

## Partnerships with outside providers to enhance programmes of learning and meet learners' needs: Questions and checklists

Effective pedagogy in the New Zealand Curriculum reinforces the importance of our subjects to be taught by teachers who (for example) create a supportive learning environment, make connections to prior learning and experience and inquire into the teaching–learning relationship (Ministry of Education, 2007). At times, teachers may decide to use external providers to strengthen their curriculum-based approach (Ministry of Youth Development, 2004). Some external groups have knowledge and expertise that can be drawn upon (Ministry of Education, 2015).

### Questions school leaders and teachers might ask when planning to use external providers:

- Why are we considering using this provider?
- How is this provider funded, and what is their stated aim or purpose? What is their value-base and their 'agenda'? How do we know this?
- Are they a PCBU (Person Conducting a Business)? If so, you should require them to sign a contract (*External Provider Agreement*) that clarifies who is responsible for implementing and supervising all health and safety requirements while students are tied up with the lesson and how these responsibilities are shared between the safety management systems of both organisations.
- What is the supervision structure for the event (including events on the school site)?
- What are the roles and responsibilities of all staff involved?
- What exactly is it that the organisation offers – a 'service' that responds to client (school/student) needs utilising a range of resource material, or a 'programme' of activities developed and facilitated by the provider?
- Does the provider offer a one-size-fits-all pre-planned 'programme' or does their approach allow for the programme and service to be adapted to respond to the needs of students at your school, and their community?
- Can I source feedback from others who have used this provider to help inform my decision about its place in your programme? What does this feedback say?
- Does this provider have a formal evaluation or review of their programme and/or services? If so, what conclusions are drawn about the quality and effectiveness of their service, and therefore how suitable it might be for our school?
- What will successful outcomes 'look like' if the provider delivers their service effectively? (What does the organisation's programme or service aim to achieve?)
- What are the values of this organisation? Do they align with the values of *The New Zealand Curriculum* and the values of our school?
- Does this provider clearly and explicitly embrace the values of diversity? Are their practices culturally appropriate for our students?
- What expertise does their staff bring?
- Does the organisation require safety checking, which includes police vetting of their employees/contractors?
- How does this provider extend and add to learning opportunities for our students?
- How/what can they add to our existing programme? What evidence we using to make this decision?
- How will this learning assist with addressing the health and physical education learning area achievement objectives and underlying concepts in our learning programme?
- What pedagogical approaches will be used?

### Planning and evaluation checklists:

Once these initial questions have been considered, and a (likely) provider contacted the **planning checklist** that follows could be used when engaging with outside providers. The checklist is designed to help teachers make critical and informed decisions about the place, purpose and value of external providers. A further checklist indicates the type of **evaluative** evidence schools should look at collecting once a provider has delivered their programme or service. **Please adapt these checklists to reflect your school's needs.**

### References:

- Ministry of Education (2007). *The New Zealand Curriculum*. Learning Media; Wellington.
- Ministry of Youth Development (2004). Strengthening Drug Education in School Communities. Retrieved from: <http://www.myd.govt.nz/resources-and-reports/publications/strengthening-drug-education-in-school-communities.html>

## Checklist 1: Considerations when planning for externally-provided teaching and learning experiences

Questions school leaders and teachers might ask an external provider before they run session(s) to support the delivery of a curriculum-based teaching and learning programme:	No evidence of this in the programme or service	Limited or unconvincing evidence	Promising evidence – but needs further clarification	Ample evidence of effective practice	Notes
1. How will the teachers be involved in the development of the programme, session, or learning materials?					
2. How will/ could this programme or session link to prior learning and following learning experiences in our programme?					
3. What range of learning experiences and outcomes exist within the session(s)?					
4. Can this programme or session be adapted to meet the diverse learning needs of students, and the pedagogical approaches of teachers responding to learner needs?					
5. What resources (if any) are distributed by the provider noting Q about adapting materials above?					
6. What formative and/or summative assessment opportunities exist?					
7. What evaluation evidence or testimonials is the provider able to provide (from students and from teachers)?					
8. What is the classroom teaching experience and qualifications of the provider who will be presenting?					
9. [If applicable] what is the cost to the school and what do the costs cover (eg time, resources)?					
<b>Overall, does this provider appear to offer a service that will complement our teaching and learning programme? Why or why not? If the school has reservations, but the provider shows promise, what would need to be negotiated and changed before the provider contributed to our programme?</b>					

Once the external provider is engaged, it is important that you continue to:

- Consult – about shared risks and how these risks will be controlled.
- Cooperate – the PCBU that is closer to the work is likely to have more direct control and influence over the risks, and should be supported accordingly.
- Coordinate – to ensure that either PCBU’s safety efforts aren’t duplicated, or gaps aren’t left. E.g. who is providing and checking the safety equipment? Who is responsible for the students ‘after hours’ or during ‘free time’?
- Monitor the external provider’s efforts to ensure they are doing what has been agreed.
- Reserve the right to halt any event or activity conducted by an external provider for safety or other reasons.

## Checklist 2: Evaluation of externally-provided NZC teaching and learning experiences

<b>Questions school leaders and teachers may ask and reflect upon to evaluate the appropriateness and effectiveness of an external provider supporting the delivery of a curriculum-based teaching and learning programme:</b>	No evidence available	Evidence shows this was poorly done/feedback was unfavorable	Evidence show promise but also identifies room for improvement	Evidence of effective delivery (agreed aims were met and processes followed)	<b>Notes</b>
1. How well were the sessions and learning materials planned, including goals and learning outcomes?					
2. How extensive, explicit and aligned were the links to health and physical education in the NZC?					
3. How well did the session/programme align with learning needs identified by teachers, students and whānau (as part of the community consultation process or other communications)?					
4. How well did the students learn what was intended? Was there (useful) unintended learning?					
5. How well did the session and its outcomes connect to prior learning? How can the outcomes now be built upon for further learning experiences?					
6. Were the learning experiences culturally responsive and effective in meeting the diverse needs of students?					
7. Were the messages and information conveyed age/ developmentally-appropriate, accurate, relevant and consistent with the underlying concepts?					
8. Was the programme delivered in a practical, credible, interactive and child or youth-friendly way?					
9. Did the external provider seek student and/or teacher feedback and, if appropriate, adapt their approach as a result of feedback received?					
10. What did the students say about the session(s)?					
<b>Would we recommend this provider/programme to other teachers in future – why or why not?</b>					