

**Education Review Office**  
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Christchurch

**FEBRUARY**

**21st 2011**





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## 22nd 2011





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2011

IN THE

**SHAKY ISLES**



# Ministry of Education Response:

- Relocating or co-locating 18 schools (55% of secondary students experienced co-sharing)
- Providing transport for up to 7000 students daily
- Relocating students from 3 residential schools
- Attending to property needs - portable toilets, relocate able classrooms, safe water and sewerage services



## **The principles underpinning the response from the Ministry of Education were to:**

- Support children and students to achieve the best possible educational outcomes
- Secure sufficient levels of access to high quality education provision
- Priorities the needs of target groups within the education system
- Focus on the future

**The Education Review Office supports these priorities in its work in the sector**



# Immediate impact on ERO's evaluation work:

- All evaluation reviews in the city and immediate surroundings were postponed
- All physical files and resources were lost
- Resupply of essential equipment needed
- Business continuation plan put in place

**The most important skill during this time was**

**LISTENING - WHAKARONGO**



## **Implications on work practices:**

- Evaluation staff began working from home
- More travel to areas outside of Christchurch
- Management awareness that staff were also dealing with personal impacts of the earthquake



# Capturing learning from a situation of crisis: **Evaluating resilience and innovation in Canterbury schools and early childhood centres**

- Using an appreciative inquiry approach

***"By helping organisations envision a future based on past successes appreciative inquiry is able to energise and motivate them to strive for more peak experiences because they know what is possible"***

Preskill and Catsambas  
Reframing Evaluation through  
Appreciative Inquiry 2006



# **Capturing learning from a situation of crisis:**

Using an appreciative inquiry approach

**Evaluation writers agree that the appreciative inquiry approach works because:**

- It builds relationships where people are valued as individuals
- It creates an opportunity for people to be heard
- It encourages people to be positive



# **Focusing on effective relationships as a key evaluator competency**

- ANZEA evaluator competencies "engaging in mana-enhancing relationships"
- ERO's evaluator competencies -
  - Engaging in positive and constructive interactions with groups and individuals
  - Identifying and responding to a range of review contexts
- ERO Mātāpono - listening



# 2012 RETURNING TO CHRISTCHURCH SCHOOLS

- Cluster approach to 16 of the affected schools on the east side of Christchurch
- Mixed teams, one team member from the Christchurch office, the other from the Dunedin office
- Meetings prior to review with Principals and Board members to discuss and agree to evaluation approach
- Strong focus on school's own self review practices



## **Some of the adaptations to the review design included:**

- Reducing the time spent with students and teachers, observing in classrooms, so that ERO was not creating additional stress that might negatively impact on learning
- Having a greater focus on what the leaders and managers, and governors knew about students' learning and well-being
- Evaluating the quality of the board's existing planning and reported information
- Focusing on the board's current priorities



## **The stories we have gathered from schools and early childhood centres will contribute to sector learning by:**

- Identifying what works
- Promoting confidence that schools and centres are responding appropriately in an emergency
- Building knowledge and skills in resilience
- Sharing innovative practice
- Promoting evaluation as adaptive, responsive and important in its contribution to community learning
- Highlighting the value of evaluation in the aftermath of an emergency



**LOOKING FORWARD:**

**Our new building -  
Wairakei Road  
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