



Credible evidence of effectiveness for Māori learners



An introduction to the Measurable Gains Framework & related rubrics

National PLD Facilitator Training, Auckland, 8-2-11

E. Jane Davidson
<http://RealEvaluation.com>

& Nan Wehipeihana
<http://Kinnect.co.nz>



Overview

- Introduction to MGF
 - What do we need to know about the effectiveness of PLD for Māori learners?
 - What do we need in order to answer these questions?
- The macro-level framework
- A quick rating exercise
- Rubrics introduction, application
- Discussion and questions



What do we need to know?

- ▣ How much progress are we making toward Ka Hikitia's key outcome of Māori enjoying education success as Māori?
- ▣ Which initiatives are producing the strongest impacts on outcomes for Māori learners, and which are doing so particularly cost-effectively?
- ▣ What is the *collective value* of the suite of initiatives (PLD and other MOE-funded) in their contribution to that strategic outcome?
- ▣ Have we got the 'right mix' to deliver on the key outcomes for Māori learners?

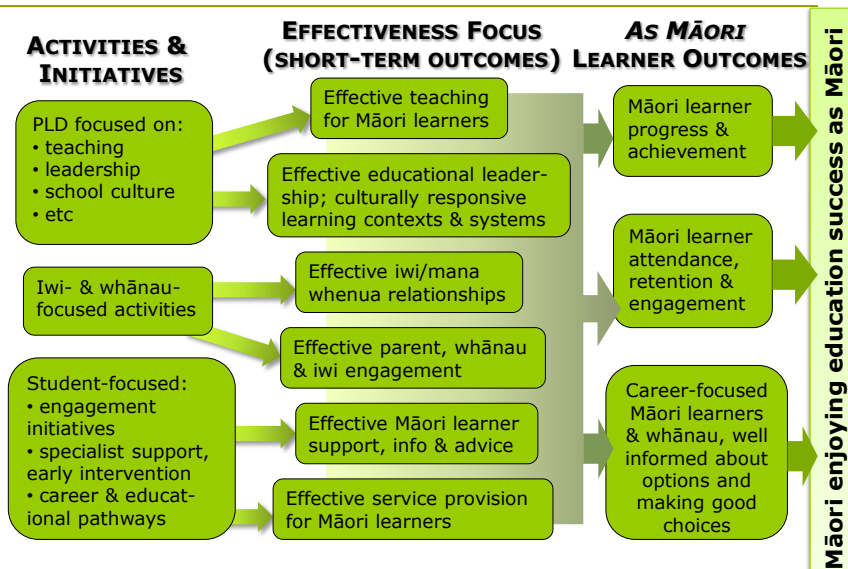


To answer these questions, we need

- ▣ a '**common language**' that allows different kinds of evidence on the same broad outcomes to be interpreted and compared across different initiatives
- ▣ **clear definitions** of what constitutes different levels of effectiveness and how much progress should be considered minimally acceptable vs. extremely good
- ▣ a **synthesis approach** for combining the findings from different research, evaluation and monitoring projects to draw overall conclusions about the effectiveness of a suite of initiatives



The macro-level framework



How does it work, and why?

- All PLD and other initiatives funded by MOE are expected to contribute to the outcomes in Ka Hikitia
- To report on this, each initiative picks:
 - 1-2 effectiveness foci (short-term outcomes)
 - 1-2 *as Māori* learner outcomes
- Ask, "How effective are we on each?"



Quick rating of a PLD initiative

- ▣ Think of a school or kura you are familiar with, and that is about to implement OR in the process of implementing a PLD initiative
 1. Effectiveness of teaching for Māori learners
 2. Effective educational leadership; culturally responsive learning contexts & systems
 3. Effective parent, whānau & iwi engagement
 4. Māori learner progress & achievement
 5. Māori learner attendance, retention & engagement
- ▣ Based on what you have observed, how would you rate the school or kura on the following *right now*?



Rating effectiveness for Māori learners

Dimension	(circle one rating)					
1. Effectiveness of teaching for Māori learners	D	I	ME	DE	CE	HE
2. Effective educational leadership; culturally responsive learning contexts & systems	D	I	ME	DE	CE	HE
3. Effective parent, whānau & iwi engagement	D	I	ME	DE	CE	HE
4. Māori learner progress & achievement	D	I	ME	DE	CE	HE
5. Māori learner attendance, retention & engagement	D	I	ME	DE	CE	HE

D = detrimental
 I = ineffective
 ME = minimally effective

DE = developing effectiveness
 CE = consolidating effectiveness
 HE = highly effective



Reflecting on the exercise

- Can we infer from this exercise which is the 'best' school or kura of the bunch?
- How reliable and valid are the ratings?
- Do you all consider the same kind of evidence when answering each question?
- Do you all define 'minimally effective' in about the same way? The other levels?
- Would kura/schools rate themselves the same as you rate them? Why or why not?



Or ... We can use a 'rubric'

- A 'rubric' is a description of what performance looks like at different levels of effectiveness
- Rubrics can use
 - Qualitative and/or quantitative evidence
 - Extensive empirical evidence and/or the professional judgements of educators



The “below the bar” descriptors

- What the descriptors mean, broadly:
 - **“Detrimental”** = performance, practices, shared understandings, beliefs and attitudes that would *actually do harm* to Māori learners (leave them worse off)
 - **“Ineffective”** = likely to *maintain the status quo*, i.e. keep Māori learners about as far behind their non-Māori peers as they currently are



The “above the bar” descriptors

- **“minimally effective”** = minimally acceptable practices (etc) likely to contribute to accelerated progress for more Māori learners
 - **“developing effectiveness”**
 - **“consolidating effectiveness”**
 - **“highly effective”**
- increasingly good practices and outcomes likely to result in accelerated progress increasingly larger proportions of the kura/school’s Māori learners



Your task ...

- Take Measurable Gains Framework
Rubric 3.1: Effective teaching for Māori learners

- Rate the same school or kura again, using the rubric as a guide



Rubrics discussion probes

- Model the kind of questioning you might use with kura or schools, or with colleagues, e.g.:
 - Where would you rate your kura/school, and why?
 - Based on what evidence?
 - How would you triangulate/cross-check that?
 - Who would have a different view?
 - What evidence would they cite?
 - What would convince you they were right?
 - What would convince them you were right?



Whole group report back

- ▣ Did your rating change?
- ▣ How did the conversation (or, your reasoning/rationale) differ from when you did your initial [rubric-free] rating?
- ▣ How likely is it that you, the teachers and school leaders would arrive at the same judgement if the rubric was used to guide the data collection and conversation?



The Measurable Gains

Framework recap: What it's for

- | | |
|---|---|
| <ul style="list-style-type: none"> ▣ The Ka Hikitia outcomes: <ul style="list-style-type: none"> ■ How do we know we are making a difference for Māori learners? ■ <u>ALL</u> PLD and other MOE-funded initiatives <u>must</u> be able to demonstrate contribution to outcomes for Māori learners | <ul style="list-style-type: none"> ▣ The Measurable Gains Framework: <ul style="list-style-type: none"> ■ Provides a clear yardstick for interpreting evidence about effectiveness for Māori learners (process & outcomes) ■ Clarifies what "Māori enjoying education success as Māori" really looks like in practice |
|---|---|



Applications of MGF for PLD

- To guide highly effective design and implementation that will work for Māori learners
 - To inform thoughtful, mixed method baseline data collection and tracking of progress against that baseline
- To communicate to schools and kura what they should expect from PLD (programming and outcomes for Māori learners) – and what they need to contribute
 - To have genuine, educationally powerful conversations with stakeholders about what constitutes effectiveness for Māori learners – and how we know it is emerging



Other rubrics of interest

- Measurable Gains Framework rubrics downloadable from <http://tiny.cc/kahikitia>
- Self-review tool for schools: Focus on students achieving below curriculum expectations in literacy URL TBA
- More under development/refinement in the areas of:
 - Special education
 - Effectiveness for Pasifika students
 - Students achieving below curriculum expectations in mathematics
- Various rubrics in Timperley & Parr's (2010) *Weaving evidence, inquiry and standards to build better schools*