



## EVIDENCE

Your evidence is a key part of your entry. Evidence is the data and information you select to explain what your team achieved, and show the impact it made on your learners.

You need to present your evidence in a way the judges find interesting. Try to think of creative ways to show the impact your work programme has had on learners, teachers, parents, whānau and the broader community.

Your evidence might include:

- data (in areas such as attendance, ERO review, assessment results)
- tables and graphs
- images
- video (see [Entry FAQs](#) for more information)
- visual evidence of how the school environment has changed
- evidence of whānau and community engagement
- evidence of how learners' sense of wellbeing has improved
- evidence of how the wider school community has benefited.

### 1. Take them on a journey

Make sure your evidence shows clear links between the initial baseline information and evidence you gathered about what you wanted to change, and the actions you took to achieve the outcomes you sought.

Help the judges see where you started from and where you got to – in other words, take them on your journey.

### 2. Share your insights

Don't just provide your evidence, information and data in raw form — present your analysis of it to demonstrate the impact your changes have made to your learners' achievement, including social and cultural outcomes.

Present your data using the most appropriate method for your planned outcomes, such as annotated tables and graphs.

### **3. Show progression**

To show progress your learners have made over time, describe the gains your team has made between at least two points in time. For schools and kura, it's helpful to show this progress using nationally-normed assessment tools or indicators. For early learning services, it's helpful to show progress using indicators.

You may wish to show the size of the shifts in outcomes that children and young people have made using effect-size analyses. For more information on understanding, using and calculating effect sizes for schools and kura, refer to [Education Counts — Effect Sizes](#).

Whichever method you use, the judges will want to see that the progress made is better than could be expected if the actions, programmes, or changes were not implemented.

### **4. Compare the before and after**

It's important to show the gains your learners have made in competencies, capabilities, attitudes and dispositions.

You can demonstrate these gains by comparing the situations before and after. For example, "in the beginning learners were doing a, b, and c in literacy. Now they are doing d, e, and f (which is qualitatively better) in literacy".

### **5. Use learning portfolios**

Learning portfolios that clearly show progress can be a strong visual way to present your evidence. Make it clear in what area this progress was made, how much progress was made and why this was significant for your learners. Remember, the judges will be looking for a critical analysis of your data.

### **6. Tell a stronger story with evidence from multiple sources**

When you talk about the impact of progress (especially in the competencies, capabilities and dispositions), consider including information from learners, teachers, whānau, the community, Communities of Learning | Kāhui Ako, or other groups or teams you work with.

Any external sources should be referenced using in-text citations and included in a reference list.

## **7. Show what educators have learnt**

Your case study is a story about a community in which teachers, trustees, school leaders, learners and whānau are all working together to enable success for learners.

To bring this to life, show the learning and progress teachers, trustees and managers have made too. Points 1, 4 and 6 above apply to this.