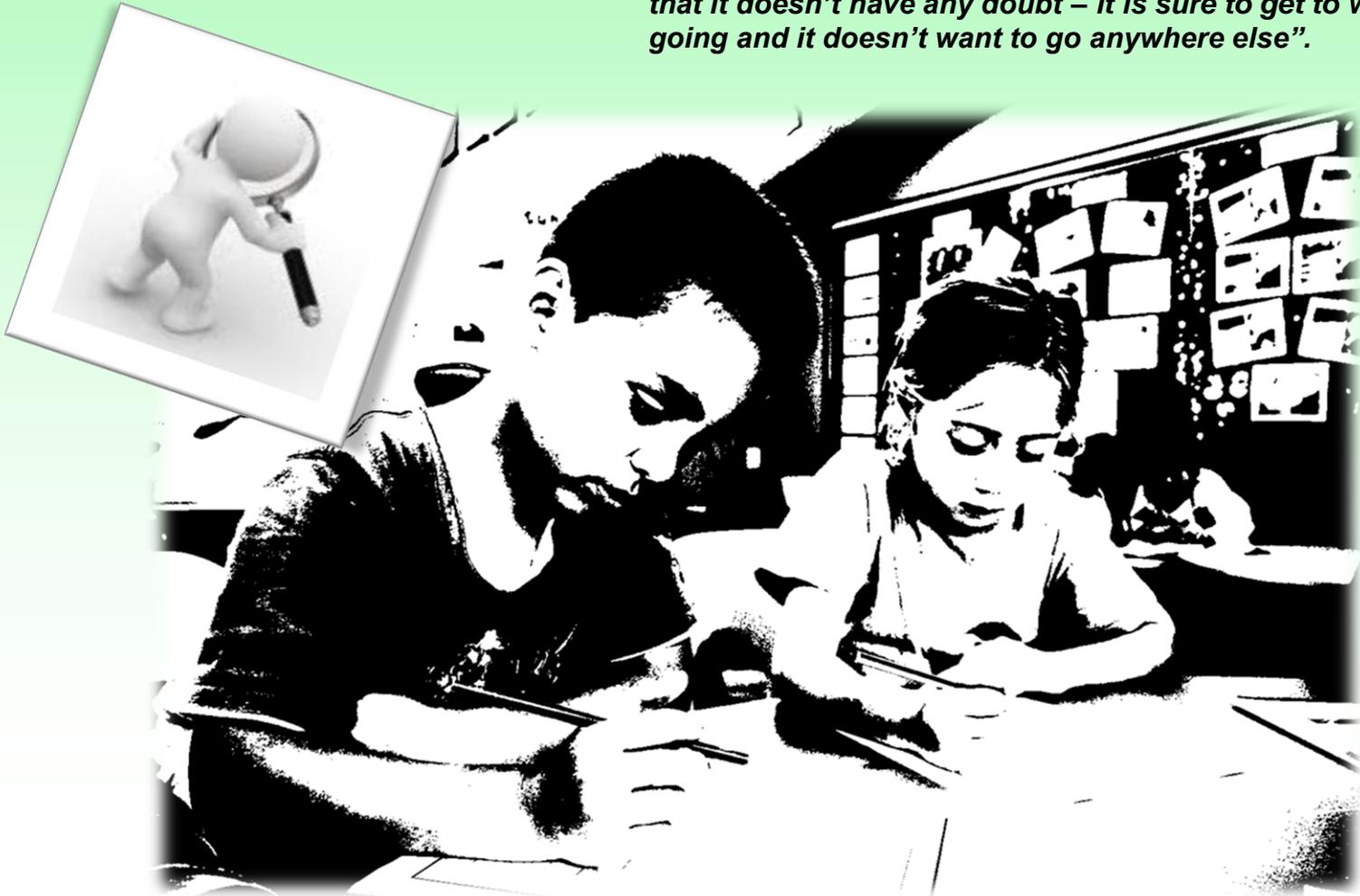


# Self Review Process

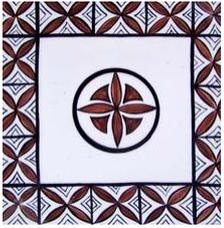
*Antoine de Saint Exupery said, "How could a drop of water know themselves to be a river. Yet the river flows on."*

*Hal Boyle says "What makes a river so restful to people is that it doesn't have any doubt – it is sure to get to where it is going and it doesn't want to go anywhere else".*





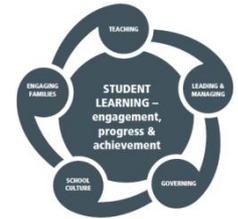
- Three Types of Self Review**
- 1 Strategic Self Review
  - 2 Regular Self Review
  - 3 Emerging Self Review



# Strategic Review

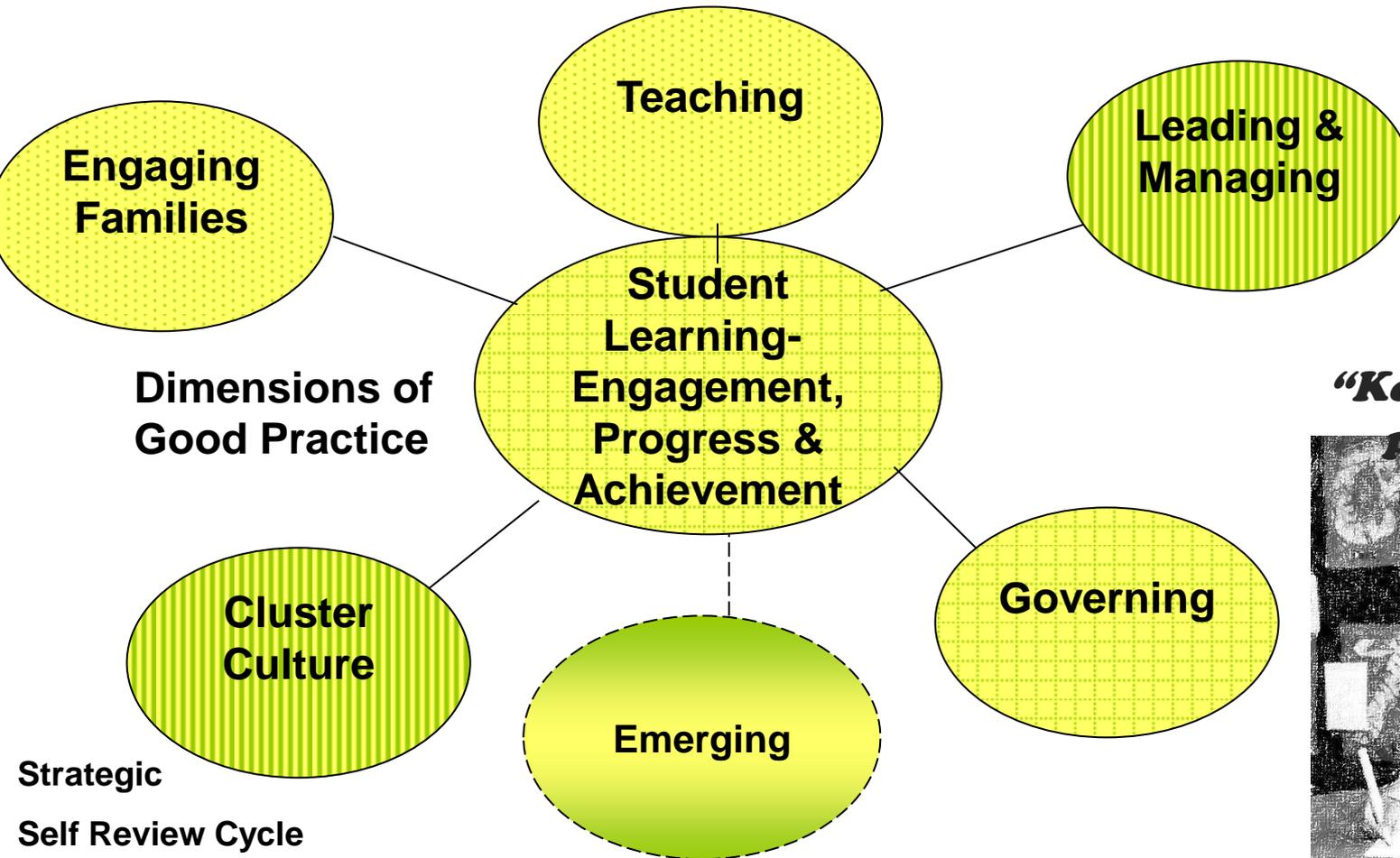


In-depth longer term reviews that identify important issues that affect the Cluster as a whole. These are part of an ongoing process to meet the Cluster's vision and higher level goals through Cluster wide analysis, planning, implementation and evaluation.



These would include RTLB Cluster 16's Strategic Goals from its – Strategic Plan (incorporating MoE National priorities, Success For All, Ka Hikitia, Pasifika Education Plan, 2009 National Report RTLB -ERO) and choosing one or more of the 6 dimensions of good practice identified in ERO's conceptual framework and reviewing using the ERO Evaluation Indicator Self Review Tool.

# Strategic Self Review



***“Ko te tamati te putaki o te manawa”***



**Strategic Self Review Cycle**

2013	
2014	
2012	

**Strategic Self Review:**  
Strategic goals & specific focus on 1 or > dimensions



# Regular Self Review

‘Business as usual’ reviews where the Lead Principal, Cluster Manager, RTLBs, schools, whānau and teachers (students, where appropriate) regularly gather data, monitor progress towards goals, put programmes or interventions in place and evaluate the effectiveness of these. These can be of varying length but should feed into the strategic, annual and intervention plans. They ask questions such as, ‘What is happening here?’, ‘How do we know?’ and ‘is this working?’



# Cyclic Process for Self - Review

**Think:** Take time now to consider one aspect of your Cluster that you may have been working on, worked on or want to work on and follow this process.

**Peer:** Share this with a partner.

**Share:** Form a group of 3-5 and share aspects you have been or want to review.

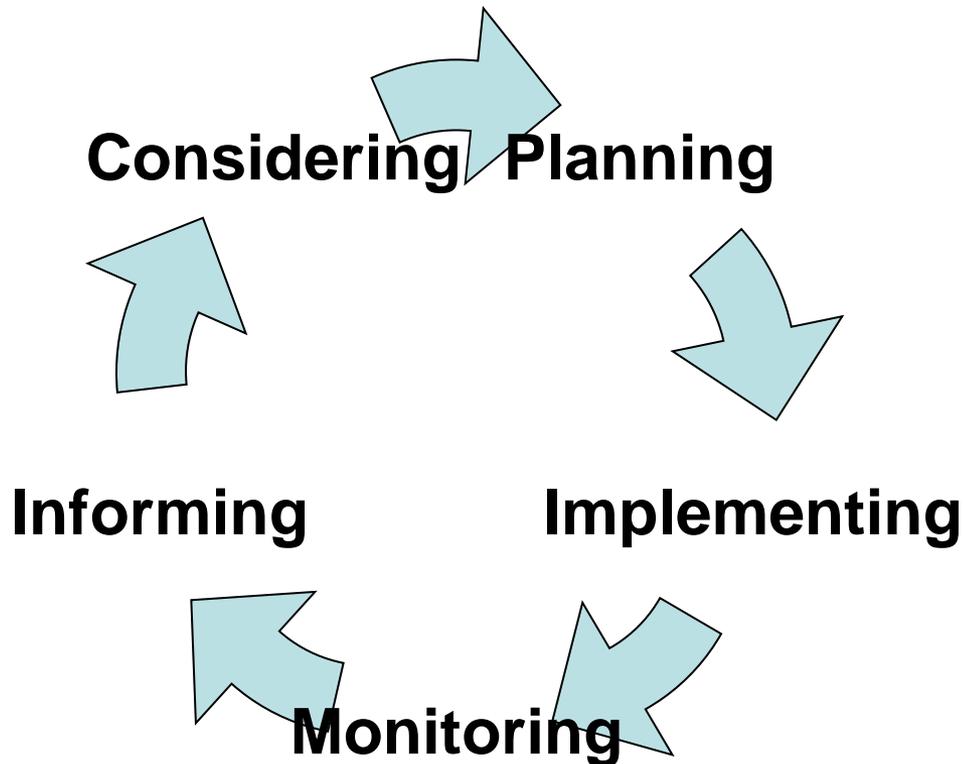
**Considering:** e.g., Where are we? How did we get here? What do our findings show?

**Planning:** Where do we want to be? How will we get there? Who do we need to talk to?

**Implementing:** What further data do we need to gather? What do we now need to do? How will we do this?

**Monitoring:** How well have targets been met? How effectively have these resources been used?

**Informing:** Who needs to know? What do they need to know? How will they be informed?



# Cyclic Process for Self - Review

**Considering:** e.g., Where are we? How did we get here? What do our findings show?

**Planning:** Where do we want to be? How will we get there? Who do we need to talk to?

**Implementing:** What further data do we need to gather? What do we now need to do? How will we do this?

**Monitoring:** How well have targets been met? How effectively have these resources been used?

**Informing:** Who needs to know? What do they need to know? How will they be informed?



# Regular Self Review: Governance

- Reviews of strategic and annual plans and goals, policies, portfolios, job descriptions, code of conduct, meeting procedures
- Reports: Cluster Manager & Milestone: service provision and efficacy, PD...
- Financial audit, appointing auditor, accounting provider
- Drafting, approving, monitoring budget.
- Legislation compliance: privacy, closure, consultation
- Staffing reviews, IEAs, support staff
- Asset register
- Appraisal CM complaints
- Governance Review dimension
- Self review process, procedures, documentations
- Working party reports
- BOT meetings
- Cluster meetings, hui, fono, inter-agency meetings

***“Give us clear vision  
that we may know  
where we stand and  
what to stand for-  
because unless we  
stand for something,  
we shall fall for  
anything.  
Peter Marshall*”**

# Regular Self Review:

## Cluster Culture

- Charter / vision
- Monitoring of hazard register, accident register, Building WOF, evacuation procedures, health and safety policies and procedures
- Establishment grant, asset register, insurance register
- Staff, cluster, advisory, R&I meetings
- Timesheets, travel logs, reimbursement procedures, templates
- Closure reports
- Cluster consultation, surveys
- Cluster website – record keeping
- Hui / fono, meetings, interviews, feedback
- Code of conduct
- Kawa – Powhiri /Kaumatua, Manuwhaikura roopu

*“Vision without  
action is a dream.  
Action without  
vision is just  
passing the time.  
Action with vision  
is making a  
positive  
difference.”  
Joel Barker*

Leadership and learning are indispensable to each other.

John F. Kennedy

# Regular Self Review: Leading & Managing



- Vision, goals
- Leadership Team structure
- Cluster Manager, Lead RTLB and RTLB Appraisal
- Reports: Cluster Manager and analysis
- PD Reports
- Annual Report MOE, Cluster, BoT
- Attestation, competency
- Strategic dimension: Leading & Managing & Effective teaching dimension
- Leadership opportunities – working parties, succession, induction, PD (internal and external)
- Curriculum adaptation – IEPs, IBPs, PD, templates, transition, sustainability
- Interviews, professional dialogue, meetings – RTLB cluster / regional / national
- Surveys
- self review process
- Application and appointment process
- Cluster / national updates



# Regular Self Review:

## Teaching / Building Capacity

The most  
courageous act  
is still to think  
for yourself.

Aloud.  
Coco Chanel.

- Attestation & Appraisal, advice and guidance
- – Registration current
- Efficacy of interventions, service, tools, timeline, software
- Annual Report: MOE, Community
- Variance Report
- Cluster milestone reports
- Meetings, critical friend, appraiser, mentor, cluster, regional, national
- Documentation: intervention, obs, meetings, plan, goals, closure, reimbursement, LSF & Y11/13 documents, achievement, assessment and engagement, timesheets, travel log, duration interventions
- Surveys, interviews obs feedback from teachers, schools whānau, iwi, community groups, students
- PD training, induction – templates, procedures, records, qualifications, key competencies, furniture, ICT, curriculum adaptation, inclusion
- Data: baseline, progress, closure

***"Only those who will  
risk going too far can  
possibly find out  
how far it is possible***



# Regular Self Review:

## Engaging Cluster Schools, Community Groups & Families

- Analysed surveys: efficacy of interventions, service, website, procedures, goals
- Reporting: Milestone Reports, EOY reports, Update emails, website features (policies, templates... )
- Consultation: Policies and procedures, goals, plans, vision
- Information: pamphlets, Power Point presentation, Hui, update emails, liaison RTL
- Minutes: Cluster advisory meeting, Iwi hui, Fono, BOT, inter-agency meetings, intervention, community, ECE, secondary, primary, kura
- Record of complaints
- Records – attendance at meeting
- Documentation – analysed reports filtering for priorities, goals
- Strategic, annual goals
- Calendar of events

*There are no passengers on  
Spaceship Earth.  
We are all crew.*

*Marshal McLuhan*



# Regular Self Review: Student Learning- engagement, progress & achievement

*Excellence is the unlimited  
ability to improve the quality of  
what you have to offer .  
Rick Pitino*

- **Annual Strategic Goals: milestone reports**
- **Efficacy of interventions / closure reports. Reporting: Milestone Reports: MoE, Cluster, BOT, Variance report: MoE, Cluster, BOT, Annual report: MoE, Cluster, BOT**
- **Documentation updated to cluster, schools, applications, intervention plans, closure reports, funding – applied for, allocated, duration, efficacy – filtering for goals e.g. KCs, literacy, numeracy, NCEA, completed assessment, obs, interventions, surveys, engagement data, work samples**
- **Minutes meetings, BOT, cluster, individual cases**
- **Documentation – attendance, disciplinary action, transience, incident report, policies , procedures, analysis filtering, Māori, PI, gender, special needs registers, ESOL**
- **Timeline of systemic detailed data analysis – reports**
- **Databases: staff, schools, applications, funding, PD, assets**

# Emerging Self Review

Spontaneous reviews that are put in place in response to an unplanned event, an issue or change that needs to be addressed promptly. This is done by understanding the causes, the extent of the concern, and determining ways to resolve or minimise the issue. They ask questions such as 'how did this arise?', 'how can we fix it?' and 'what can we learn from this?' e.g:

- Promotional pamphlet, PowerPoint
- R&I criteria
- RTLB workload monitoring
- Efficiency of online application and notification process
- Efficacy of interventions, closure reports, feedback from schools and whānau
- Cultural sensitivity
- Gateway

*We are what we repeatedly do. Excellence, then, is not an act but a habit. - Aristotle*



**RTLB CLUSTER 16 - NAWTON SCHOOL**

**Efficacy and Closure of Interventions**

**Type of intervention:** Student / Teacher / School / Class / Group / School Wharekura (circle one)

<b>Student Name:</b>		<b>School Type (circle):</b>	<b>Primary</b>
<b>School:</b>			Intermediate
<b>Year Level:</b>			Secondary
<b>Gender:</b>			Kura
<b>RTLB:</b>			Other

<b>RTLB Service Started:</b>		<b>Closed</b>		<b>Duration:</b>	
<b>RTLB Service Goals:</b>				<b>Met / Partially Met / Not Met</b>	
<b>To build capability to:</b>				Met / Partially Met / Not Met	
				Met / Partially Met / Not Met	
				Met / Partially Met / Not Met	
				Met / Partially Met / Not Met	

**Attached Sources of Evidence: i.e. achievement data / IEP / IBP evaluation ...**

**1=poor, 5=excellent**

<b>Interventions (list):</b>	<b>\$</b>	<b>Duration</b>	<b>Rating 1-5</b>

**Other comments / Recommendations for the Future:**