



Making a bigger difference

Using BES professional knowledge resources to advance valued outcomes for diverse (all) learners

The Iterative Best Evidence Synthesis (BES) Programme brings together research-based evidence, from New Zealand and elsewhere, to explain what works and why in education and what makes a bigger difference for diverse learners.



The BESs are professional resources for

... principals, other leaders, teachers, early childhood educators, teacher educators, policy workers, researchers, and trustees. BES findings are brought to life through vignettes and cases of effective practice.

We are so busy in education – why should we use the best evidence syntheses?

Every teacher I have met is the best teacher they know how to be. But unless we support our teachers with professional learning opportunities, they will act in isolation of the wider knowledge that research is making available.

Graham Young,
Secondary Principals' Association
of New Zealand

The BES findings can help educators to simultaneously raise achievement, reduce disparities, and support student well-being by working smarter, not harder. The BESs identify approaches that work for **all** students, and they feature research by leading Māori education researchers about Māori success in both English- and Māori-medium education.

In a national evaluation of the implementation of the New Zealand Curriculum, teachers and principals reported that the BESs were the most useful resources available for helping them to achieve curriculum goals.

The BESs are trustworthy because

... they are bodies of evidence created through **an iterative process** of development, based on national guidelines, that draws on the advice of practitioners, policy workers, and national and international experts.

New Zealand's BESs – world-leading knowledge resources

It is sometimes hard to imagine anything new under the educational reform 'sun' ... but periodically, advances appear that have the power to fundamentally reshape how we work. The Iterative BES Programme is at the forefront of a wave of activity that is already moving the reform landscape forward in a dramatic way by linking research to policy and practice. In my view, the Iterative BES Programme has the potential to make a dramatic impact, not only on education in New Zealand, but in other countries around the world.

Dr Lorna Earl, President, International Congress of School Effectiveness and Improvement

The International Academy of Education (IAE) has commissioned **summaries of recent BESs** for international use, as part of its Educational Practice Series. UNESCO has funded the publication of these summaries in both English and te reo Māori. They are online at www.ibe.unesco.org/en/services/online-materials/publications/educational-practices.html

Free for New Zealand educators, hard copies of recent BESs can be ordered from: orders@thechair.minedu.govt.nz





What's new for teachers and professional leaders?

Quality Teaching for Diverse (All) Learners in Schooling BES
He Ako Reikura, He Ākonga Rerekura (Te Katoa) Hei Kete Raukura [BES]

The original BES is now being updated in consultation with sector stakeholders. Priority has been given to teachers' requests for new cases that illustrate high-impact approaches in areas of national need.

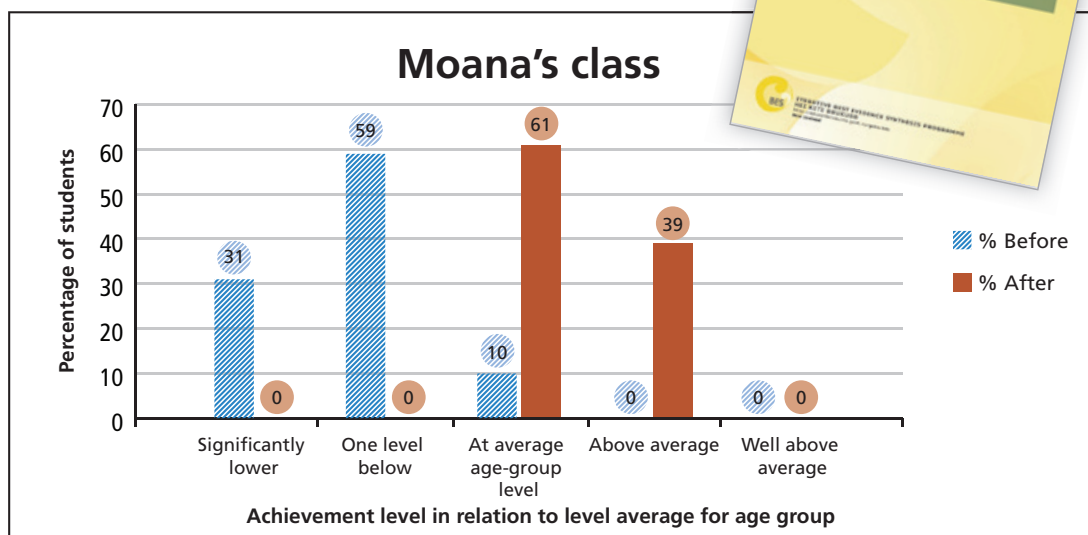
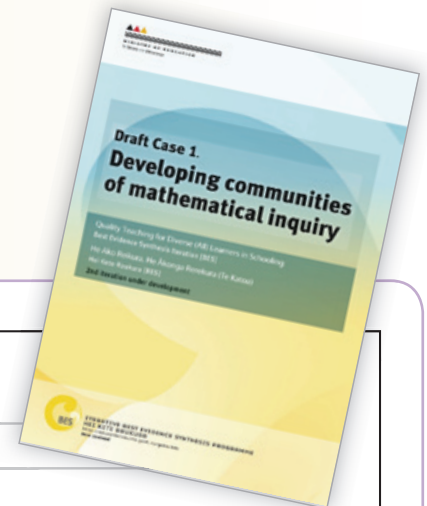
New cases, showing how to make a much bigger difference in teaching across the curriculum, are going online in 2011.

The first of these cases, "Developing communities of mathematical inquiry", is available online now, at the BES website: www.educationcounts.govt.nz/goto/BES

It describes a professional learning intervention, led by Dr Roberta Hunter of Massey University, which lifted achievement markedly, reduced disparity, and countered bullying in a low-decile school with mostly Māori and Pasifika students.

Professor Courtney Cazden of Harvard University described this intervention as **"among the best you would find anywhere in the world."**

These new 'quality teaching' cases unpack the key ways in which specific professional learning and leadership has enabled teachers involved to become far more effective. Each case includes Professional Learning Starter Questions. Please send feedback about the usefulness of these cases to best.evidence@minedu.govt.nz



A standout finding of the *School Leadership and Student Outcomes BES* is that when leaders promote and/or participate in professional learning, this makes far more difference to student gains than any other leadership activity.

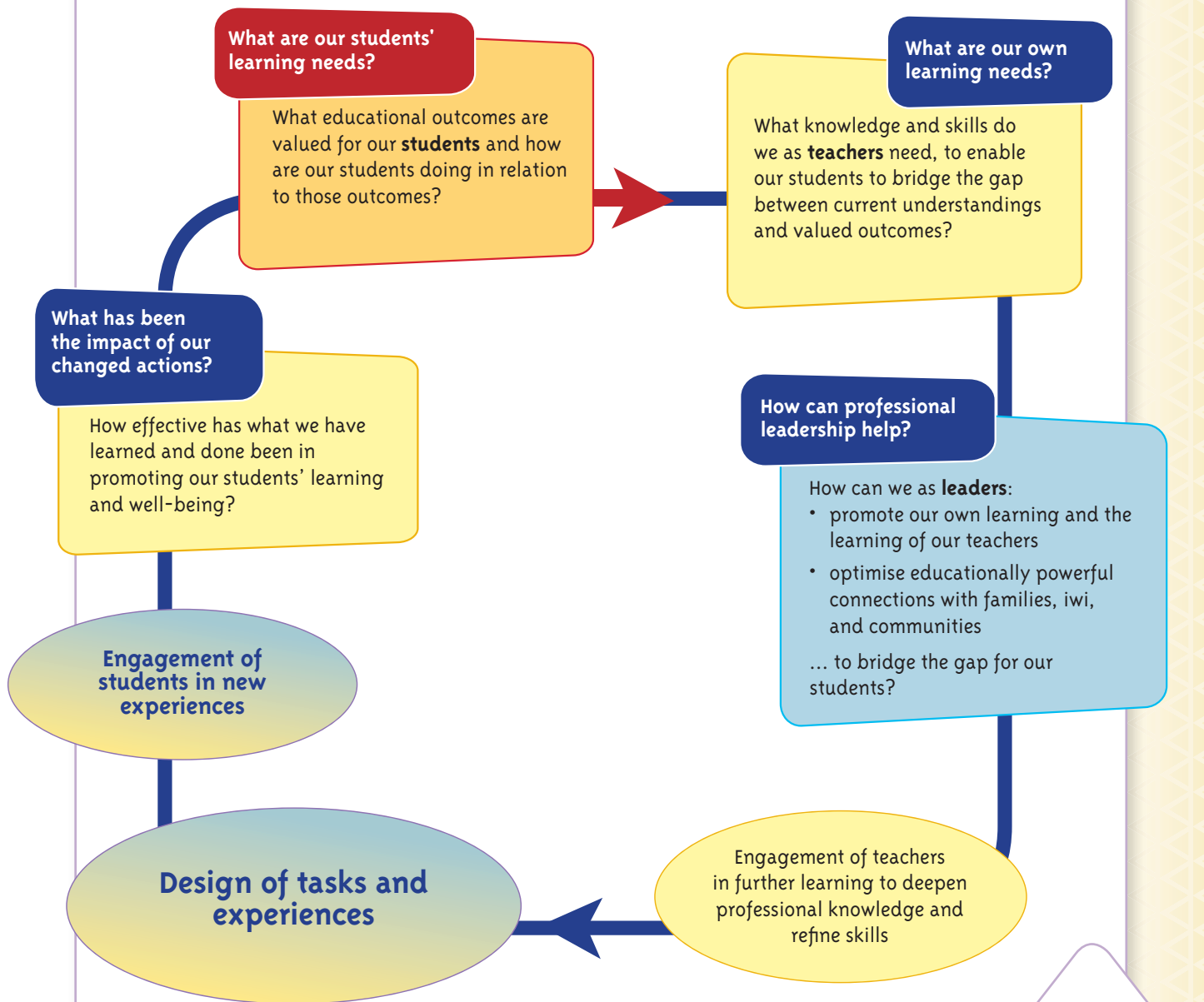
Ko te waka mātauranga, he waka eke noa
The waka of knowledge is the waka for everyone.

Making a bigger difference for my students

The BES diagram below is a tool that teachers, teacher educators, and leaders can use to improve teaching in ways that are responsive to the needs and identities of their own students.

When teachers collaborate in using an inquiry approach rather than working alone, they can make and sustain even more difference for their students.

Professional inquiry and knowledge-building cycle to promote valued student outcomes



This diagram expands on the professional inquiry diagrams in *Te Marautanga o Aotearoa* (page 16) and *The New Zealand Curriculum* (page 35).

All the BESs reveal that when educators make educationally powerful connections between new learning and the lives and identities of their diverse students, this has a large positive impact on success (see chapter 7, *School Leadership and Student Outcomes BES*, for more).



Where can I find out more?

All BESs, BES working papers, and related resources are available at:
www.educationcounts.govt.nz/goto/BES

Best evidence synthesis iterations (BESs)



Teacher Professional Learning and Development BES – 2007

PPTA welcomes this latest best evidence synthesis as a significant contribution to our understanding of the role of professional learning in assisting teachers to develop their practice ... PPTA members tell us that such learning is rarely available to them. This needs to change.

Robin Duff, NZPPTA



Effective Pedagogy in Social Sciences/Tikanga ā Iwi BES – 2008

The Secondary Principals' Association of New Zealand sees the *Social Sciences/Tikanga ā Iwi BES* as a comprehensive resource that will have a positive influence on the social sciences at every level in our schools.

Peter Gall, SPANZ



Effective Pedagogy in Mathematics/Pāngarau BES – 2007

This best evidence synthesis of *Effective Pedagogy in Mathematics/Pāngarau* is a 'must read' for those in the early childhood sector.

Faith Martin, Director,
Massey Child Care Centre

NZEI sees the *Effective Pedagogy in Mathematics/Pāngarau BES* as being of great benefit to teachers, teacher educators, and policymakers.

Irene Cooper, NZEI Te Riu Roa

For the last 20 years, the teaching of pāngarau (mathematics) has played a significant role in the revitalisation of te reo Māori. The *Effective Pedagogy in Mathematics/Pāngarau BES* recognises the close relationship that exists between language and the learning and teaching of mathematics.

Tony Trinick, The University of Auckland

E rima te'arapaki, te aro'a, te ko'uko'u te utuutu, 'iaku nei. This synthesis ... highlights the importance of a culture of care. How this translates into quality outcomes for Pasifika students requires the attention of New Zealand researchers and educators.

Dr Roberta Hunter, Massey University

Quality Teaching for Diverse Students in Schooling BES – 2003 (second iteration now in progress)

The Complexity of Community and Family Influences on Children's Achievement in New Zealand BES – 2003

Characteristics of Professional Development Linked to Enhanced Pedagogy and Children's Learning in Early Childhood Settings BES – 2003

Quality Teaching Early Foundations BES – 2003

Collectively building our knowledge

The Iterative BES Programme leads a collaborative approach to knowledge building across policy, research, and practice to support sustainable improvement in education.

As part of the iterative process that strengthens the effectiveness of BES work, the Iterative BES Programme welcomes feedback. Please send your feedback to: best.evidence@minedu.govt.nz

NZEI welcomes the contribution the BES series makes towards better informed teacher practice by providing access to research evidence on what makes a difference to student learning and achievement. New Zealand teachers can recognise and use the teaching-learning theories and good practice illustrated through vignettes and case studies, which set them within the spirit and intent of New Zealand's partnership documents: *The New Zealand Curriculum*, *Te Marautanga o Aotearoa*, *Te Whāriki*, and *Ka Hikitia*.

Ian Leckie, National President, NZEI Te Riu Roa



School Leadership and Student Outcomes: Identifying What Works and Why BES – 2009

He Kura Rangatira, He Kura Ākonga: Te Hua i Kitea Ai, Te Hua i Rite Ai: Te Kete Raukura [BES] – 2009

Ka whāia haeretia te kaupapa nei, ā, ka turuki, he take; ka paneke he whārua, ka mutu ka whakatakotoria he kōrero hei āwhina. Mā te pēnei, kua whai kāinga tō tātou reo, tō tātou āhua o te noho ki roto i te tuhinga kua tāia nei.

Para Meha, Shane Ngatai,
and Debi Marshall-Lobb, Te Akatea

The NZPF supports the opportunity that this valuable document offers to principals to deepen and update their professional knowledge ... we recommend that principals use this BES as a personal tool.

Ernie Buttveld, NZPF

To ignore this research would be to blight the chances of current and future generations of New Zealand students.

John Garner, NZASA

The *School Leadership and Student Outcomes BES* provides an engaging practical tool for school leaders responsible for the education of students in the middle years.

Dr Brian Hinchco, Wendy Esera, and Bill Noble,
NZAIMS

This document is a "must read" for all educational leaders.

National Association of Secondary Deputy and
Assistant Principals

The *Leadership BES* already has significant traction in New Zealand secondary schools and is well regarded by the profession as being both aspirational and practical in content. We are proud to have been involved with it from the beginning and commend it to you all as a well-researched, clear, and detailed way forward for leaders at any level of the schooling system. We hope it gives principals in particular a focus for their work as well as being a useful tool to help us all find ways to improve student outcomes.

Julia Davidson, Chair, NZSPC



Access to the research behind the BESs

A new Ministry link enables those who are seeking more information about particular research studies identified in the BESs to order copies of these studies. This information is available free to New Zealand schools and early childhood centres.

The link is: www.educationcounts.govt.nz/themes/library/bes-research