OTAGO POLYTECHNIC
Te Kura Matatini ki Otago

Getting from what so? to so what?

using

Evaluative Conversations

Stuart Terry

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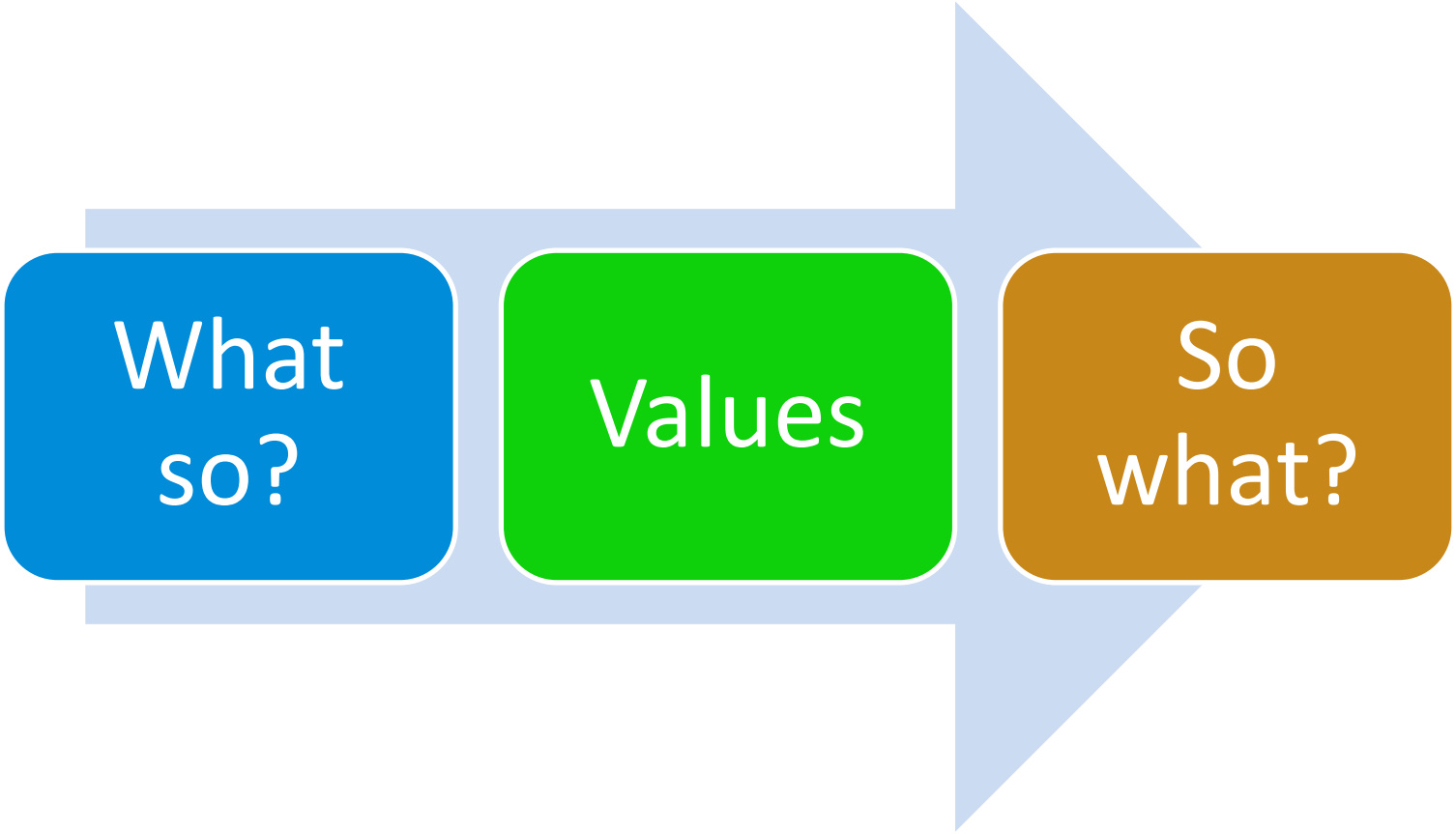
E + valu + ation



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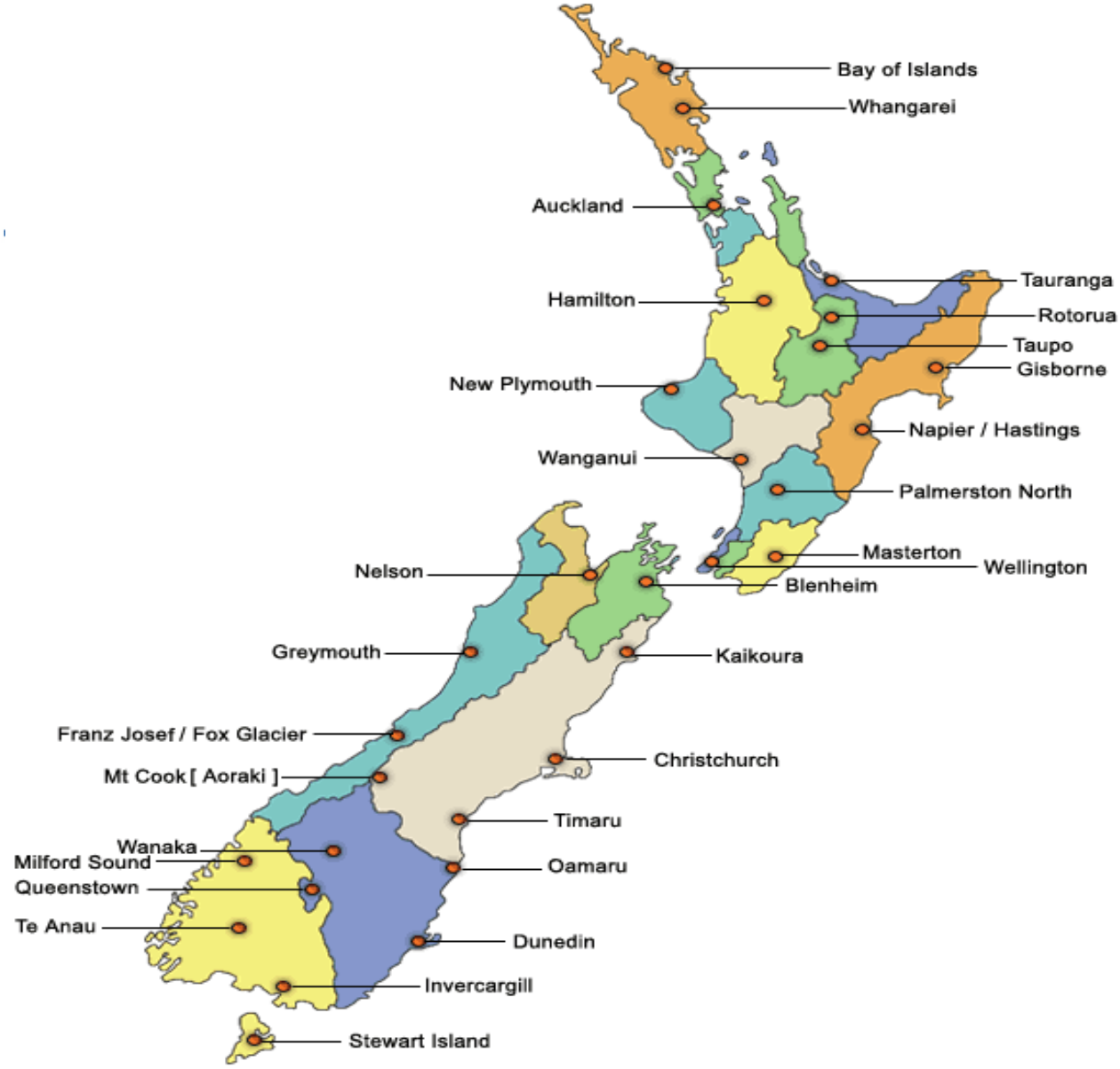

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New Zealand Qualifications Authority (NZQA)

- Responsible for ensuring quality in tertiary education in New Zealand for all institutions.
- Hold institutions accountable to their students, employers, funders and quality assurance bodies through 4 yearly external evaluation and review.
- Use external evaluation and review as an independent judgement of the educational performance and capability of an institution's ability in self-assessment.

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Rating

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Capability Categories

1. • Highly Confident in educational performance and Highly Confident or Confident in self-assessment
2. • Confident in educational performance and Confident or Highly Confident in self-assessment
3. • Not Yet Confident in either educational performance or self-assessment
4. • Not Confident in either educational performance or self-assessment

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Recognition for Otago Polytechnic

High Confidence

- Overall Educational Performance

High Confidence

- Capability in Self-Assessment

CATEGORY ONE

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Evaluative Conversations

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Evaluative Approaches

Typical Approach	Focused on measurement
	Specialist's responsibility
	A discrete, outsourced function
	Completed at the end
	On the margins
Evaluative Conversation Approach	Focused on inquiry
	It is everyone's responsibility
	Ongoing, collective responsibility
	Happens throughout the journey
	At the centre of everything we do

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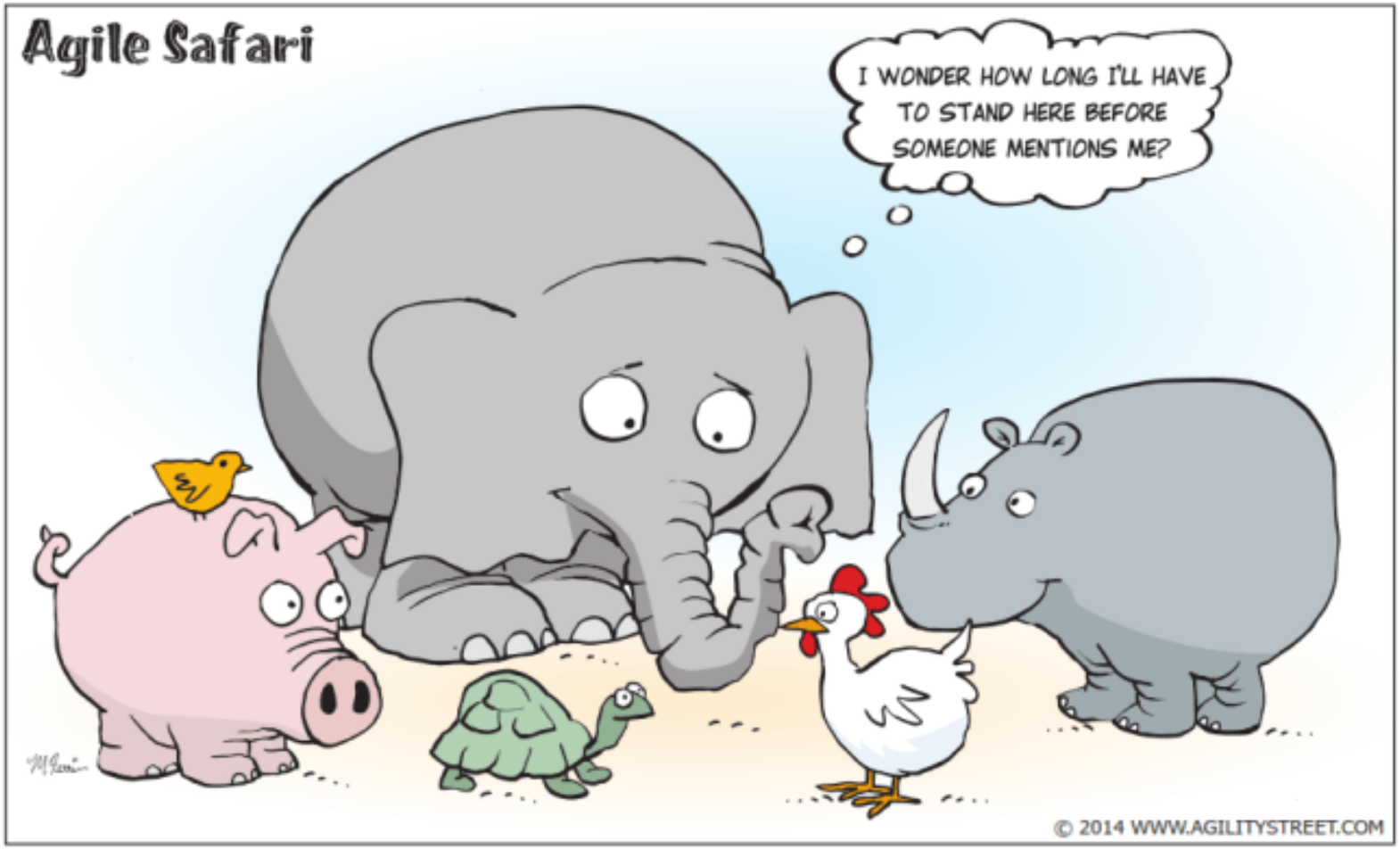
Why Evaluative Conversations?



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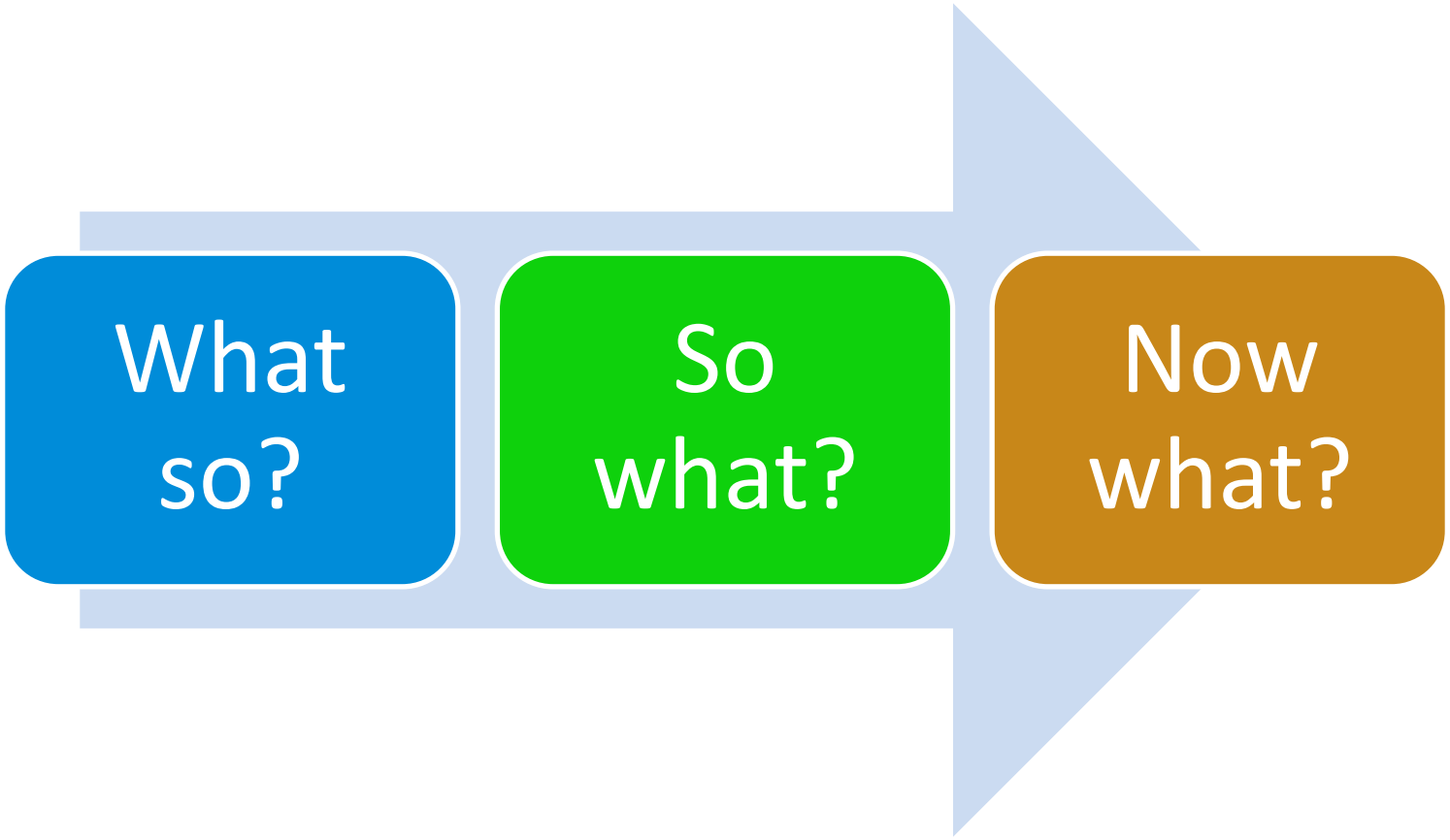
Creating actionable answers



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Why Evaluative Conversations?

Focus on what success looks like

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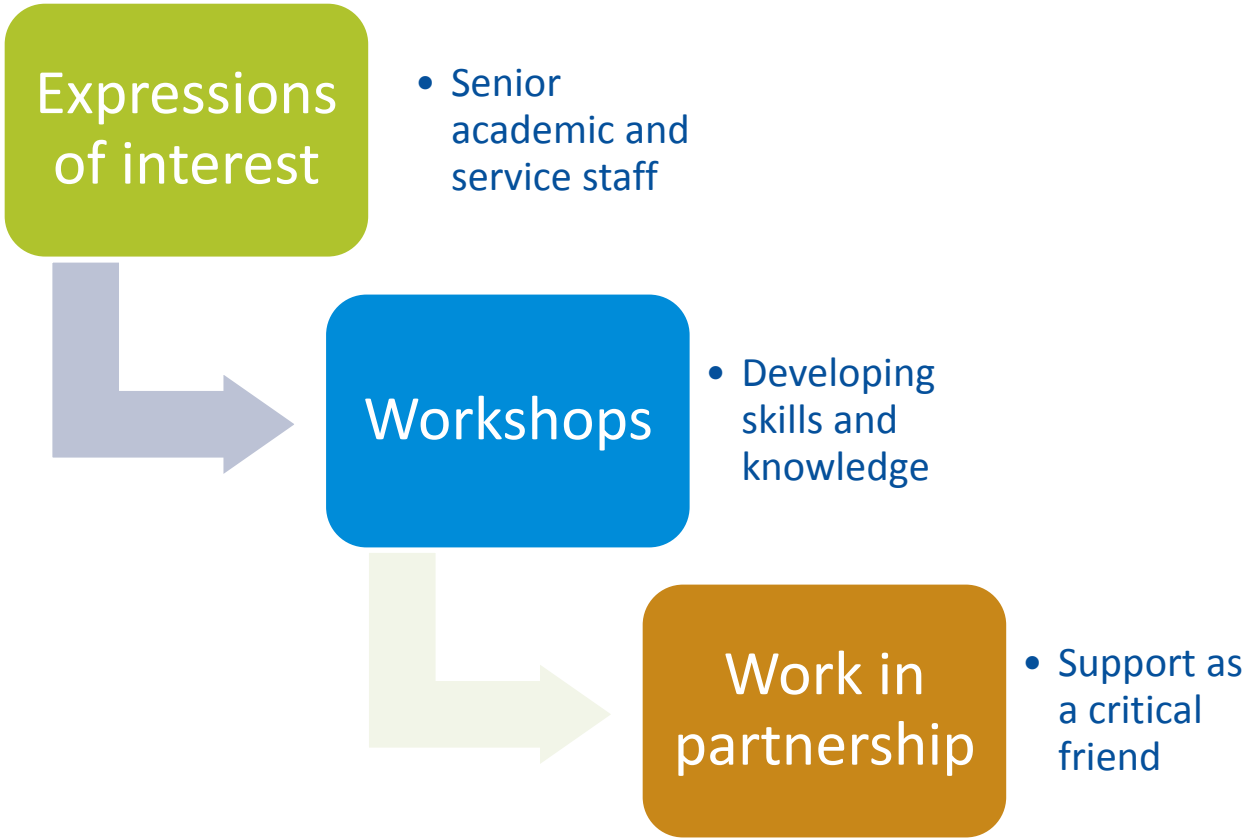
Our Approach



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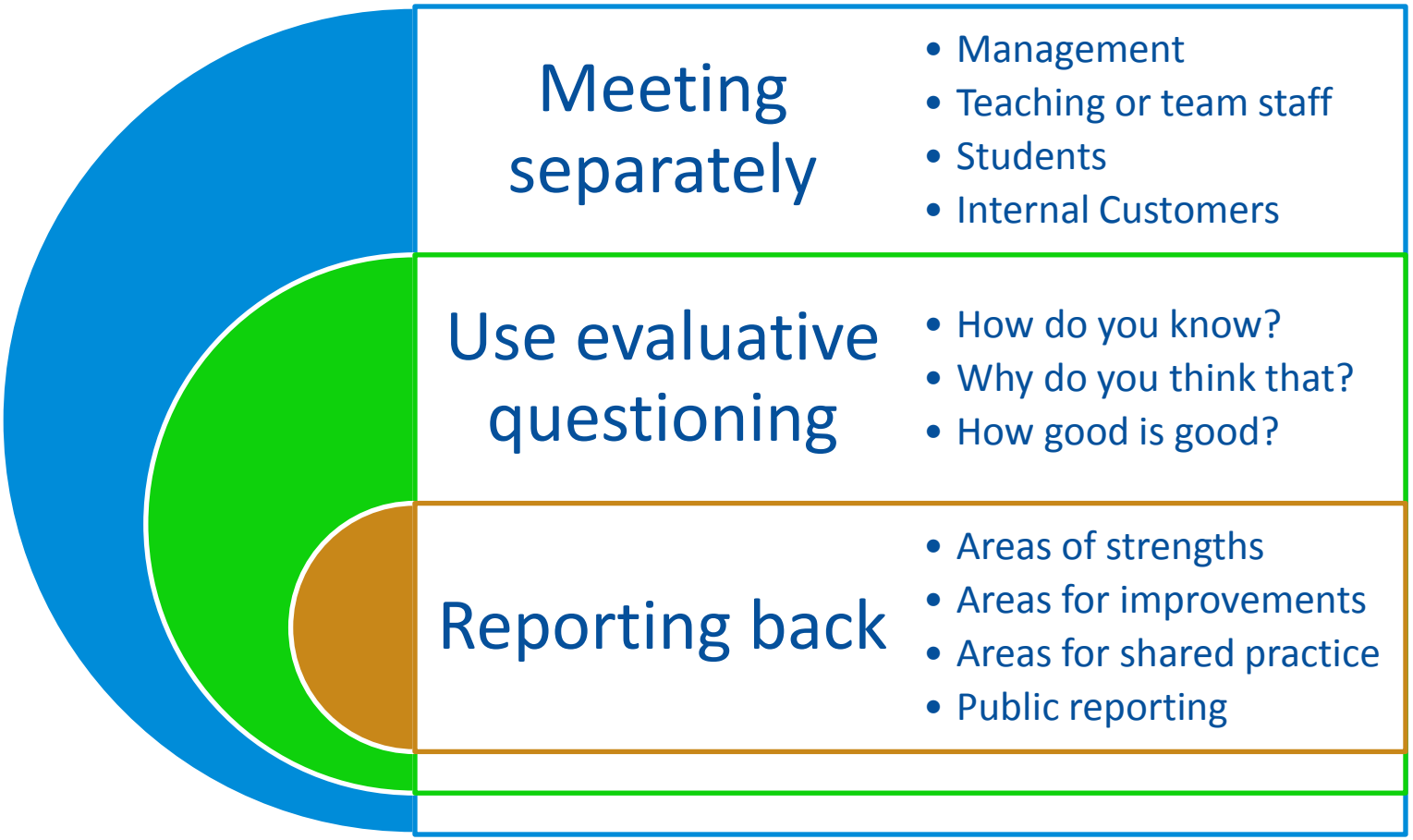
Our Approach



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Starting an Evaluative Conversation

- What is quality teaching and what does that look like?
- How well are learners achieving? What do you know about students who do not succeed?
- How well do programmes and activities or services match the needs of learners and other stakeholders?
- Tell me about the teaching and engaging with industry? How effective is that?
- How well are learners guided and supported?
- How effective are governance and management in supporting educational achievement?

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Data to Begin the Conversation

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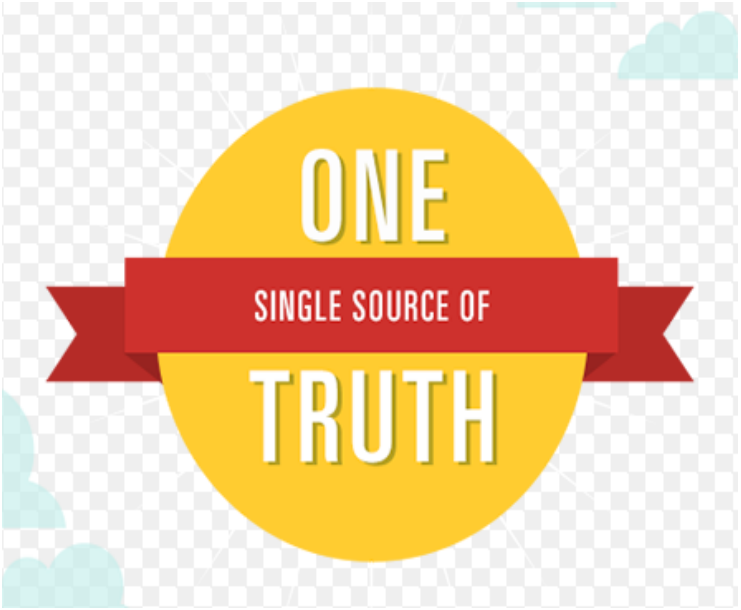

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What is the data telling you?

- Are there any patterns - either consistent or not?
- What are some possible causes for pattern?
- What are the limitations of the data?
- Are the sources of data consistent?
- Does the data align with what you know from informal conversations or what you think you know?

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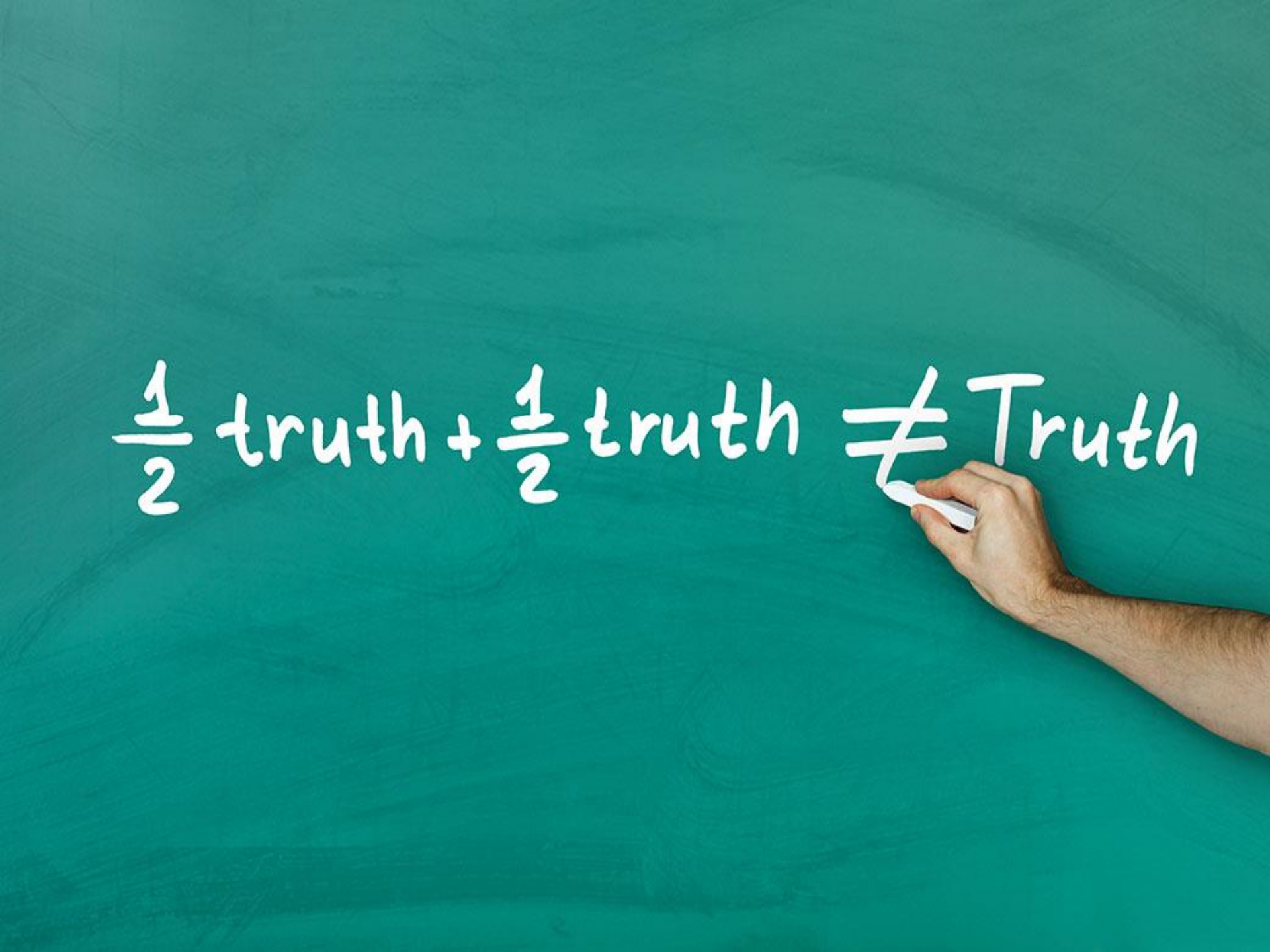
$\frac{1}{2}$ truth + $\frac{1}{2}$ truth $\neq$ Truth

Why is it working for us?

- Organisation has an evaluative approach of self review and self reflection
- Builds organisational capability through the development of an internal evaluation team
- Builds on our organisational approach of self-leading teams by building capability within the teams
- Partnership approach with schools and service areas
- Supports teams to report in the Annual Evaluation and Review cycle.

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Contributing Success Factors

- Whole of organisation approach
- Supportive and positive environment
- Transparent and open process
- Focus on being evidence based
- Systematic and consistent feedback mechanisms
- Data collated in a central online portal

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Business as usual

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Where to Next?

- What does excellent tomorrow look like?
- And how do we know?
- Ongoing continuous improvement to “business as usual”
- Increasing transparency of data
- Reviewing internal evaluation process for capability building across the whole institution
- Continue to build capability of evaluative teams

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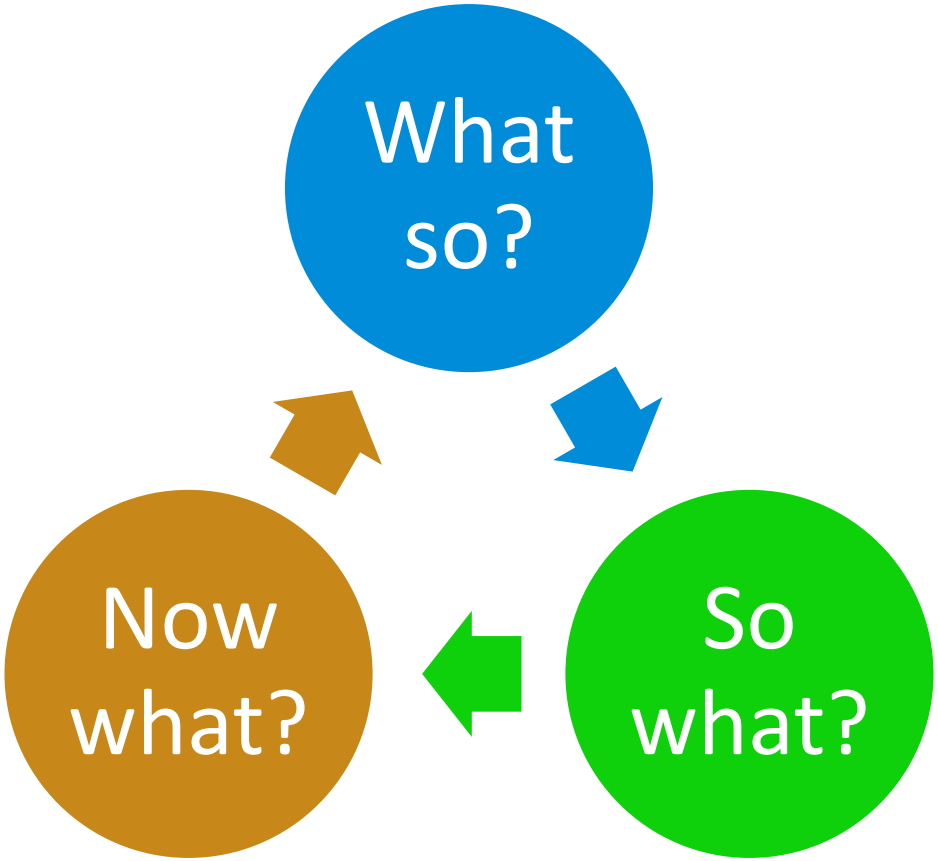
Ongoing cycle of inquiry



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