning Context
 - Best Evidence Synthesis
2. Tool for assessing valued outcomes for all learners
3. Iterative Best Evidence Synthesis (BES) Programme
 - Four key levers for educational improvement
 - Inquiry and Knowledge-Building Cycle THE

EDUCATION EXCELLENCE FRAMEWORK

The Education Excellence Framework underpins the Awards. The diagram below illustrates how certain elements overlap to improve and sustain outcomes for children and young people. These include:

- NZ curricula
- Practice in learning context
- Best Evidence Synthesis.

The judges will look for evidence that your team's entry has integrated the three elements of this framework.



New Zealand Curricula & Related Documents

Your case study should include clear links to your curriculum and education strategies.

[Te Marautanga o Aotearoa](#)

[Te Whāriki \(Early Childhood Curriculum\)](#)

[The New Zealand Curriculum for English-medium teaching and learning in years 1–13](#)

[Ka Hikitia – Accelerating Success 2013–2017](#)

[Kiwi Leadership for Principals](#)

[Whakapūmautia, Papakōwhaitia, Tau ana – Grasp, Embrace and Realise \(PDF\)](#)

[Tū Rangatira Māori Medium Educational Leadership](#)

[Action Plan for Pacific Education 2020–2030](#)

[Tapasā – Cultural Competencies Framework for Teachers of Pacific Learners](#)

[Teu le Va: Relationships across research and policy in Pasifika education](#)

[Practice/Methodology of Talanoa \(PDF\)](#)

[Education for Sustainability](#)

TOOL FOR ASSESSING VALUED OUTCOMES FOR ALL LEARNERS

This tool allows you to assess the extent to which your team is improving achievement and progress, and you are providing contexts for learning that support children and young people to feel socially and culturally located — secure in their identity, language and culture.

This tool should help you to answer Question 6 in your entry.

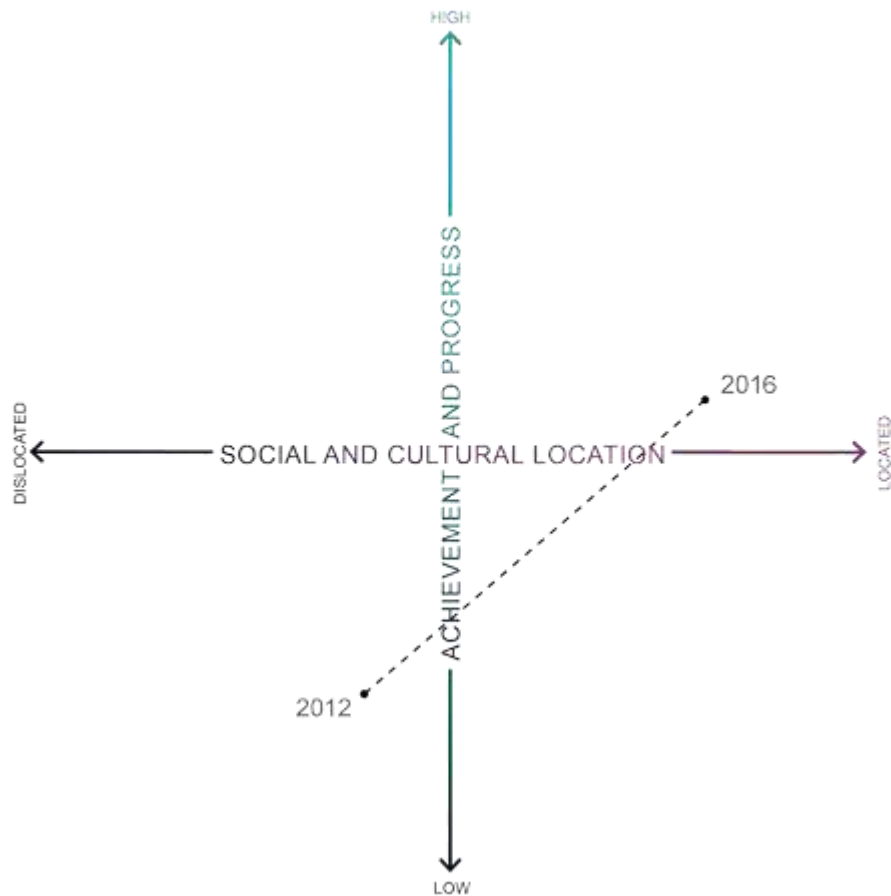
The Tool for Assessing Valued Outcomes for All Learners is a two- dimensional framework comprising two value axes that represent important outcomes for New Zealand children and young people.

These axes are:

- o achievement and progress
- o social and cultural location.



Example:



This example illustrates how the tool has been used to demonstrate an improvement in outcomes for children and young people from year 2012 to 2016. It captures a range of education outcomes: academic achievement, social and cultural outcomes. Learners are achieving and progressing at a higher level. Also, learners are more socially and culturally located.

ITERATIVE BEST EVIDENCE SYNTHESIS (BES) PROGRAMME

The BES describes what works, when and why for children and young people. It includes three tools:

- o the overview of BES findings
- o four levers of educational improvement
- o the Inquiry and Knowledge-Building Cycle.

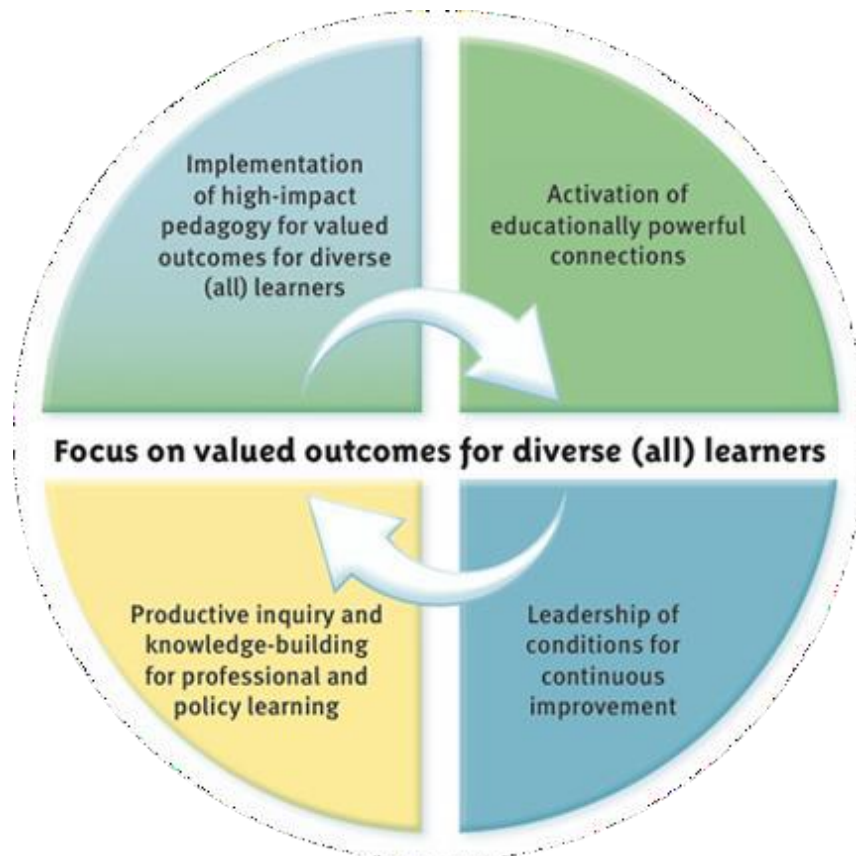
Overview of the BES findings

Refer to this [PDF overview](#) for an A3 summary of three key BES publications:

- School Leadership and Student Outcomes
- Teacher Professional Learning and Development
- Quality Teaching for Diverse (All) Learners.

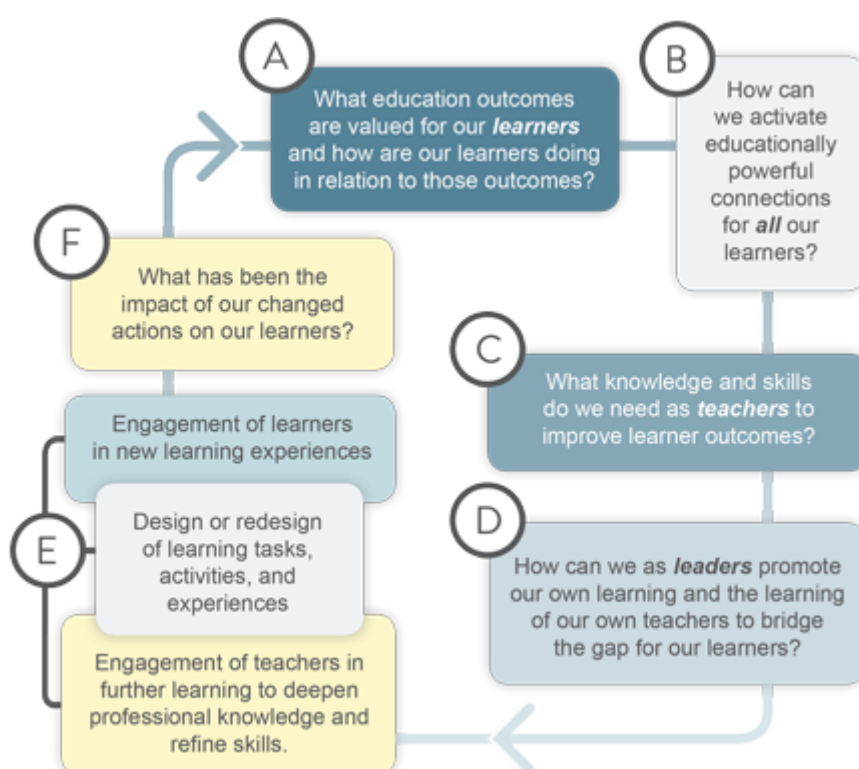
Four key levers for educational improvement

The overview of BES includes the four levers of educational improvement. When used together, these levers support improved outcomes for all learners.



The Inquiry and Knowledge-Building Cycle

The Inquiry and Knowledge-Building Cycle is a diagram presented in the A3 overview of BES findings. This tool has been designed to help implement a collaborative approach to ongoing school improvement that is responsive to all children and young people.



You should refer to this diagram to help you write your case study. When answering each question, use the Inquiry and Knowledge-Building cycle shown above.

Question 4: What did your team set out to achieve, and why? Refer to part A. Question

5: What practices did you need to change to make this happen?

Refer to parts B, C, D and E.

Question 6: What difference did the changes make? Refer to part F.

For more information on BES, go to: [Best Evidence Synthesis \(BES\) Iterative Programme](#)

GLOSSARY OF TERMS

All children and young people includes:

- o speakers of different languages
- o high and low achievers
- o students with multiple, fluid and complex ethnic, gendered, and social class cultures, heritages (including indigenous heritage) and identities
- o students who bring varied disabilities and cultural resources to their learning.

Refer to the [Education of Diverse Student Populations](#) on making a bigger difference for diverse learners.

Education outcomes: All children and young people need to be well served by their education to develop their capabilities, sense of belonging, well-being, and abilities to succeed and contribute to wider communities.

Governance: Governance in schools includes Boards of Trustees. Governance in early childhood settings includes owners, directors, service providers, and trustees.

Transformative practice: This is about understanding the social conditions in which children and young people live and the role played by educators in working towards a more equitable society.