

APPENDIX 1

WHAT MAKES A GOOD SCHOOL?

From Wylie, C & Chalmers A. (1999). *Future schooling in Palmerston North: Views and experiences of parents, students, principals, teachers and trustees. Report to the Ministry of Education*. Wellington: New Zealand Council for Educational Research.

There's no single recipe for a good school. Research overseas identifies these major ingredients:

- A clear focus on learning and achievement.
All learning time is used for learning. Classrooms are calm, and students are attentive. Lessons start on time, and there are no interruptions.
- High expectations of every student to achieve.
Students make progress. They have many opportunities to perform well and to take responsibility in different ways.
- Students enjoy learning. They feel challenged, and confident.
- Learning resources are engaging, and match students' learning needs.
Where information technology is used, it develops new skills and understandings.
- Students get clear, quick, and useful feedback on their work, including homework.
- Teachers, students, and parents respect and support one another.
- There is good communication between teachers and parents.
Parents have a clear picture of their child's progress. Parents take part in their children's learning, e.g. through monitoring homework.
- Teachers, students, and parents believe in the value of education.
- Teachers, students, and parents have shared understandings of what the school is about, have a common purpose, and a sense of community.
- The school is welcoming to students and parents
- The school is a pleasant place to work for students and teachers.
- The school is a safe place. There is little bullying.
Students help develop fair codes of conduct for themselves.
Discipline is maintained by an emphasis on "belonging and participating".
- Students are praised for their achievements, including attendance and behaviour.

APPENDIX 2

Letter To School Principals Inviting Participation

7 August 2001

«Principal_First» «Principal_Surname»
The Principal
«School»
«Add1»
«Add2»
«City»

Dear «Principal_First»

SUSTAINABLE SCHOOL IMPROVEMENT RESEARCH PROJECT

This letter is to follow up on our recent telephone conversation about your possible participation in research being carried out by NZCER. This letter describes in more detail the aims of the project, and what the school's participation would mean. We would appreciate if you could share this letter with your staff and the Board of Trustees as you see fit.

The New Zealand Council for Educational Research is undertaking a research project on how New Zealand primary schools improve and change over time. In the first phase we interviewed key people in educational agencies and organisations to see what they understood as sustainable school improvement. Our intention was to expand our understanding of the factors involved in sustainable school improvement, and to see whether there was a common understanding of school improvement in schools and the external agencies and organisations that support or frame their work.

The second phase will involve a set of case studies of ten primary and intermediate schools. We asked people in the first phase to help us identify schools that have engaged in positive school change and development over the last 2 to 5 years. Your school was suggested to us as an example of a school which has been recognised as one which is learning, changing, and developing in positive ways.

If you agree to participate, we would like to find out more about the ways in which your school has been developing. We would seek to identify the processes and factors which established the culture of leadership, learning and change in your school, and then return at some later date to gain information on how such improvement can be sustained over time.

Thank you for taking the time to consider this request. I will ring you within two weeks to follow up.

Yours sincerely,

Marie Cameron
Senior Researcher

APPENDIX 3

CASE STUDY INTERVIEW SCHEDULES AND QUESTIONNAIRES

Principal's Interview 1

*Why did you apply to be principal of this school?
Change in the school and leadership and management*

Change

1. What do you see as the most significant changes that have happened in this school over the last 3 or 4 years?
 - changes in people
 - changes in ways of doing things
2. How did these changes come about?
3. What was their impact in the school?
 - impact on principal
 - impact on teaching staff
 - impact on organisation
 - impact on students
 - impact on the school environment
4. What major achievements have there been in the past 3-4 years?
5. What major challenges have there been in the past 3-4 years?
6. What changes external to the school have had an impact on the school over the last 3 or 4 years?
7. What was their impact?
 - on principal
 - on the work of the school
 - on families, children etc.
8. Thinking back over the past 3-4 years, if you could have your time over again are there any things you would do differently? (If yes, please describe.)

Leadership & Management

9. What are the key strategic goals of this school?
10. How are they identified?

- Who is involved?
 - In what ways does the school consult with its community about goals and policies?
11. What is the role of the BOT in this school?
 12. Can you briefly describe the organisational structures in this school?
 - what are the main roles and responsibilities of these people?
 - describe how the school timetables and groups classes, students and reasons for the timetabling and grouping
 - how were these decisions on timetabling and grouping made?
 13. Could you select one important goal of your school and describe how it is being translated into practice in the school?
 - Why was this goal chosen?
 - Who chose it? Who participated in the decision?
 - What information was used to select it and to guide future decisions?
 - Who has responsibility for seeing that it is addressed?
 - Who is involved in the implementation?
 - What are the implementation steps?
 - How do you know that the goal is being achieved?
 - How do others learn about the impact of efforts to achieve the goal?
 - What are the next steps?
 - What information do you give to the BOT about progress towards achievement of goals?
 14. Is the process you've described for this goal the same process you use for other school goals?
 - what differences are there, and why?
 15. What records does your school keep which might help in tracking the progress it is making?
How do you use these records?
 16. How does the process of self review work in your school?
 - How do you use the perspectives of others in your school self-review?
 - How do ERO reviews link with your school self-review?

Thank you.

Principal's Interview 2

Values, Learning and Teaching

Own Values and Philosophy

1. What are your own beliefs about the purposes of education?
2. What do you think are the most important things for students to learn in school?

School Values & Philosophy

3. What is your understanding of what your school really values? What really matters in this school?
4. How have these values been developed?
5. How are these values reflected in what happens in this school?
6. How would you describe the culture of your school?
 - what makes it "tick"?
 - what processes and relationships underpin the work of the school?
 - can you think of any examples which show how this culture operates in the everyday life of the school?

Learning & Teaching

7. How would you describe the expectations for learning for students in this school?
 - your own expectations
 - school expectations
 - parent expectations
8. What approaches to learning appear to be successful in this school?
9. Over the past 3-4 years can you identify any developments in approaches to learning and teaching in classrooms in your school?
10. What has contributed to these developments?
11. What kind of information is collected on students' learning?
 - how is it decided what to collect?
 - why is this information collected?
 - what use is made of the information?
12. What processes are there for feedback to students about their learning?

13. What processes (opportunities and methods) are there for feedback to and from parents about their children's learning?
 - for parents to support and encourage children's learning?
 - to let parents know about how well their children are achieving?
14. What processes (opportunities and methods) are there for teachers to get feedback about their teaching?
 - are there ways that teachers learn from each other?
15. What opportunities are there for teachers to talk about teaching and learning?

Staff Development

16. In what ways does the school support and encourage on-going staff learning?
17. How are professional development priorities set in your school?
18. Can you describe a professional development initiative which you see as having had a positive impact on your own school?
19. Were you able to build on that initial impact? How?
20. What system of staff appraisal do you use in your school?
21. How do you use the professional standards for teachers?
22. How do you work with teachers whose performance is of concern?
23. What opportunities are there for classroom teachers to develop leadership skills?
24. What opportunities do you have to continue your own learning?

Outside Agencies

25. What outside agencies and people have an impact upon this school?
26. What outside agency involvement or people have been helpful to you?
27. What outside agency involvement or people have been less helpful?
28. Have ERO reports assisted you to develop and improve what is important in this school?

Finale

29. What do you enjoy most about working in this school?

30. What do you enjoy least about working in this school?
31. What major challenges lie ahead for this school?
32. Where do you see this school in another 3 years time?
33. Where do you see yourself in another 3 years time?
34. Is there anything that we haven't talked about that you would like to add?

THANK YOU!

Teachers Interview

1. Could you please start by telling me a little about your time at this school?
 - what made you decide to apply for a job here?
 - how long have you been here?
 - what responsibilities do you have here? (e.g. class teacher, curriculum leader)

CHANGE

2. What do you see as the most significant changes that have happened in this school over the last 3 or 4 years?
 - changes in people
 - changes in ways of doing things
3. How did these changes come about?
4. What was their impact in the school? on your role
 - on the work of the school
 - on students
5. What major achievements have there been in the past 3-4 years?
6. What major challenges have there been in the past 3-4 years?
7. What changes external to the school have had an impact on the school over the last 3 or 4 years?
8. What was their impact?
 - on your role
 - on the work of the school
 - on students
9. Thinking back over the past 3-4 years, if you could have your time over again are there any things you would do differently? (If yes, please describe.)

Own Values and Philosophy

10. What are your own beliefs about the purposes of education?
11. What do you think are the most important things for students to learn in school?

School Values & Philosophy

12. What is your understanding of what your school really values? What really matters in this school?
13. How have these values been developed?
14. How are these values reflected in what happens in this school?
15. How would you describe the culture of your school?

Learning & Teaching

16. How would you describe the expectations for learning for students in this school?
 - your own expectations
 - school expectations
 - parent expectations
17. What approaches to learning appear to be successful in this school?
18. Over the past 3-4 years can you identify any developments in approaches to learning and teaching in your classroom?
19. What has contributed to these developments?
20. How do you plan for children's learning?
 - where do you start?
 - what information do you use?
 - what resources do you use?
 - what involvement do you get from others?
21. What kind of information do you seek on children's learning?
 - how do you decide what to collect?
 - how is the information used?
 - how do you involve students in understanding how they are learning and achieving?
22. How are parents involved in the learning of their children?
23. What information do you share with parents about student achievement?

PROFESSIONAL DEVELOPMENT

24. What processes (opportunities and methods) are there for teachers to get feedback on their teaching?
 - how has this worked for you?
 - are there other ways that you are able to learn from other teachers?
25. In what ways does the school support and encourage on-going learning?
26. What staff development is seen as most important?
27. What opportunities have you had to continue your own learning?
28. Can you describe a professional development initiative which you see as having had a positive impact on your own teaching?
29. Were you able to build on that initial impact?
30. How are teachers supported in this school when they need advice?
31. What opportunities are there for teachers to develop leadership skills?

OUTSIDE AGENCIES

32. What outside agencies have an impact upon this school?
33. What outside agency involvement has been helpful?
34. What outside agency involvement has been less helpful?
35. Have ERO reports had any impact on your teaching?

Finale

Finally -

36. What do you enjoy most about working in this school?
37. What do you enjoy least about working in this school?
38. What major challenges lie ahead for this school?
39. Where do you see this school in another 3 years time?
40. Where do you see yourself in another 3 years time?
41. Is there anything that we haven't talked about that you would like to add?

THANK YOU!

Questions for curriculum leader - literacy

1. Does your school have a written literacy vision?
2. How has this vision been developed?
 - how does it fit with other school visions, goals, and values?
3. What are the literacy goals for your school?
 - what role did external information or advice play in the development of your schools vision and goals?
 - what role did professional development funded by the Ministry of Education play in the development of your school's vision and goals?
 - What role did professional development funded by the school play in the development of your school's vision and goals?
4. What actions has your school taken to achieve these goals?
 - what was/is the role of professional development here?
5. Have these actions led to any changes in literacy teaching practice in the school?
 - If yes, please describe:
 - teaching methods
 - resources
 - assessment of student needs
 - assessment of student learning
 - evaluation of practice
 - organisation of classrooms/teachers
 - allocation of staff/funding
 - professional development
 - contact with other schools
 - use of Te Kete Ipurangi
6. Are there any changes in student learning and achievement which you can link to these changes?
 - If yes, please describe
7. What challenges lie ahead of you now?
8. Is there anything else you would like to tell me about your role as literacy leader?

THANK YOU

Questions for curriculum leader - science

1. Does your school have a written science vision?
2. How has this vision been developed?
 - how does it fit with other school visions, goals, and values?
3. What are the science goals for your school?
 - what role did external information or advice play in the development of your schools vision and goals?
 - what role did professional development funded by the Ministry of Education play in the development of your school's vision and goals?
 - What role did professional development funded by the school play in the development of your school's vision and goals?
4. What actions has your school taken to achieve these goals?
 - what was/is the role of professional development here?
5. Have these actions led to any changes in science teaching practice in the school?
 - If yes, please describe:
 - teaching methods
 - resources
 - assessment of student needs
 - assessment of student learning
 - evaluation of practice
 - organisation of classrooms/teachers
 - allocation of staff/funding
 - professional development
 - contact with other schools
 - use of Te Kete Ipurangi
6. Are there any changes in student learning and achievement which you can link to these changes?
 - If yes, please describe
7. What challenges lie ahead of you now?
8. Is there anything else you would like to tell me about your role as science leader?

THANK YOU

Support Staff Interview

1. Could you please start by telling me a little about your time at this school?
 - what made you decide to apply for a job here?
 - how long have you been here?

CHANGE

2. What do you see as the most significant changes that have happened in this school over the last 3 or 4 years?
 - changes in people
 - changes in ways of doing things
3. How did these changes come about?
4. What was their impact in the school?
 - impact on organisation
 - impact on students
 - impact on board
 - impact on environment
 - impact on your role
5. What major achievements have there been in the past 3-4 years?
6. What major challenges have there been in the past 3-4 years?
7. What changes external to the school have had an impact on the school over the last 3 or 4 years?
8. What was their impact?
 - on the work of the school
 - on families, children etc.
9. Thinking back over the past 3-4 years, if you could have your time over again are there any things you would do differently? (If yes, please describe.)

Own Values and Philosophy

10. What are your own beliefs about the purposes of education?
11. What do you think are the most important things for students to learn in school?

School Values & Philosophy

12. What is your understanding of what your school really values?
What really matters in this school?
13. How have these values been developed?
14. How are these values reflected in what happens in this school?
15. How would you describe the culture of your school?

Staff Development

16. Have you had any opportunities for staff development?
 - could you describe these?
 - how have they helped you with your work?

Finale

17. What do you enjoy most about working with this school?
18. What do you enjoy least about working with this school?
19. What major challenges lie ahead for this school?
20. Where do you see this school in another 3 years time?
21. Where do you see yourself in another 3 years time?
22. Is there anything that we haven't talked about that you would like to add?

THANK YOU!

Parents' Interview

Change

1. What do you see as the most significant changes that have happened in this school over the last 3 or 4 years?
2. How did these changes come about?
3. What was their impact in the school?
4. What changes external to the school have had an impact on the school over the last 3 or 4 years?
5. What was their impact?
6. Thinking back over the past 3-4 years, are there any things you think should have been done differently? (If yes, please describe.)
7. What do you think about the way the school communicates with you? (Any improvements?)
8. What processes (opportunities and methods) are there for feedback to and from parents about their children's learning?
 - for parents to support and encourage children's learning?
 - to let parents know about how well their children are achieving?How well does this work?
9. What are the expectations for children's behaviour in the school? (Optional)
10. How does the school help children to meet these expectations? (Optional)
11. What is it about this school that you appreciate most as a parent?
12. What major challenges lie ahead for this school?
13. Is there anything that we haven't talked about that you would like to add?

THANK YOU!

Board of Trustees Chair Interview

1. How long have you served on this board of trustees?
2. How long have you been the Chair of this board of trustees?

Change

3. What do you see as the most significant changes that have happened in this school over the last 3 or 4 years?
 - changes in people
 - changes in ways of doing things
4. How did these changes come about?
5. What was their impact in the school?
 - impact on teaching staff
 - impact on organisation
 - impact on students
 - impact on board
 - impact on environment
6. What major achievements have there been in the past 3-4 years?
7. What major challenges have there been in the past 3-4 years?
8. What changes external to the school have had an impact on the school over the last 3 or 4 years?
9. What was their impact?
 - on board of trustees
 - on the work of the school
 - on families, children etc.
10. Thinking back over the past 3-4 years, if you could have your time over again are there any things you would do differently? (If yes, please describe.)

The role of the board of trustees

11. How do you understand the role of the Board of trustees?
12. What is the process for developing the strategic goals of the school?
13. How do you go about formulating policy?
14. What information do you get from the school to help you with formulating strategic goals and policy?
15. How would you describe your working relationship with the principal?

Values

16. What are your own beliefs about the purposes of education?
17. What do you think are the most important things for students to learn in school?
18. What is your understanding of what this school really values? What really matters in this school?
19. How have these values been developed?
20. How are these values reflected in what happens in this school? (give an example)

Review

21. What information do you get about teaching and learning in this school?
 - is it enough?
22. What was your Board's involvement in your last ERO visit?
23. Do you consider that the ERO report assisted the Board to more effectively govern the school?
24. What role does the board of trustees play in the school's self-review?

Finale

Finally -

25. What do you enjoy most about working with this school?
26. What do you enjoy least about working with this school?
27. What major challenges lie ahead for this school?
28. Where do you see this school in another 3 years time?
29. Where do you see yourself in another 3 years time?
30. Is there anything that we haven't talked about that you would like to add?

THANK YOU!

Year 4 Student Questionnaire

ME AND MY SCHOOL

Please tell us what you feel about school

We want to hear your **own** feelings.

No-one from your school will see what you write.

Please tick the box that is most like **your own** feelings.

Tick only one box on each line

ME AND MY SCHOOL -

YEAR FOUR STUDENTS

322

			
	mostly	sometimes	hardly ever/ never
1. I like my school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. My teacher is kind to me	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. I like my work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. My teacher helps me to do better work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. I try hard at school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. My teacher tells me when I do good work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. I feel safe in the playground	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. My teacher is fair to me	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



mostly

sometimes

**hardly ever/
never**

9. Children in my class behave well

10. I belong in this school

11. This is what I like best in my school:

12. This is what I would like to change in my school:

THANK YOU.

Year 6 or 8 Student Questionnaire

ME AND MY SCHOOL

Final Year Student Questionnaire

Please tell us what you think about school.

We want to hear your **own** views.

No-one from your school will see what you write.

Please tick the box that is most like your own views.

Put only one tick on each line.

Try this one:

School is a place where I watch TV:

a) usually

b) sometimes

c) hardly ever/never

1. School is a place where:

a) usually b) sometimes c) never/
hardly

ever

- | | | | |
|---|-----------------------------|-----------------------------|-----------------------------|
| (a) I do interesting things | a) <input type="checkbox"/> | b) <input type="checkbox"/> | c) <input type="checkbox"/> |
| (b) Teachers help me to improve my work | a) <input type="checkbox"/> | b) <input type="checkbox"/> | c) <input type="checkbox"/> |
| (c) I can learn what I need for my future | a) <input type="checkbox"/> | b) <input type="checkbox"/> | c) <input type="checkbox"/> |
| (d) I feel lonely | a) <input type="checkbox"/> | b) <input type="checkbox"/> | c) <input type="checkbox"/> |
| (e) Teachers treat me fairly | a) <input type="checkbox"/> | b) <input type="checkbox"/> | c) <input type="checkbox"/> |
| (f) I like my teachers | a) <input type="checkbox"/> | b) <input type="checkbox"/> | c) <input type="checkbox"/> |
| (g) I keep out of trouble | a) <input type="checkbox"/> | b) <input type="checkbox"/> | c) <input type="checkbox"/> |
| (h) Students behave well in my class | a) <input type="checkbox"/> | b) <input type="checkbox"/> | c) <input type="checkbox"/> |
| (i) My teacher tells me when I do good work | a) <input type="checkbox"/> | b) <input type="checkbox"/> | c) <input type="checkbox"/> |
| (j) I get a hard time | a) <input type="checkbox"/> | b) <input type="checkbox"/> | c) <input type="checkbox"/> |
| (k) I could do better work if I tried | a) <input type="checkbox"/> | b) <input type="checkbox"/> | c) <input type="checkbox"/> |
| (l) Teachers listen to what I say | a) <input type="checkbox"/> | b) <input type="checkbox"/> | c) <input type="checkbox"/> |
| (m) I get bored | a) <input type="checkbox"/> | b) <input type="checkbox"/> | c) <input type="checkbox"/> |
| (n) The rules are fair | a) <input type="checkbox"/> | b) <input type="checkbox"/> | c) <input type="checkbox"/> |

	a) usually	b) sometimes	c) never/ hardly ever
(o) I feel safe in the playground	a) <input type="checkbox"/>	b) <input type="checkbox"/>	c) <input type="checkbox"/>
(p) I have good friends	a) <input type="checkbox"/>	b) <input type="checkbox"/>	c) <input type="checkbox"/>
(q) I enjoy myself	a) <input type="checkbox"/>	b) <input type="checkbox"/>	c) <input type="checkbox"/>
(r) I learn most things pretty quickly	a) <input type="checkbox"/>	b) <input type="checkbox"/>	c) <input type="checkbox"/>
(s) Teachers explain things clearly to me	a) <input type="checkbox"/>	b) <input type="checkbox"/>	c) <input type="checkbox"/>
(t) I get tired of trying	a) <input type="checkbox"/>	b) <input type="checkbox"/>	c) <input type="checkbox"/>
(u) I get upset	a) <input type="checkbox"/>	b) <input type="checkbox"/>	c) <input type="checkbox"/>
(v) I get all the help I need	a) <input type="checkbox"/>	b) <input type="checkbox"/>	c) <input type="checkbox"/>
(w) I feel restless	a) <input type="checkbox"/>	b) <input type="checkbox"/>	c) <input type="checkbox"/>
(x) I get bullied	a) <input type="checkbox"/>	b) <input type="checkbox"/>	c) <input type="checkbox"/>

2. What things do you like best about your school?

3. What things would you like to change about your school?

Thank you!

NZCER Sustainable School Development Project

Teacher Questionnaire

Thanks to Quality in Education, Scotland

This questionnaire has two parts. **Part 1** asks you about your opinions on a variety of issues related to your work and school. **Part 2** asks for your opinions of changes at your school. **Part 3** asks for some background information. Please complete all sections.

PART 1

FOR EACH STATEMENT PLEASE CIRCLE ONE RESPONSE

the extent to which you agree with the statement as it reflects what is happening in your school at this time.

1 = Strongly disagree
2 = Disagree
3 = Uncertain
4 = Agree
5 = Strongly agree

Example

This school now

The principal knows most of the students in this school by name

1 2 3 4 5

Part 1

This school now					
1	2	3	4	5	1. There is effective communication among teachers
1	2	3	4	5	2. Teachers regularly discuss ways of improving students' learning
1	2	3	4	5	3. Decision-making processes are fair
1	2	3	4	5	4. Teachers encourage students to be independent learners
1	2	3	4	5	5. Students respect teachers
1	2	3	4	5	6. The school allows staff joint planning time
1	2	3	4	5	7. Staff ensure that students receive constructive feedback about their work
1	2	3	4	5	8. Staff in this school work hard to promote and maintain good relations with the community
1	2	3	4	5	9. Senior staff are available to discuss curriculum/teaching matters
1	2	3	4	5	10. Teachers respect students
1	2	3	4	5	11. Staff encourage students to try their very best
1	2	3	4	5	12. New staff are well supported in this school
1	2	3	4	5	13. Teachers believe that all children can be successful
1	2	3	4	5	14. Whole-school meetings are worthwhile
1	2	3	4	5	15. There is mutual respect between staff and senior staff in this school
1	2	3	4	5	16. Staff feel encouraged to bring forward new ideas
1	2	3	4	5	17. Expectations about school work are communicated clearly to all students
1	2	3	4	5	18. Teachers regularly collaborate to plan their teaching
1	2	3	4	5	19. Teachers have a say in topics selected for the school's staff development programme
1	2	3	4	5	20. Teachers regularly monitor the learning and progress of individual students
1	2	3	4	5	21. Teachers regularly observe each other in the classroom and give each other feedback
1	2	3	4	5	22. There is effective communication between senior staff and teachers
1	2	3	4	5	23. The primary concern of everyone in the school is student learning
1	2	3	4	5	24. Staff participate in important decision making
1	2	3	4	5	25. The senior staff communicate a clear vision of where the school is going

This school now				
1	2	3	4	5
1	2	3	4	5
1	2	3	4	5
1	2	3	4	5
1	2	3	4	5
1	2	3	4	5
1	2	3	4	5
1	2	3	4	5
1	2	3	4	5
1	2	3	4	5
1	2	3	4	5
1	2	3	4	5
1	2	3	4	5
1	2	3	4	5
1	2	3	4	5

- 42. Teachers share similar beliefs and attitudes about effective teaching/learning.
- 43. Senior staff openly recognise teachers when they do things well.
- 44. Teachers in this school believe that all students can learn.
- 45. Students work is prominently displayed.
- 46. Students have some say in the school strategic plan.
- 47. Student success is regularly celebrated in this school.
- 48. Non-teaching staff have input into the school strategic plan.
- 49. Disruption in classes is dealt with promptly so that learning for all students can proceed.
- 50. The staff encourage parents to be involved in the school.
- 51. Students are clear about standards of behaviour expected in the school.
- 52. The school development plan includes practical ways of evaluating success in achieving goals and targets.
- 53. Extra-curricular activities provide valuable opportunities for all students.
- 54. The Board of Trustees plays a significant role in supporting developments within the school.

Part 2
CHANGE OVER THE LAST 3-4 YEARS

Please circle one response
(use 1-5 scale, and don't know) 1= strongly disagree, 5= strongly agree

1	2	3	4	5	Don't know
1	2	3	4	5	Don't know
1	2	3	4	5	Don't know
1	2	3	4	5	Don't know
1	2	3	4	5	Don't know
1	2	3	4	5	Don't know
1	2	3	4	5	Don't know
1	2	3	4	5	Don't know
1	2	3	4	5	Don't know
1	2	3	4	5	Don't know
1	2	3	4	5	Don't know
1	2	3	4	5	Don't know
1	2	3	4	5	Don't know

1. We expect more of our students
2. We enjoy our work more
3. We have made positive changes to the way we teach
4. Student behaviour has improved
5. We have made positive changes to the way the school runs
6. We have more professional development
7. We have more contact with other schools
8. We have made positive changes to how we plan ahead
9. We monitor our progress more
10. Parents show more interest in their children's learning
11. We acknowledge children's cultures more
12. We make more use of te reo Maori

13. What do you see as the achievements of this school over the last 3-4 years?

14. What do you see as the current strengths of this school?

15. What changes would you like to see in this school over the next couple of years, if any?

BACKGROUND INFORMATION

(PLEASE TICK OR FILL IN THE APPROPRIATE BOXES)

1. Female
 Male

2. Name of your School:

3. Years of teaching experience
 less than two
 2 – 4 years
 5 –10 years
 11 – 20 years
 21+ years

4. Years at this school
 less than two
 2 – 4 years
 5 –10 years
 11 – 20 years
 21+ years

5. Position and responsibility
 Class teacher
 Senior teacher
 AP/DP

- Principal
 Specialist teacher
 Part-time teacher
Other – please specify _____

6. Qualifications (please specify)

7. Membership of professional organisations (name)

Support Staff Questionnaire

This questionnaire has three parts. **Part 1** asks you about your opinions on a variety of issues related to your work and school. **Part 2** asks for your opinions of changes at your school. **Part 3** asks for some background information. Please complete all sections.

PART 1

FOR EACH STATEMENT PLEASE CIRCLE ONE RESPONSE

the extent to which you agree with the statement as it reflects what is happening in your school at this time.

1 = Strongly disagree
2 = Disagree
3 = Uncertain
4 = Agree
5 = Strongly agree

Example

This school now

The principal knows most of the students in this school by name

1 2 3 (4) 5

Part 1

This school now					
1	2	3	4	5	1. There is effective communication among staff
1	2	3	4	5	2. Decision-making processes are fair
1	2	3	4	5	3. Students respect staff
1	2	3	4	5	4. Staff in this school work hard to promote and maintain good relations with the community
1	2	3	4	5	5. Teachers respect students
1	2	3	4	5	6. Staff encourage students to try their very best
1	2	3	4	5	7. New staff are well supported in this school
1	2	3	4	5	8. Teachers believe that all children can be successful
1	2	3	4	5	9. Whole-school meetings are worthwhile
1	2	3	4	5	10. There is mutual respect between staff and senior staff in this school
1	2	3	4	5	11. Staff feel encouraged to bring forward new ideas
1	2	3	4	5	12. There is effective communication between teachers and support staff
1	2	3	4	5	13. The primary concern of everyone in the school is student learning
1	2	3	4	5	14. Staff participate in important decision making
1	2	3	4	5	15. The senior staff communicate a clear vision of where the school is going
1	2	3	4	5	16. Staff development time is used effectively in the school
1	2	3	4	5	17. Parents are clear about behaviour standards expected in school
1	2	3	4	5	18. Students in this school are enthusiastic about learning
1	2	3	4	5	19. Support staff like working in this school
1	2	3	4	5	20. Staff have a commitment to the whole school and not just their class or syndicate
1	2	3	4	5	21. Staff pay attention to keeping the school environment attractive

This school now					
1	2	3	4	5	22. The school communicates clearly to parents the standard of work it expects from students.
1	2	3	4	5	23. Teachers in this school believe that all students can be successful.
1	2	3	4	5	24. At staff meetings time is spent on important things rather than on minor issues.
1	2	3	4	5	25. Adults as well as students learn in this school.
1	2	3	4	5	26. Support staff feel involved in the life of the school.
1	2	3	4	5	27. There is regular staff discussion about how to achieve school goals/targets.
1	2	3	4	5	28. Standards set for students are consistently upheld across the school.
1	2	3	4	5	29. Senior staff openly recognise support staff when they do things well.
1	2	3	4	5	30. Students work is prominently displayed.
1	2	3	4	5	31. Student success is regularly celebrated in this school.
1	2	3	4	5	32. Support staff have input into the school strategic plan.
1	2	3	4	5	33. Disruption in classes is dealt with promptly so that learning for all students can proceed.
1	2	3	4	5	34. The staff encourage parents to be involved in the school.
1	2	3	4	5	35. Students are clear about standards of behaviour expected in the school.
1	2	3	4	5	36. The school development plan includes practical ways of evaluating success in achieving goals and targets.
1	2	3	4	5	37. Extra-curricular activities provide valuable opportunities for all students.
1	2	3	4	5	38. The Board of Trustees plays a significant role in supporting developments within the school.
1	2	3	4	5	39. Teachers in this school believe that all students can learn.

Part 2
CHANGE OVER THE LAST 1-2 YEARS

Please circle one response
(use 1-5 scale, and don't know) 1= strongly disagree, 5= strongly agree

1	2	3	4	5	Don't know
1	2	3	4	5	Don't know
1	2	3	4	5	Don't know
1	2	3	4	5	Don't know
1	2	3	4	5	Don't know
1	2	3	4	5	Don't know
1	2	3	4	5	Don't know
1	2	3	4	5	Don't know
1	2	3	4	5	Don't know
1	2	3	4	5	Don't know
1	2	3	4	5	Don't know
1	2	3	4	5	Don't know
1	2	3	4	5	Don't know
1	2	3	4	5	Don't know
1	2	3	4	5	Don't know

1. We expect more of our students
2. We enjoy our work more
3. We have made positive changes to the way we teach
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13. What do you see as the achievements of this school over the last 3-4 years?

14. What do you see as the current strengths of this school?

15. What changes would you like to see in this school over the next couple of years, if any?

BACKGROUND INFORMATION

(PLEASE TICK OR FILL IN THE APPROPRIATE BOXES)

1. Female
 Male

2. Name of your School:

3. Years at this school

- less than two
 2 – 4 years
 5 – 10 years
 11 – 20 years
 21+ years

4. Position and responsibility

- Teacher aide
 Deputy Librarian
 Office Manager
 Office Assistant
 Caretaker/Cleaner
Other – please specify

5. Qualifications (please specify)

6. Membership of professional organisations (name)

APPENDIX 4 Consent Form

Sustainable school improvement research project

Consent form

- I have read the quotations drawn from an interview with me in the draft report *Sector and official views of school improvement in New Zealand*.
- I agree to my name being attributed to the quotations from my interview.
- I agree to being listed in an appendix to the report as a participant in the research.
- My signature below indicates that I have read and understood this consent form and I have agreed to my name being used as outlined.

Name _____

Signature _____

Position (at time of interview) _____

Date _____

Please return in the addressed envelope to Linda Mitchell, NZCER, PO Box 3237, Wellington by **20 September**.

APPENDIX 4

INFORMATION SHEET AND CONSENT FORM FOR CASE STUDY SCHOOLS

SUSTAINABLE SCHOOL IMPROVEMENT IN PRIMARY SCHOOLS

INFORMATION SHEET

This research investigates how schools that have been identified as “improving” continue to develop so that the quality of children’s learning continues to grow over time. We want to find out the factors in schools and their communities which encourage school learning, change and improvement, as well as the factors that make this more difficult.

In the first part of the study, we interviewed key people in educational agencies and organisations to see what they understood as sustainable school improvement. Our intention was to build up a picture of what school improvement and development looks like at the policy level, to people in national educational organisations, and to people who work in schools.

In this second part of the study, we are undertaking case-studies of 10 primary and intermediate schools which have been named by people in the first part of the study as ones which are engaged in notable school developments.

The study will involve the researchers in documenting the history of school change and improvement in this school, and in tracking current and future practices. This will include a short written survey for all staff, and interviews with the principal, teachers from different parts of the school, the chair of the board of trustees, and students from different parts of the school. We would also like to attend any staff meetings that occur during our 2-3 day visit, and observe some classrooms and playground activity. (At some time in the future we would hope to return to track further changes).

The intention of this research is that participants will benefit as well as the researchers. It will be an opportunity for you to give an account of your own achievements, challenges and future plans. In the process of the discussions and data collection it is hoped that participants will gain insights into school development processes, and get feedback on their own achievements. The researchers are also prepared to be a source of information for the school in areas where the school requests this.

All material will be treated confidentially, with schools and individuals identified only if they wish. The draft case studies will be given to schools for your feedback before the final report is written. Each of the 10 schools involved will receive a copy of the final report, and summaries of the findings.

The NZCER team for this study are Marie Cameron and Linda Mitchell, with support from Cathy Wylie.

If you would like further information on the study, please contact one of us:

Marie Cameron - 04 384 7939(ext.818), marie.cameron@nzcer.org.nz
Linda Mitchell: 04 802 1443, linda.mitchell@nzcer.org.nz
NZCER fax is (04) 3847 933

SUSTAINABLE SCHOOL IMPROVEMENT RESEARCH PROJECT

FORM FOR CONSENT TO TAKE PART IN THE STUDY

I have read the information about the sustainable school improvement research study. I understand that my name will be kept confidential in the report on the study.

I agree to take part in the study.

Name: _____

Signature: _____

Date: _____

Freepost no. 3214
Linda Mitchell
Senior Researcher
NZCER
P.O.Box 3237
Wellington 6000

APPENDIX 5

NAMES AND ORGANISATIONS OF SCHOOL SECTOR PERSONNEL AT MARCH 2001

Principals

John	Fleming	Principal	Pt Chevalier School
Peter	Gunn	Principal	Naenae Intermediate School
Marilyn	Gwilliam	Principal	Epsom Normal School
Judy	Hanna	Principal	Mangere Bridge School

Organisation Representatives

Bruce	Adin	Vice President	NZEI Te Riu Roa
Chris	France	President	New Zealand School Trustees Association
Elaine	Hines	National Training Co-ordinator	New Zealand School Trustees Association
Michael	Irwin	Policy Analyst	NZ Business Roundtable
Geoff	Lovegrove	President	New Zealand Principals Federation
Pat	Lynch	Chief Executive Officer	Association of Proprietors of Integrated Schools
Carol	Parker	Regional Secretary	NZEI Te Riu Roa
Darrell	Ward	Immediate Past President	NZEI Te Riu Roa

Government Officials

Lyn	Bareta	Project Director Literacy Leadership	Learning Media
Jacky	Burgon	Research Manager	Ministry of Education
Martin	Connelly	Chief Policy Analyst	Ministry of Education
Jim	Douglas	Manager Schools & Early Childhood	Central South Ministry of Education
Mike	Hollings	General Manager	Māori Development Policy Te Puni Kokiri
Glenda	Irving	Policy Analyst	The Treasury
John	Langley	Director	Teacher Registration Board

Graeme	Marshall	Regional Manager	Ministry of Education
Fiona	Ross	Policy Analyst	The Treasury
Mary	Sinclair	Senior Manager	Monitoring and Support, Ministry of Education
Warwick	Terry	Policy Analyst	The Treasury

Researchers/Academics

Phil	Capper	Director	Centre for Research on Work, Education and Business Ltd
Lester	Flockton	Co-Director	Educational Assessment Research Unit, University of Otago
Wally	Penetito	Senior Lecturer	School of Education, Victoria University of Wellington
Viviane	Robinson	Associate Professor	University of Auckland

Teacher Educators/Researchers

Murray	Gadd	Education Consultant	
Kay	Hawke	Education Consultant	Institute for Professional Development and Educational Research, Massey University
Jan	Hill	Education Consultant	Institute for Professional Development and Educational Research, Massey University
Mary	Hill	Senior Lecturer	University of Waikato
David	Stewart	Director	New Zealand Principals and Leadership Centre

APPENDIX 6

SCHOOL SECTOR PERSONNEL INTERVIEWS

Questions for Interviews

1. What do you understand by the term “school improvement?”
2. What would you expect to see in a school that is improving?
3. What needs to occur for schools to sustain improvement over time?
4. What are the major obstacles to school improvement?
5. How can schools build on improvement when they are already acknowledged as successful?
6. Describe any tensions between school improvement and external factors, e.g. accountabilities, expectations and requirements.
7. What three things do you think would make the greatest difference to school improvement?

APPENDIX 7

LETTER AND CONSENT FORM FOR SCHOOL SECTOR PERSONNEL

11 September 2002

«First_Name» «Last_Name»
«Company»
«Address_1»
«Address_2»
«Address_3»
«City»

Dear «First_Name»

Last year we interviewed you, as well as other experienced school sector personnel, about your views of school improvement for our sustainable school improvement research project. We decided not to publish the report of views of school improvement as a separate report, but rather publish it together with a report of changes and processes of change that have occurred in ten primary schools over the last few years. Our final report is almost complete, and we hope to launch it at NZCER's *Teachers make a difference* conference on 25 October.

The provisional title is **Sustaining school improvement – ten primary school's journeys.**

When we interviewed you, we undertook to send you a draft of the report, so that you could consider whether we could put your name to quotations from your interview. We would need your agreement to do this. I am enclosing this draft and have highlighted quotations that we drew from your interview. Would you please fill in and send me the attached consent form by 20 September, to indicate if you agree to be named. I would also like to list you in an appendix to the report as a participant, so please would you advise me of your position within your workplace at the time of the interview (March–June, 2001).

Please contact me if you would like to discuss this request. My direct phone line is (04) 802 1443, email linda.mitchell@nzcer.org.nz

Regards

Linda Mitchell
Senior researcher

CONSENT FORM FOR SECTOR PERSONNEL

Sustainable school improvement research project

Consent form

- I have read the quotations drawn from an interview with me in the draft report *Sector and official views of school improvement in New Zealand*.
- I agree to my name being attributed to the quotations from my interview.
- I agree to being listed in an appendix to the report as a participant in the research.
- My signature below indicates that I have read and understood this consent form and I have agreed to my name being used as outlined.

Name _____

Signature _____

Position (at time of interview) _____

Date _____

Please return in the addressed envelope to Linda Mitchell, NZCER, PO Box 3237, Wellington by **20 September**.