evaluation associates
Te Huinga Kākākura Mātauranga

Conversations that Make a Difference to Student Learning

NZAI Conference

Using assessment for better, faster, smarter learning for all.

An invitation to reflect

1. Do you consistently achieve your improvement goals?

2. Is the degree of improvement consistent for all learners?

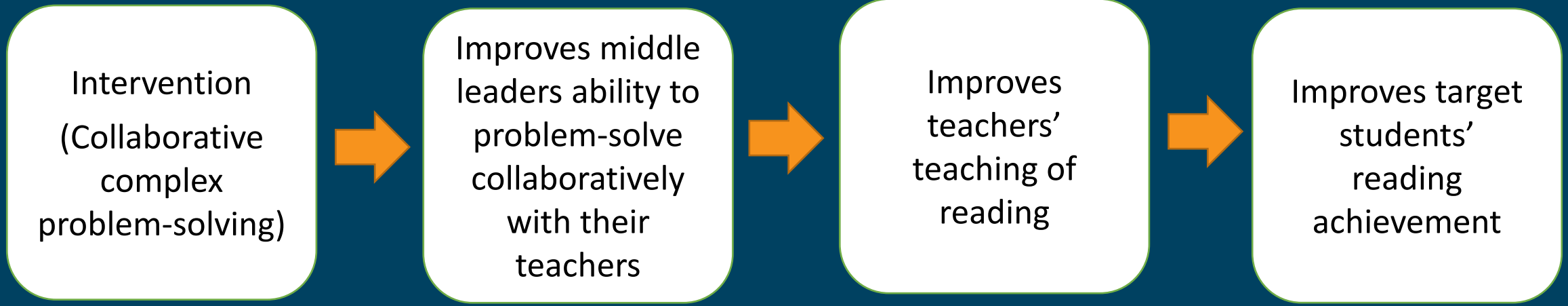
3. What might explain your degree of achievement ?

Why did I choose this focus?

Raise achievement and reduce inequity

- Personal and professional motivation
- Weak collaborative-problem solving
- Too many interventions not resulting in improvement. Change is to do something different; improvement is to do something better (Robinson 2018).

Research logic



The Intervention

Middle leaders: (n=8) of Years 3 - 8 from 3 different schools (primary and middle schools)
2.5 days of intervention
4 x 90 minutes individual feedback and coaching

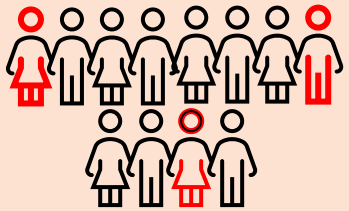
One middle leader

Teachers: The one teacher from each leader's team (n=8) who had the most students not meeting age-related reading standards

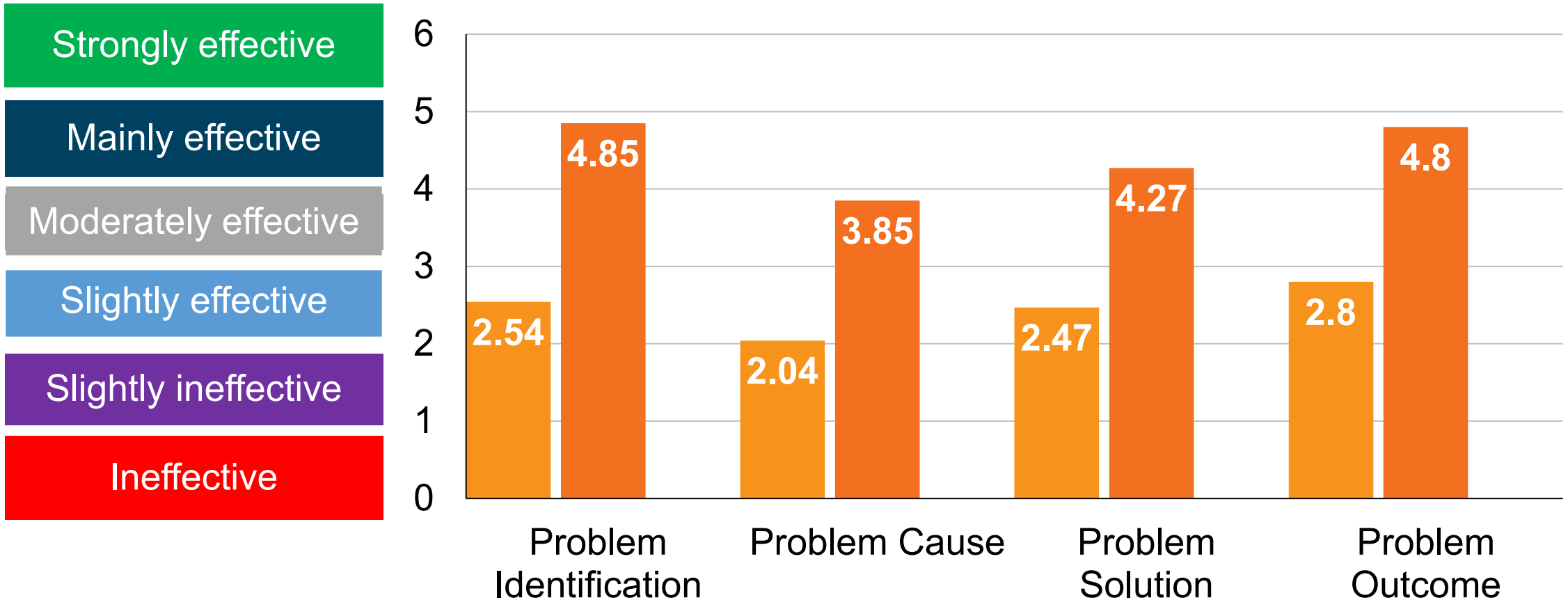
1 teacher from each leader's team

Students (n=33) of the selected teachers who had not met and maintained age-related benchmarks in reading for at least two years

3 - 5 students from each teacher's class



Leaders' pre- and post-intervention collaborative complex problem-solving capability



The impact on students

Pre-Intervention

33

Reading below standard for more than 2 years

Post-Intervention

29

Made accelerated progress >12 months

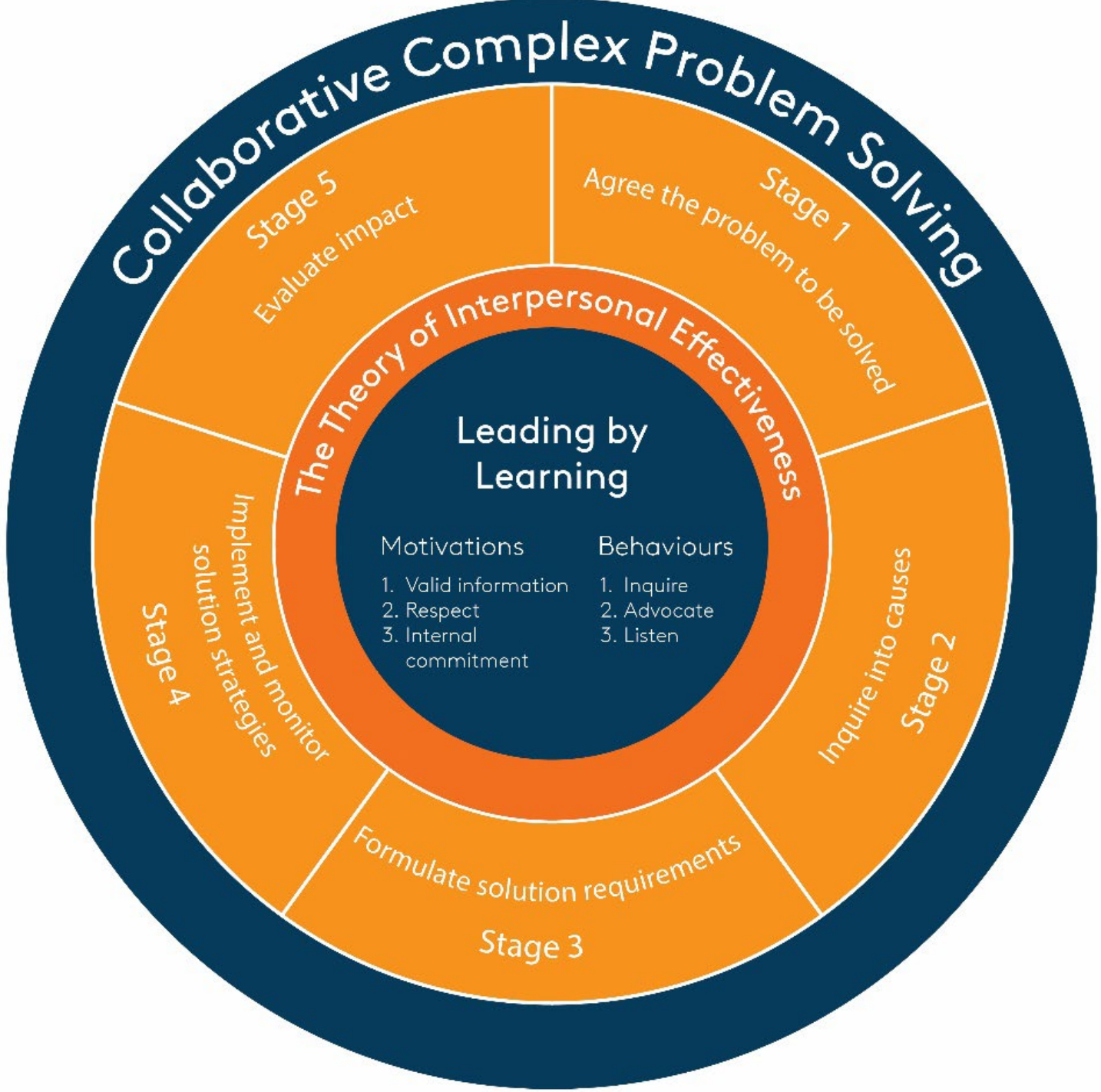
3

Made expected progress 12 months

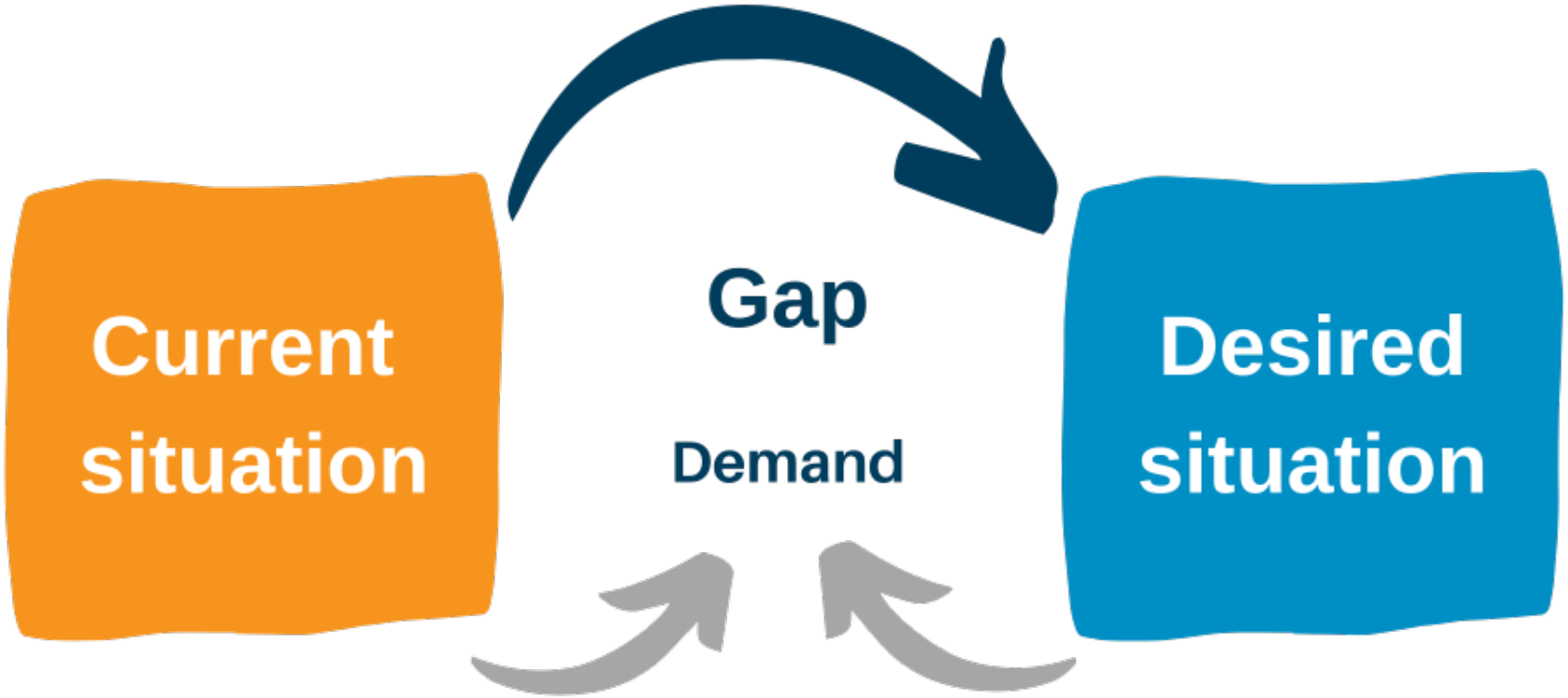
1

Made no progress <12 months

Average rate of reading progress in 12 months = 23 months


Collaborative Complex Problem Solving
Stage 1
Agree the problem to be solved
Stage 2
Inquire into causes
Stage 3
Formulate solution requirements
Stage 4
Implement and monitor solution strategies
Stage 5
Evaluate impact
The Theory of Interpersonal Effectiveness
Leading by Learning
Motivations
1. Valid information
2. Respect
3. Internal commitment
Behaviours
1. Inquire
2. Advocate
3. Listen

What is a problem?



A problem is a gap between the current and the desired situation and the demand to close the gap.

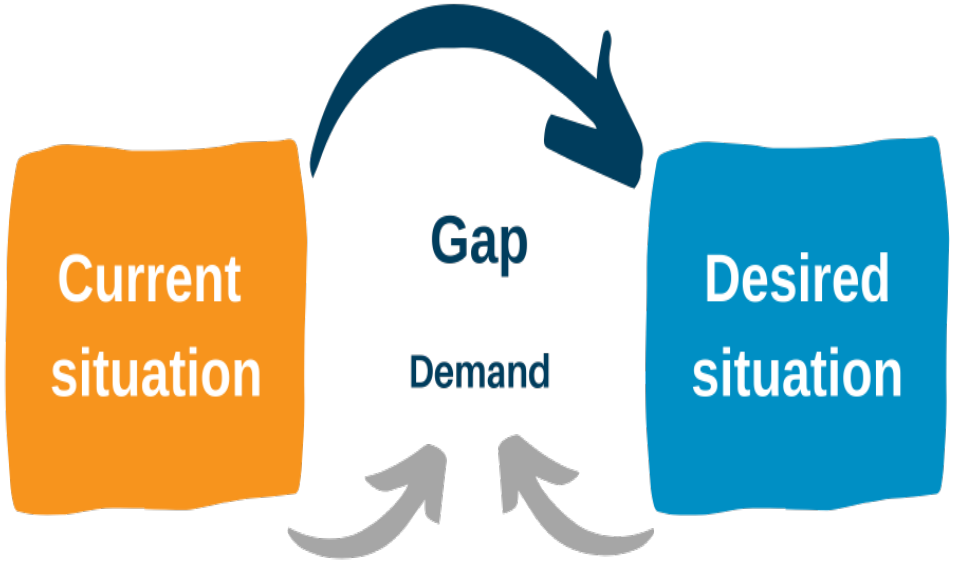
Problem Identification (PI)

Stage 1

Stage 1: Problem identification

Purpose is to:

- test whether people agree that there is a gap between some student outcomes and what is desired.
- test whether people agree that closing that gap is a priority.



Stage 1: Focus on student outcomes

1
- Draft PI statement.
- *"My teachers don't know how to use data effectively when planning student learning programs."*

2
- Notice this is not a student outcome problem and ask yourself:
- *"Why does this matter?"*

3
- Leads to a transformed PI statement.
- *Student reading outcomes are below expectations and not improving.*

Activity: Identifying the success criteria for PI

In groups:

1. Reflect on the difference between the weaker and stronger PI examples in the next slide.

2. Infer the success criteria for a strong description of the problem.

Examples of PI statements

Weaker PI	Stronger PI
Year 6 students are below literacy benchmarks.	Year 6 reading comprehension results are below state expectation.
Absenteeism rates are too high.	40% of Year 12 boys are in the chronic absence category.
Student well-being has declined post COVID.	In the most recent student well-being survey, 60% of students in Years 3 to 6 report feelings anxious about their progress at school.
Our First Nations students are not engaged.	In an internal survey, 60% of our First Nations' students reported feeling they did not belong.
Student behaviour is a problem across the school.	The SMS data shows that 30% of our students have been recorded as being involved in at least three severe incidents in the previous year.

Success criteria for a strong PI

The problem statement specifies:

1. the students (who).
2. the precise aspect of a learning area, a behaviour or focus of wellbeing which is problematic (what).
3. the gap.
4. the data source.

Effective leader behaviours stage 1: PI

Effective leaders have conversations that:
respectfully describe the outcomes they consider problematic (which students, which outcomes).
are honest and non-blaming about the seriousness of the problem as they see it.
make transparent their educational reasons and/or evidence to explain why they think the student outcomes are problematic.
explicitly ask for frank feedback about whether others agree the outcomes are problematic.
establish sufficient agreement with those involved about whether to begin a collaborative problem-solving process.

Problem Causes (PC)

Stage 2

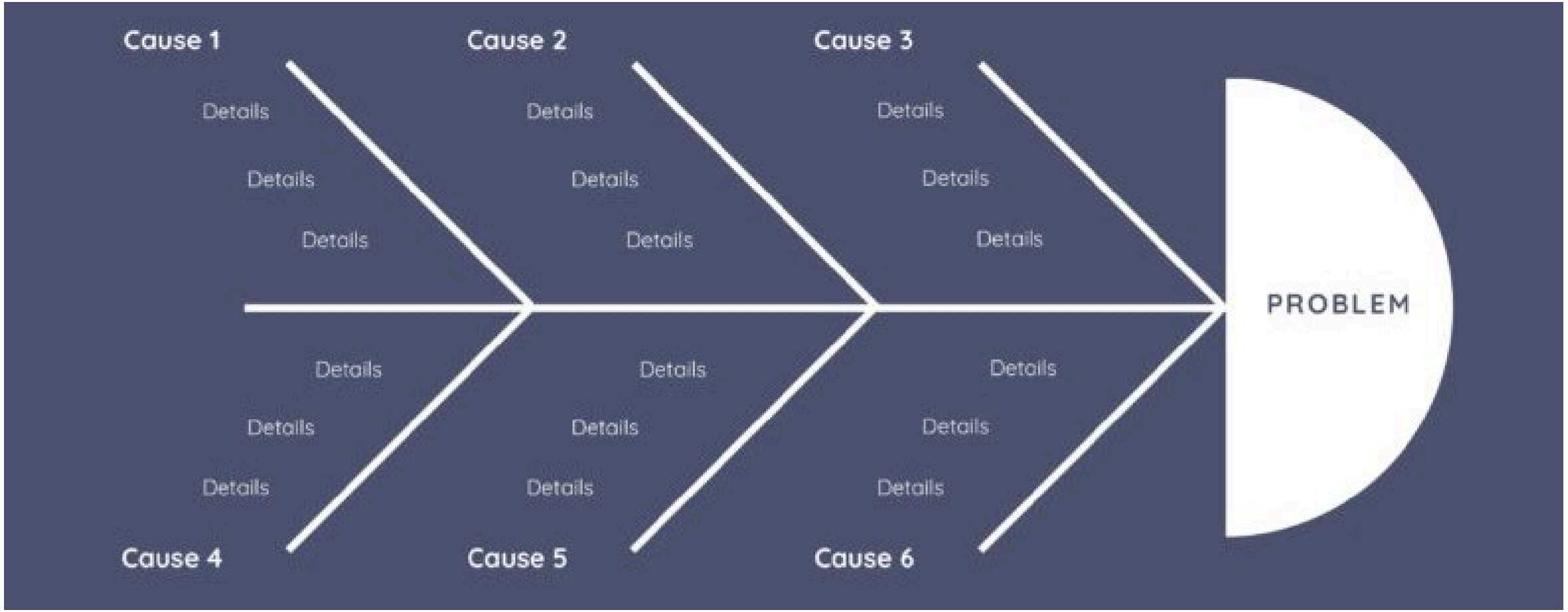
Stage 2: Problem causes

Purpose is to:

- identify beliefs about causes of the problem.
- treat beliefs about cause as hypotheses to be tested.
- test causal hypotheses through critical discussion and analysis of relevant data.

Unlearning the quick fix

Encourage discussion of leadership and teaching practices



Leader behaviours for Stage 2: Problem causes

Effective leaders have conversations that:
model and encourage disclosure, with reasons, of all causal beliefs (own and others).
enable them to access and listen carefully to others' beliefs about the causes, especially at points of disagreement.
model respectful discussion of possible school-based causes as these are most easily leveraged.
ensure the likely validity of proposed causes are collabotaively tested.
plan further inquiry into causes if needed.
gain agreement on the most likely school-based causes.

Solution requirements

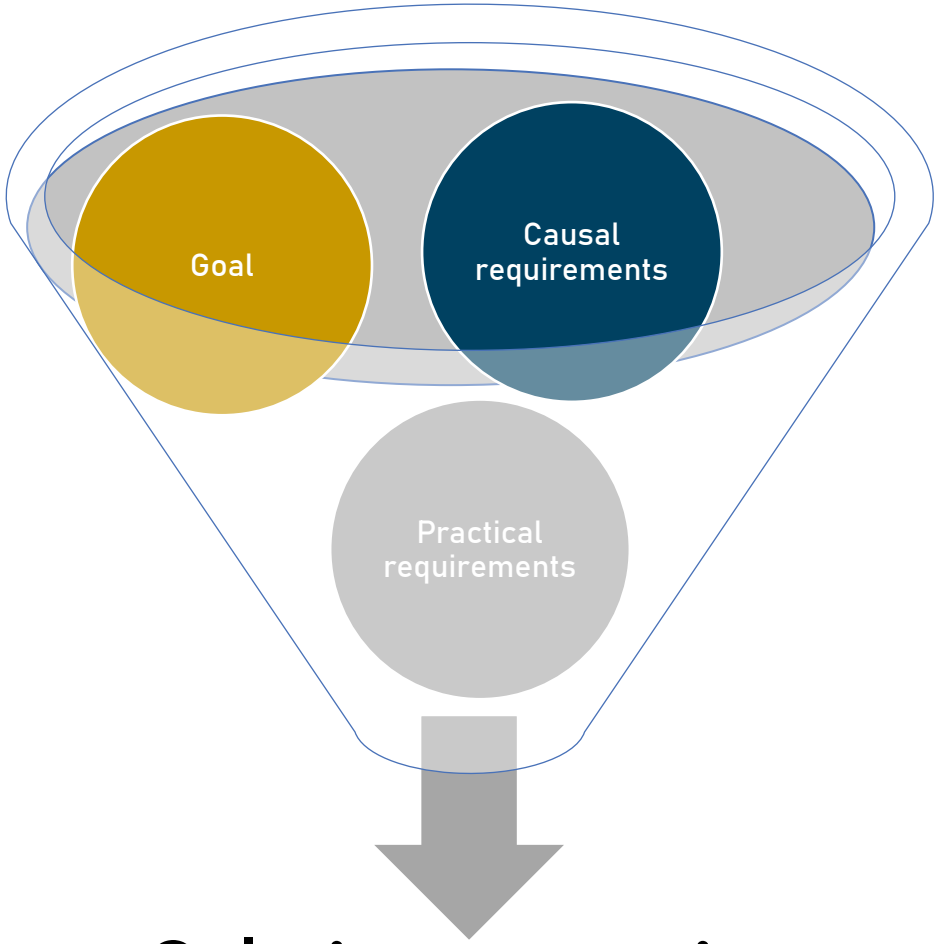
Stage 3

Stage 3: Solution requirements

Purpose is to:

- establish a **set** of requirements that will be used to evaluate the merit of suggested solutions.
- foster ownership of the whole problem.
- build trust by leading a transparent decision process.

Integrate solution requirements



Leader behaviours for Stage 3: Solution Requirements

Effective leaders have conversations that:
surface and list possible solution requirements including the goal and resource constraints.
distinguish solution requirements from solution strategies.
ensure solution requirements are aligned to the causes.
gain commitment to the **set** of requirements.
explore and reduce tensions between requirements.
encourage rigorous debate about how proposed strategies satisfy the set of solution requirements.
agree solution strategies that will be actioned.

Implement and monitor

Stage 4

Stage 4: Implement and Monitor Solution Strategies

Purpose is to:

- develop action plans for implementation of solution strategies- who, when, what.
- identify indicators of the quality of implementation.
- plan collection and use of indicator data
- integrate use of data into existing meetings and routines.

Leader behaviours for Stage 4: Implement and Monitor

Effective leaders have conversations that:

ensure the development of detailed action plans: who does what, when, to what standard, and how you will know.

ensure the use of those action plans will be used monitor the quality of implementation.

plan explicitly how implementation data will be used to learn about barriers to implementation and how those barriers can be overcome.

ensure the review of implementation indicators are embedded in existing meetings and routines.

Evaluate impact

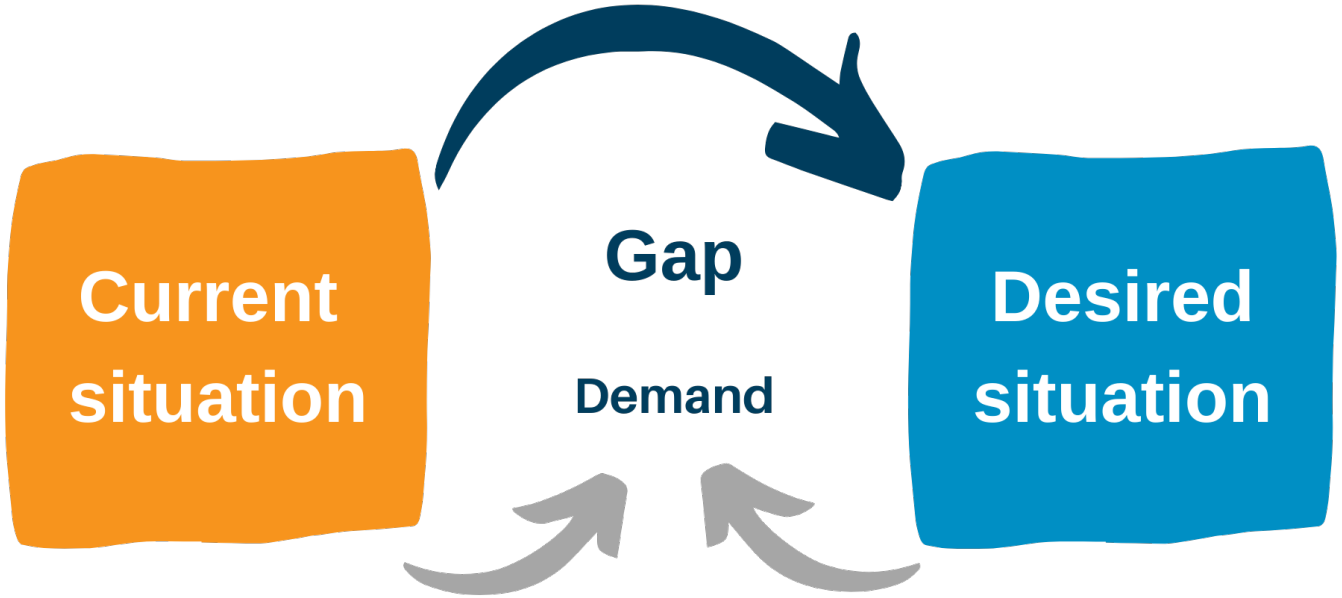
Stage 5

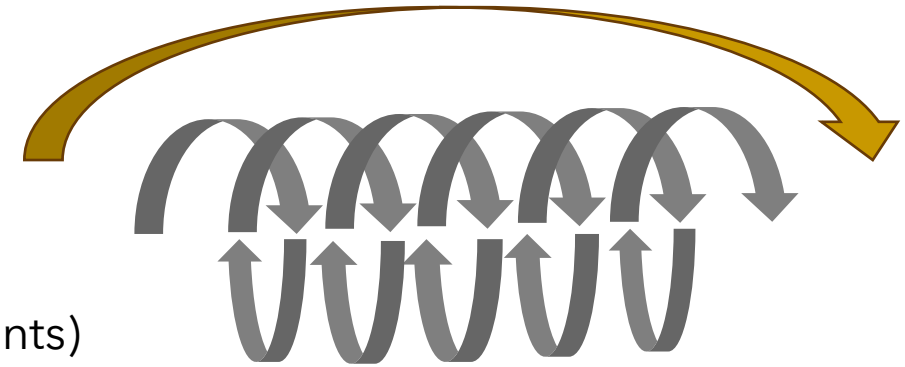
Stage 5: Evaluate impact

Purpose:

- to evaluate whether the solution strategies have made sufficient impact on the problem (closed the gap) by comparing current (stage 5) and baseline (stage 1) data.
- to return to earlier stages of the CCPS cycle if the impact is not sufficient.

Evaluate the impact on the gap





Long period assessment
(often summative)

Shorter time frame
(formative assessments)

Leader behaviours for Stage 5: Evaluate Impact

Effective leaders have conversations that:

plan how progress towards student outcome goals will be evaluated.

encourage the use and improvement of existing data sets.

share data-based conclusions about the extent of improvement and where gaps emerge, initiate a new problem-solving cycle.

integrate data collection and discussion into current meeting and routines.

Summary

CCPS is a collaborative and systematic process for solving complex problems.

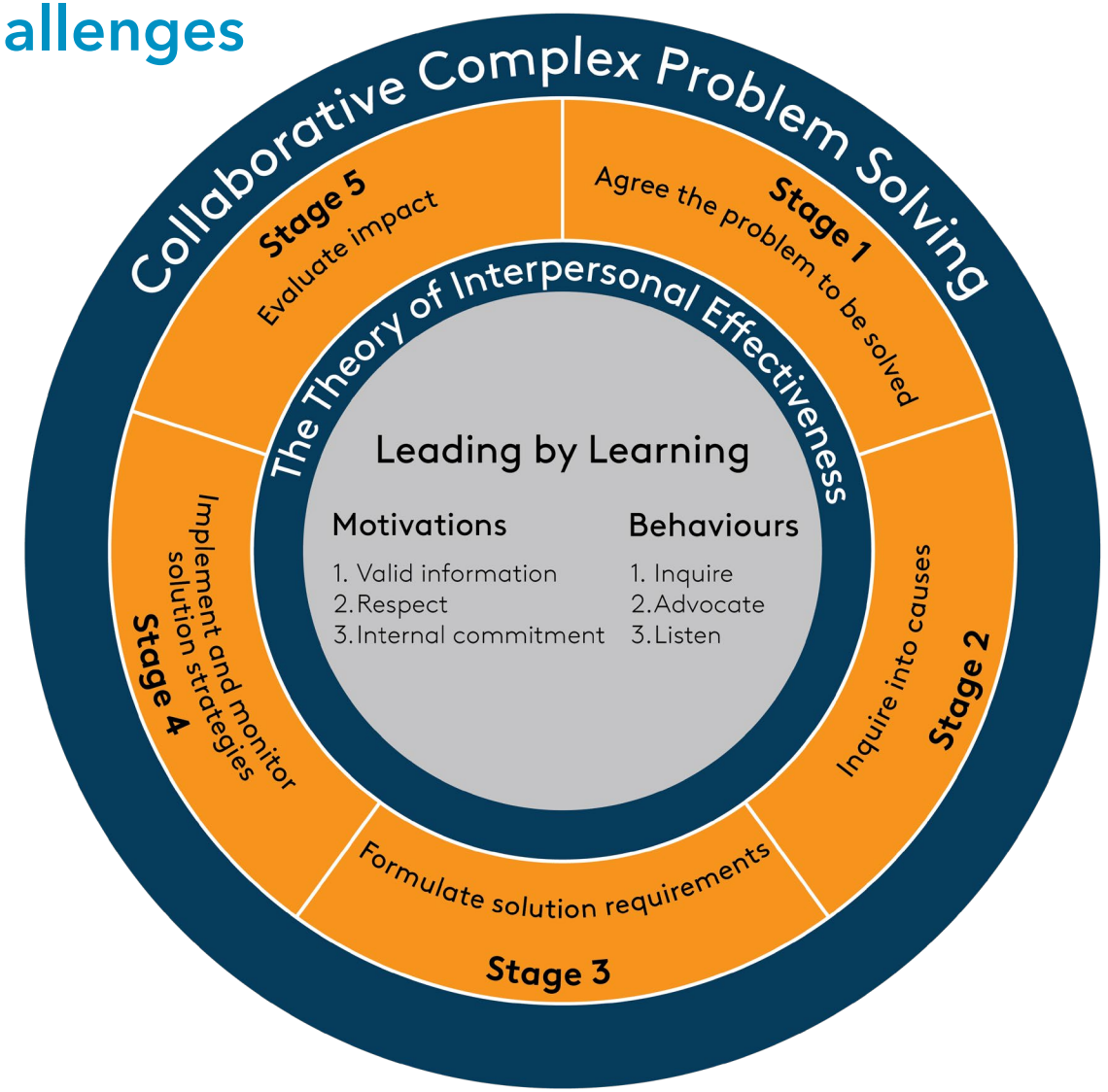
1. The first stage requires clarity about the problem and agreement on its importance.
2. The second stage of causal inquiry ensures a problem is diagnosed before solution strategies are discussed.
3. The third stage establishes a **set** of requirements that will be used to generate and evaluate the merit of suggested solutions.
4. The fourth stage develops action plans for implementation of solution strategies- who, when, what and identifies indicators of the quality of implementation.
5. The fifth stage evaluates whether the solutions have made sufficient impact on the problem (reduced the gap).

Leadership Unlocked

Collaboratively solving complex school challenges

Take the next step in your leadership journey with a focused, practical workshop designed to help you lead through complexity and create meaningful, equitable change in your school.

Auckland 19 May



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Thanks for your participation