



The diagram illustrates the innovation process as a complex network of interconnected activities and outcomes. Key elements include:

- Central Core:** A cluster of boxes labeled "Innovation", "Research", "Development", "Production", and "Distribution".
- Inputs and Resources:**
 - "Support" at the top left, connected to a sun icon.
 - "Investment" at the bottom left, connected to a solar panel icon.
 - "Market" at the bottom left, connected to a wind turbine icon.
 - "Research" at the bottom center, connected to a microscope icon.
- Processes and Activities:**
 - "Innovation" box with a lightbulb icon.
 - "Development" box with a rocket icon.
 - "Production" box with a factory icon.
 - "Distribution" box with a truck icon.
 - "Marketing" box with a person icon.
 - "Sales" box with a person icon.
 - "Service" box with a person icon.
 - "Finance" box with a banknote icon.
 - "Legal" box with a scale icon.
 - "Human Resources" box with a person icon.
 - "Operations" box with a gear icon.
 - "Technology" box with a computer monitor icon.
 - "Environment" box with a tree icon.
 - "Society" box with a group of people icon.
 - "Culture" box with a book icon.
 - "Values" box with a heart icon.
 - "Beliefs" box with a star icon.
 - "Attitudes" box with a smiley face icon.
 - "Behaviors" box with a person icon.
 - "Skills" box with a person icon.
 - "Knowledge" box with a book icon.
 - "Information" box with a document icon.
 - "Communication" box with a speech bubble icon.
 - "Relationships" box with a handshake icon.
 - "Networks" box with a globe icon.
 - "Systems" box with a flowchart icon.
 - "Structures" box with a building icon.
 - "Processes" box with a flowchart icon.
 - "Procedures" box with a checklist icon.
 - "Policies" box with a document icon.
 - "Strategies" box with a target icon.
 - "Goals" box with a target icon.
 - "Objectives" box with a target icon.
 - "Metrics" box with a bar chart icon.
 - "KPIs" box with a bar chart icon.
 - "Data" box with a database icon.
 - "Analytics" box with a bar chart icon.
 - "Reporting" box with a bar chart icon.
 - "Monitoring" box with a bar chart icon.
 - "Evaluation" box with a bar chart icon.
 - "Feedback" box with a bar chart icon.
 - "Improvement" box with a bar chart icon.
 - "Optimization" box with a bar chart icon.
 - "Efficiency" box with a bar chart icon.
 - "Effectiveness" box with a bar chart icon.
 - "Quality" box with a bar chart icon.
 - "Quantity" box with a bar chart icon.
 - "Value" box with a bar chart icon.
 - "Cost" box with a bar chart icon.
 - "Revenue" box with a bar chart icon.
 - "Profit" box with a bar chart icon.
 - "Loss" box with a bar chart icon.
 - "Risk" box with a skull and crossbones icon.
 - "Uncertainty" box with a question mark icon.
 - "Complexity" box with a question mark icon.
 - "Ambiguity" box with a question mark icon.
 - "Vagueness" box with a question mark icon.
 - "Confusion" box with a question mark icon.
 - "Disorder" box with a question mark icon.
 - "Chaos" box with a question mark icon.
 - "Anarchy" box with a question mark icon.
 - "War" box with a question mark icon.
 - "Peace" box with a question mark icon.
 - "Love" box with a heart icon.
 - "Hate" box with a heart icon.
 - "Joy" box with a heart icon.
 - "Sadness" box with a heart icon.
 - "Anger" box with a heart icon.
 - "Fear" box with a heart icon.
 - "Surprise" box with a heart icon.
 - "Disgust" box with a heart icon.
 - "Trust" box with a heart icon.
 - "Distrust" box with a heart icon.
 - "Respect" box with a heart icon.
 - "Disrespect" box with a heart icon.
 - "Kindness" box with a heart icon.
 - "Unkindness" box with a heart icon.
 - "Generosity" box with a heart icon.
 - "Stinginess" box with a heart icon.
 - "Compassion" box with a heart icon.
 - "Lack of compassion" box with a heart icon.
 - "Empathy" box with a heart icon.
 - "Lack of empathy" box with a heart icon.
 - "Sympathy" box with a heart icon.
 - "Lack of sympathy" box with a heart icon.
 - "Understanding" box with a heart icon.
 - "Lack of understanding" box with a heart icon.
 - "Acceptance" box with a heart icon.
 - "Rejection" box with a heart icon.
 - "Approval" box with a heart icon.
 - "Disapproval" box with a heart icon.
 - "Encouragement" box with a heart icon.
 - "Discouragement" box with a heart icon.
 - "Inspiration" box with a heart icon.
 - "De inspiration" box with a heart icon.
 - "Motivation" box with a heart icon.
 - "Demotivation" box with a heart icon.
 - "Excitement" box with a heart icon.
 - "Boredom" box with a heart icon.
 - "Interest" box with a heart icon.
 - "Disinterest" box with a heart icon.
 - "Curiosity" box with a heart icon.
 - "Lack of curiosity" box with a heart icon.
 - "Wonder" box with a heart icon.
 - "No wonder" box with a heart icon.
 - "Awe" box with a heart icon.
 - "No awe" box with a heart icon.
 - "Admiration" box with a heart icon.
 - "No admiration" box with a heart icon.
 - "Appreciation" box with a heart icon.
 - "No appreciation" box with a heart icon.
 - "Gratitude" box with a heart icon.
 - "No gratitude" box with a heart icon.
 - "Thankfulness" box with a heart icon.
 - "No thankfulness" box with a heart icon.
 - "Kindness" box with a heart icon.
 - "No kindness" box with a heart icon.
 - "Generosity" box with a heart icon.
 - "No generosity" box with a heart icon.
 - "Compassion" box with a heart icon.
 - "No compassion" box with a heart icon.
 - "Empathy" box with a heart icon.
 - "No empathy" box with a heart icon.
 - "Sympathy" box with a heart icon.
 - "No sympathy" box with a heart icon.
 - "Understanding" box with a heart icon.
 - "No understanding" box with a heart icon.
 - "Acceptance" box with a heart icon.
 - "No acceptance" box with a heart icon.
 - "Approval" box with a heart icon.
 - "No approval" box with a heart icon.
 - "Encouragement" box with a heart icon.
 - "No encouragement" box with a heart icon.
 - "Inspiration" box with a heart icon.
 - "No inspiration" box with a heart icon.
 - "Motivation" box with a heart icon.
 - "No motivation" box with a heart icon.
 - "Excitement" box with a heart icon.
 - "No excitement" box with a heart icon.
 - "Interest" box with a heart icon.
 - "No interest" box with a heart icon.
 - "Curiosity" box with a heart icon.
 - "No curiosity" box with a heart icon.
 - "Wonder" box with a heart icon.
 - "No wonder" box with a heart icon.
 - "Awe" box with a heart icon.
 - "No awe" box with a heart icon.
 - "Admiration" box with a heart icon.
 - "No admiration" box with a heart icon.
 - "Appreciation" box with a heart icon.
 - "No appreciation" box with a heart icon.
 - "Gratitude" box with a heart icon.
 - "No gratitude" box with a heart icon.
 - "Thankfulness" box with a heart icon.
 - "No thankfulness" box with a heart icon.
- Outcomes and Goals:**
 - "Success" at the top right, connected to a trophy icon.
 - "Failure" at the bottom right, connected to a trash can icon.
 - "Growth" at the bottom right, connected to a bar chart icon.
 - "Innovation" at the bottom right, connected to a lightbulb icon.
 - "Development" at the bottom right, connected to a rocket icon.
 - "Production" at the bottom right, connected to a factory icon.
 - "Distribution" at the bottom right, connected to a truck icon.
 - "Marketing" at the bottom right, connected to a person icon.
 - "Sales" at the bottom right, connected to a person icon.
 - "Service" at the bottom right, connected to a person icon.
 - "Finance" at the bottom right, connected to a banknote icon.
 - "Legal" at the bottom right, connected to a scale icon.
 - "Human Resources" at the bottom right, connected to a person icon.
 - "Operations" at the bottom right, connected to a gear icon.
 - "Technology" at the bottom right, connected to a computer monitor icon.
 - "Environment" at the bottom right, connected to a tree icon.
 - "Society" at the bottom right, connected to a group of people icon.
 - "Culture" at the bottom right, connected to a book icon.
 - "Values" at the bottom right, connected to a heart icon.
 - "Beliefs" at the bottom right, connected to a star icon.
 - "Attitudes" at the bottom right, connected to a smiley face icon.
 - "Behaviors" at the bottom right, connected to a person icon.
 - "Skills" at the bottom right, connected to a person icon.
 - "Knowledge" at the bottom right, connected to a book icon.
 - "Information" at the bottom right, connected to a document icon.
 - "Communication" at the bottom right, connected to a speech bubble icon.
 - "Relationships" at the bottom right, connected to a handshake icon.
 - "Networks" at the bottom right, connected to a globe icon.
 - "Systems" at the bottom right, connected to a flowchart icon.
 - "Structures" at the bottom right, connected to a building icon.
 - "Processes" at the bottom right, connected to a flowchart icon.
 - "Procedures" at the bottom right, connected to a checklist icon.
 - "Policies" at the bottom right, connected to a document icon.
 - "Strategies" at the bottom right, connected to a target icon.
 - "Goals" at the bottom right, connected to a target icon.
 - "Objectives" at the bottom right, connected to a target icon.
 - "Metrics" at the bottom right, connected to a bar chart icon.
 - "KPIs" at the bottom right, connected to a bar chart icon.
 - "Data" at the bottom right, connected to a database icon.
 - "Analytics" at the bottom right, connected to a bar chart icon.
 - "Reporting" at the bottom right, connected to a bar chart icon.
 - "Monitoring" at the bottom right, connected to a bar chart icon.
 - "Evaluation" at the bottom right, connected to a bar chart icon.
 - "Feedback" at the bottom right, connected to a bar chart icon.
 - "Improvement" at the bottom right, connected to a bar chart icon.
 - "Optimization" at the bottom right, connected to a bar chart icon.
 - "Efficiency" at the bottom right, connected to a bar chart icon.
 - "Effectiveness" at the bottom right, connected to a bar chart icon.
 - "Quality" at the bottom right, connected to a bar chart icon.
 - "Quantity" at the bottom right, connected to a bar chart icon.
 - "Value" at the bottom right, connected to a bar chart icon.
 - "Cost" at the bottom right, connected to a bar chart icon.
 - "Revenue" at the bottom right, connected to a bar chart icon.
 - "Profit" at the bottom right, connected to a bar chart icon.
 - "Loss" at the bottom right, connected to a bar chart icon.
 - "Risk" at the bottom right, connected to a skull and crossbones icon.
 - "Uncertainty" at the bottom right, connected to a question mark icon.
 - "Complexity" at the bottom right, connected to a question mark icon.
 - "Ambiguity" at the bottom right, connected to a question mark icon.
 - "Vagueness" at the bottom right, connected to a question mark icon.
 - "Confusion" at the bottom right, connected to a question mark icon.
 - "Disorder" at the bottom right, connected to a question mark icon.
 - "Chaos" at the bottom right, connected to a question mark icon.
 - "Anarchy" at the bottom right, connected to a question mark icon.
 - "War" at the bottom right, connected to a question mark icon.
 - "Peace" at the bottom right, connected to a question mark icon.
 - "Love" at the bottom right, connected to a heart icon.
 - "Hate" at the bottom right, connected to a heart icon.
 - "Joy" at the bottom right, connected to a heart icon.
 - "Sadness" at the bottom right, connected to a heart icon.
 - "Anger" at the bottom right, connected to a heart icon.
 - "Fear" at the bottom right, connected to a heart icon.
 - "Surprise" at the bottom right, connected to a heart icon.
 - "Disgust" at the bottom right, connected to a heart icon.
 - "Trust" at the bottom right, connected to a heart icon.
 - "Distrust" at the bottom right, connected to a heart icon.
 - "Respect" at the bottom right, connected to a heart icon.
 - "Disrespect" at the bottom right, connected to a heart icon.
 - "Kindness" at the bottom right, connected to a heart icon.
 - "Unkindness" at the bottom right, connected to a heart icon.
 - "Generosity" at the bottom right, connected to a heart icon.
 - "Stinginess" at the bottom right, connected to a heart icon.
 - "Compassion" at the bottom right, connected to a heart icon.
 - "Lack of compassion" at the bottom right, connected to a heart icon.
 - "Empathy" at the bottom right, connected to a heart icon.
 - "Lack of empathy" at the bottom right, connected to a heart icon.
 - "Sympathy" at the bottom right, connected to a heart icon.
 - "Lack of sympathy" at the bottom right, connected to

Prepared by Dr Louise Taylor, Evaluation Advisor

CONTENTS

Contents	Page
Evaluation policy	3
Definitions	4
Evaluation methodology	5
Evaluation kaupapa	5
Adaptive and flexible evaluation processes	5
Ethical considerations	6
Data collection methods	6
Data analysis	8
Evaluation framework	9
Framework diagram	10
Key performance indicators guiding evaluation	12
Evaluation tools overview	13
References	14
Appendices	16
1 Transformation through systems change	17
2 Theories of change	19
3 Onboarding evaluation discussion checklist	22
4 Evaluation tool: Partner initiatives reporting template sample	23
5 Evaluation tool: Transformation evaluation template sample	24
6 Evaluation tool: Partnership matrix template sample	25
7 Key performance indicator discussion and evaluation tool sample	26

Rationale

The Education Partnership and Innovation Trust (EPIT) supports collaborations and partnerships working to achieve equity in education. Ongoing evaluation ensures the effectiveness of this work, enabling the platform to remain agile, evolving and sustainable. Learning and insights gained from evaluation will influence the scope and range of future initiatives, helping to move these from local to more widespread educational equity.

Purpose

The purpose of evaluation and advisory work carried out by EPIT is to:

1. Learn from, and share, how partnerships and initiatives are contributing to transformation in education by:
 - Increasing equity for learners and their communities
 - Using innovative approaches to address the complex and ongoing challenges of inequity
 - Addressing change at a systemic level in ways that are sustainable
2. Gather stories of impact and emerging theories of change so that these can influence how inequities in education are addressed and scaled.
2. Provide insights for ongoing improvement in how EPIT works alongside funders to support projects and contribute to discussions and activities that enable transformation.
3. Enable EPIT to increase the scope and scale of its partnership work resulting in increased equity for learners and their communities on a wider scale.

Guiding principles

EPIT evaluation will:

1. Te Tiriti O Waitangi honouring and based on kaupapa Māori research and evaluation values, principles, and ways of working¹.
2. Take a strengths-based approach where partnerships are based on respect and trust
3. Employ adaptive and flexible evaluation processes that accommodate complexity
4. Adhere to the principles of ethical research and practices
5. Facilitate dialogue and learning about equity and transformation in education
6. Enable the sharing of stories that show improved equity for learners so that these can influence approaches taken to more widespread transformation.

Role specifications

The EPIT Evaluation Advisor is responsible for:

1. Providing support, advice and guidance on evaluation as requested by delivery partners
2. Evaluating initiatives and platform activities in collaboration with partners using EPIT key performance indicators (KPIs) as a guide.
3. Aggregating the findings and learning from across initiatives and reporting on how these are demonstrating and improving transformation in education.

¹ We will discuss what these mean in practice, with the communities we work with.

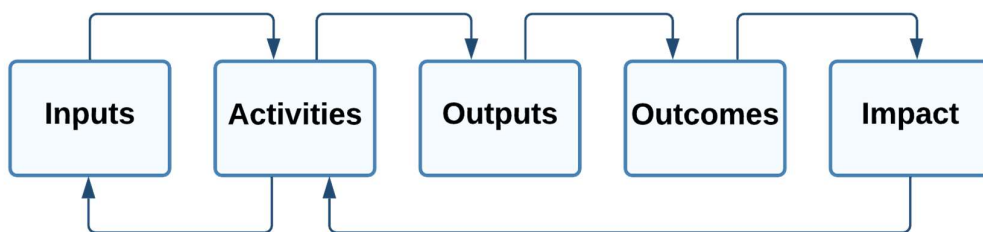
DEFINITIONS

The following definitions are used by EPIT in their evaluation. They inform the evaluation framework diagram and the key performance indicators (KPIs) used.

Partnerships for equity	Moving collaborations towards co-production where resources are combined to create innovation and impact for equity, across sites.
Transformation for equity	<p>Intentionally acting to understand, challenge and change processes and practices that result in disadvantage, and to re-imagine and re-create these for more equitable and socially just outcomes.</p> <p>Working with others to achieve transformation at a systemic level through innovative solutions that achieve increased equity for learners and their communities.</p>
Platform	A place and space that fosters collaboration between partners to share, learn and co-produce impactful innovation for education equity.

EPIT's theory of change

The theory of change model used by EPIT generally follows the progression typically used to evaluate change initiatives². This can be seen in the diagram below, however, rather than this being depicted as a purely “linear, predictable, or controllable”³, the arrows have been added to represent the ‘possibility’ of a non-linear experience. This takes into account the complexities of evaluating initiatives across diverse education communities and cultures, and those that address equity in settings from “cradle-to-career”⁴.



This theory of change is reflected in our evaluation framework diagram, which allows for non-linear and complex projects, collaboration, and reflective iterations⁵. More information on theories of change can be found in the appendices.

² Stannard-Stockton, 2010, Ebrahim, & Rangan, 2014; International Labour Organisation, 2021; Leeson, 2021

³ Preskill & Gopal, 2014, (p.3)

⁴ Ibid

⁵ inHive Global, (2021)

Evaluation kaupapa

Kaupapa Māori research and evaluation frameworks guide our methodology. Traditionally, evaluation has typically disadvantaged indigenous and Pacific Nation peoples⁶. An over-reliance on scientific and linear evaluation methods, works against the multiple forms of knowledge that are celebrated within Māori and Pacific communities⁷. Our work will therefore align with kaupapa Māori research and evaluation frameworks, and will be carried out using the following te ao Māori principles⁸.

- Rangatiratanga: We support the rights of Māori to determine their own data gathering methods, measurements of success and reporting formats.
- Whanaungatanga: We prioritise positive and collaborative relationships in our design and evaluation processes.
- Manaakitanga: We care about the people we partner with and the work they are doing. We will listen and treat others with respect and dignity.
- Pono: Our approaches to evaluation are transparent and honest. Our evaluation practices will be ethical and our data collection, analysis and reporting will provide a fair and respectful representation of the work being done.
- Whakamana: We will support others to provide equitable learning opportunities where learner confidence and competence in their identity, culture and language are integral to how learners reach their potential.

In keeping with the above, we will prioritise a collaborative approach to capturing learning and stories of impact, working with trust and respect within a strengths-based mindset⁹. Our cultural advisor will continue to guide our enactment of te ao Māori in our practices.

Adaptive and flexible evaluation processes

To maintain the kaupapa described above, and to ensure that both the process and methods allow for complexity, a flexible and responsive stance will be taken. To do this, EPIT will use different approaches depending on what is being evaluated, including combinations of summative, formative and developmental evaluation.

Summative evaluation:

Summative evaluation looks back at a project when it is stabilising and well established. This approach is typically used for more predictable initiatives, for example those with an established process or product that is being trialled with a target group. KPIs are particularly useful in summative evaluation and can be used to measure progress.

Formative evaluation:

Formative evaluation looks back and forward. This approach is typically used during an initiative and can be used for improvement as the initiative progresses. Formative evaluation is a dialogic process and KPIs can be used to support conversations about next steps.

⁶ Lee, 2005; Cram, & Mertens, 2016; Carlson, Moewaka Barnes, & McCreanor, 2017; Masters-Awatere, Nikora, 2017.

⁷ Hanlon, & Mackay, 2021.

⁸ Kennedy, & Cram, 2010; Teaching Council, 2017.

⁹ Kennedy & Cram, 2010; Waititi, Akuhata-Brown & Frykberg, 2021.

Developmental evaluation:

Developmental evaluation is usually cyclic and reflective and used when initiatives are in an experimental stage and when consultation with communities (and developing cultural understandings), precedes firming up decisions about inputs and activities. Developmental evaluation is a dialogic process and KPIs can be used to support conversations about next steps.

Developmental evaluation is particularly useful for evaluating complex and innovative work¹⁰, for example:

- Projects that require collaboration between multiple stakeholders where the direction may shift as a result of consultation with community groups including indigenous or Pacific nation peoples. A developmental approach will be particularly useful in the initial stages.
- Initiatives may be employing a theory of change methodology that requires iterations, reflections and shifts throughout (e.g. action research, design-thinking, thought wānanga) and a developmental approach, particularly initially, may be the most effective.
- Initiatives that plan on experimenting in order to create something totally new and so the outputs are unknown - the process in this instance, may be as important than the output at the end. A developmental approach will be more useful for tracking this over time.

Taking a blended approach

EPIT will use a blend of the above approaches, however it is envisaged that both formative and developmental evaluation will be the most used due to their effectiveness in providing learning along the way. This enables real-time improvement as a result of feedback and reflection.

Ethical considerations

EPIT is committed to ethical research and evaluation. Delivery partners will therefore need to address the following questions about their ethical responsibilities prior to commencement. These are also outlined in the Relationship Agreement.

1. What measures do we have in place to mitigate harm for those participating (particularly learners and whānau and minority groups)?
2. Are those involved fully informed about the data that will be collected on them, and how this will be used - including what might be used and shared for EPIT evaluation and platform purposes?
3. How will we gain consent for data collection and provide for non-consent or withdrawal of consent?
4. How will we manage the collection, storage and use of data so that:
 - a. Raw data is kept safe and confidential (if requested)
 - b. Data is used for its intended purpose
 - c. Data collection and reporting are culturally responsive and mana enhancing?

¹⁰ Gamble, McKegg, & Cabaj, 2021; McDonald, 2016; Preskill, & Beer, 2012.

Data collection methods

Data collection will primarily be qualitative; however this does not preclude the use of quantitative methods where appropriate. Methods for collecting data will be discussed with delivery partners at the time a project is accepted. Timeframes for EPIT evaluation will also be discussed and decided with delivery partners prior to the commencement of projects. Consent for the collection and use of data will also be gained at this time taking into account the ethical considerations above.

The following diagram lists the possible methods that will be used for data collection along with their suitability in developmental, formative, and summative evaluation.

Possible data collection methods		Type of evaluation		
		DE	FE	SE
Qualitative methods	Kōrero / talanoa / interviews	✓	✓	
	Hui / focus groups	✓	✓	
	Pūrākau / narrative	✓	✓	
	Photographs	✓	✓	✓
	Video	✓	✓	✓
	Artefacts	✓	✓	✓
	Creative visuals (e.g. drawings, mind maps, journey maps etc). These may be digital or paper.	✓	✓	✓
Mixed methods	Surveys and questionnaires	✓	✓	✓
	Data produced within partner projects and shared with consent			✓
	Data produced as part of EPIT's management of the platform and its activities		✓	✓
	Quantitative data collected by an external source			✓

DE = Developmental evaluation

FE = Formative evaluation

SE = Summative evaluation

Data analysis

Data gathered will be used to provide insights on “the part, the whole, and the greater whole” (Preskill, & Gopal, 2014, p. 10), in relation to equity and transformation in education. EPIT’s KPIs will be used as indicators for this. These will be discussed with partners at the commencement of projects.

To mitigate potential power imbalances, and in keeping with our kaupapa, analysis will be dialogic and collaborative. Furthermore, delivery partners are encouraged to include end users (typically learners and whānau) in their analysis. Findings will be shared with partners prior to their publication on the platform.

The focus of analysis will be threefold:

1. The part: The ongoing analysis of individual parts of each project in terms of inputs, activities, outputs, outcomes and impacts including individual stories of learning and impact as they emerge. To do this EPIT will be working with the chosen methods of delivery partners outlined in their canvas. This will be a dialogic process carried out at touchpoints throughout the initiative.
2. The whole: The entire project in terms of stories of impact and learning in relation to equity and transformation in education - including new theories of change leading to transformation. This will be a dialogic and collaborative process and will involve discussing findings alongside the impact statements provided by delivery partners in their canvas application. EPITs KPIs will be used to guide discussions.
3. The greater whole: An aggregation of emerging themes and insights from a range of initiatives will be carried out and used to inform further work for transformation. Rather like a meta-analysis the aggregation will take data from across the work of EPIT. This will then be placed alongside the organisation’s KPIs and used to provide learning and insights about approaches taken to transformation and impacts gained through these. The effectiveness of EPIT as an organisation will be included in this and partners will be consulted in regard to this.

In this way evaluation will show how EPIT is meeting its purpose, by assessing how partnerships aimed at systems change have led to transformation and improved equity for learners and their communities. Learning and insights will then be used to move local initiatives towards more widespread educational equity.

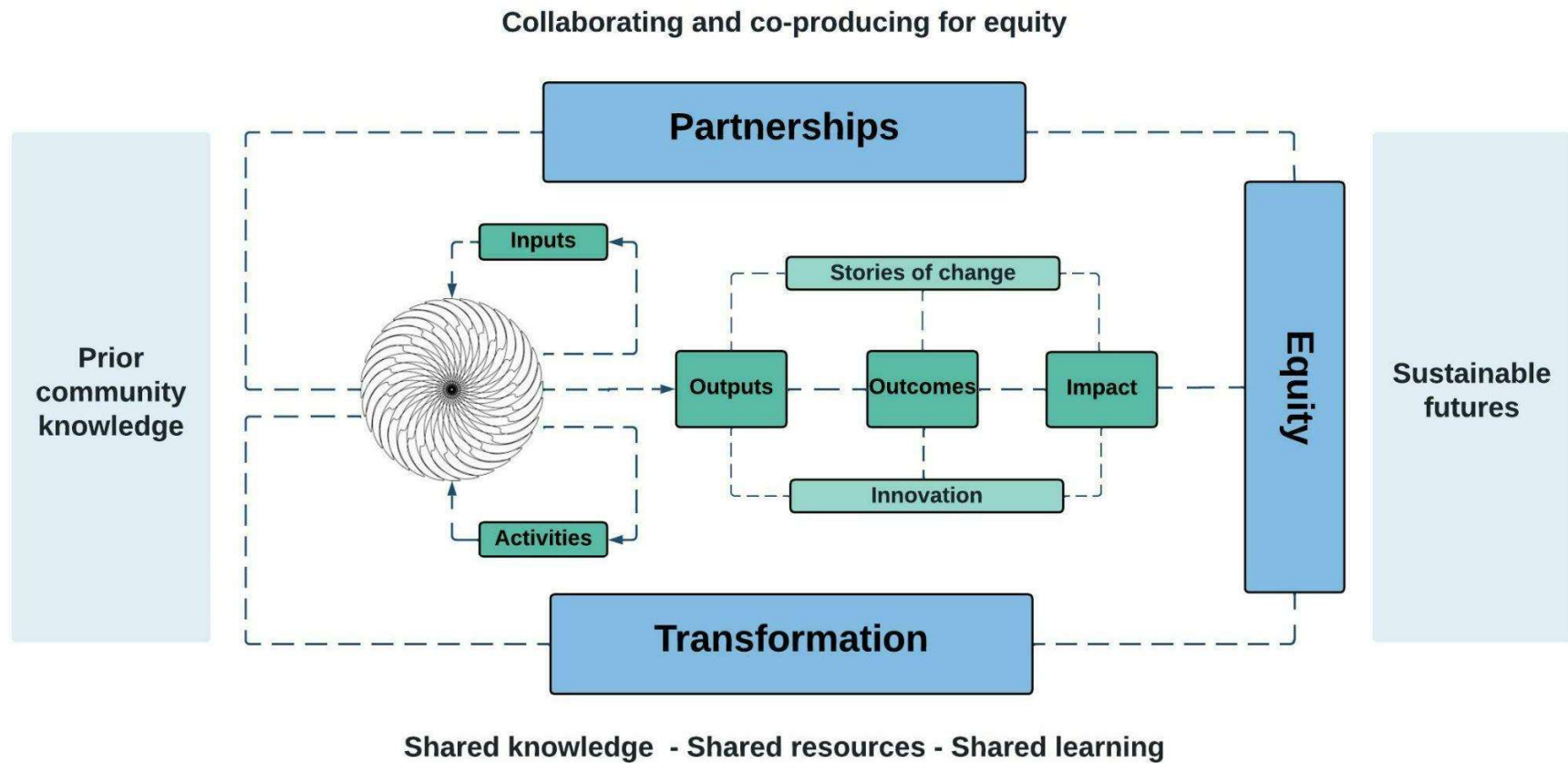
Ongoing evaluation ensures the effectiveness of this work, enabling the platform to remain agile, evolving and sustainable. Insights gained from evaluation will influence the scope and range of future initiatives, helping to move these from local to more widespread educational equity

The following diagram provides an overview of the evaluation framework and the relationship between the parts. It is based on the change theory model described earlier and it allows for the flexibility to support a number of change theories emerging and being used by our partners (e.g. indigenous methodologies, action research, human-centred design). The diagram is also informed by the te ao Māori principles governing the work of EPIT below. These are also outlined in the evaluation kaupapa section, (p. 5)

- Rangatiratanga: We support the rights of Māori to determine their own data gathering methods, measurements of success and reporting formats.
- Whanaungatanga: We prioritise positive and collaborative relationships in our design and evaluation processes.
- Manaakitanga: We care about the people we partner with and the work they are doing. We will listen and treat others with respect and dignity.
- Pono: Our approaches to evaluation are transparent and honest. Our evaluation practices will be ethical and our data collection, analysis and reporting will provide a fair and respectful representation of the work being done.
- Whakamana: We will support others to provide equitable learning opportunities where learner confidence and competence in their identity, culture and language are integral to how learners reach their potential.


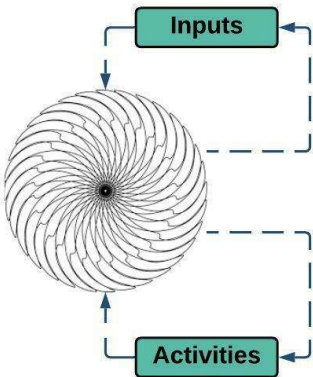
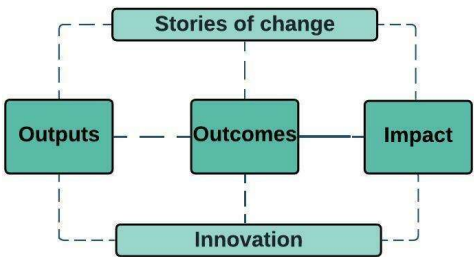

The following diagram brings all of the above together. Explanations following the diagram.

Education Partnership and Innovation Trust Evaluation Framework Diagram



Rangatiratanga - Whanaungatanga - Manaakitanga - Pono - Whakamana

Diagram explained

	<p>These three boxes represent the purpose of EPIT and are therefore the basis for internal evaluation. EPIT's Key Performance Indicators are related to these three key areas of EPITs work and they guide the internal learning and evaluation carried out in these areas.</p> <p>EPIT's definitions of these can be found in the KPIs (and earlier in the document).</p>
	<p>The spiralling wheel shape represents the complexity, uncertainty and change that may occur as collaborations go through iterations. Changes in direction may occur due to:</p> <ul style="list-style-type: none"> • Community consultation and feedback • Shifting cultural understandings • Experimentation and innovation <p>Data collected in this phase will include focusing on the process undertaken. This will form part of EPIT's external learning and evaluation.</p>
	<p>This section of the diagram is also related to the external learning and evaluation occurring during delivery partner collaborations. This will be the data shared and discussed with the EPIT evaluation advisor and used as part of the whole.</p>
	<p>The rectangles on the left and right sides of the framework represent the work that has gone on before entering a community and planned sustainability for communities once a project formally ends. They are a reminder of the work that has gone on beforehand and the importance of sustainability going forward.</p>

Key performance indicators guiding evaluation

Key performance outcome	Key performance indicators
<p>Partnerships for equity</p> <p>Moving collaborations towards co-production where resources are combined to create innovation and impact for equity, across sites.</p>	<ol style="list-style-type: none"> 1. Partnerships are supported and nurtured through the platform and its initiatives 2. Partnerships are informed and shaped equally by tangata whenua and Te Tiriti worldviews and perspectives. 3. New collaborations and co-production opportunities are emerging through existing and new partnerships including with tangata whenua 4. Collaboration and co-production is improving as measured by the collaboration matrix 5. Collaboration and co-production is achieving increased equity for learners and their communities. 6. Examples of impactful collaboration and co-production are being shared through the platform and scaled
<p>Transformation for equity</p> <p>Intentionally acting to understand, challenge and change processes and practices that result in disadvantage, and to re-imagine and re-create these for more equitable and socially just outcomes.</p> <p>Working with others to achieve transformation at a systemic level through innovative solutions that achieve increased equity for learners and their communities.</p>	<ol style="list-style-type: none"> 1. There are clear understandings of what transformation looks like with funders and partners 2. Delivery partners are achieving transformation for equity through systems change (see appendices for more information) that addresses one or more of the following areas: <ol style="list-style-type: none"> a. Structural change (policies, practices, resource flows) b. Relational change (relationships and connections, power dynamics) c. Transformative change (mind shifts) 3. Te ao Māori principles are embedded in approaches to transformation 4. Specific actions are undertaken to ensure equitable outcomes for Māori 5. Key themes, stories of impact, and strategies for transformation are evident and being shared through the platform 6. Successful endeavours are sustainable and being leveraged into wider scale transformation 7. New theories of change and indigenous methodologies are being shared through the platform and are influencing how others approach change.
<p>Platform</p> <p>A place and space that fosters collaboration between partners to share, learn and co-produce impactful innovation for education equity.</p>	<ol style="list-style-type: none"> 1. EPIT's platform, and platform related events, provide partners with a robust and dynamic space to collaborate, learn, plan and deliver impactful projects 2. New theories of change are being shared through the platform and contributing to learning across partners 3. Dialogue about transformation is increasing the flow of ideas, and types of innovations 4. EPIT's online presence incorporates key channels to share the stories and successes of EPIT and its partners.

Evaluation tools overview

The following evaluation tools will be used. Templates of these are located in the appendices.

Evaluation tools overview						
Evaluation area	Evaluation tool	DE	FE	SE	QL	QT
Partnerships	Partner matrix		✓	✓	✓	
Transformation	Six conditions of systems change table	✓	✓	✓	✓	
	Transformation evaluation template	✓	✓	✓	✓	
Platform	Performance analytics generated through the platform			✓		✓
	Platform feedback surveys informal and formal		✓	✓	✓	✓
Initiatives	Partner reporting template: (inputs, activities, outputs, outcomes, impacts)		✓	✓	✓	✓
Key						
DE = Developmental evaluation FE = Formative evaluation SE = Summative evaluation QL = Qualitative data collection QT = Quantitative data collection						

REFERENCES

- Carlson, T., Moewaka Barnes, H., & McCreanor. (2017). Kaupapa Māori Evaluation: A collaborative journey. *Evaluation Matters He Take Tō Te Aromatawai*, (3), 67-99.
- Cram, F., & Mertens, D. m. (2016). Negotiating solidarity between indigenous and transformative paradigms in evaluation. *Evaluation Matters*, (2), 161-189.
- Design Thinking for Museums. (2020). Evolving the design thinking framework towards greater equity: an interview with Tania Anaissie of Beytna Design. Retrieved from: <https://designthinkingformuseums.net/2020/01/22/bringing-equity-into-design-thinking/>
- Ebrahim, A., & Rangan, V. K. (2014). What impact? A framework for measuring the scale and scope of social importance. *University of California, Berkeley*, 56(3), 118-141.
- Freire, P. (1996). *Pedagogy of the oppressed*. London: Penguin Books.
- Gamble, J., McKegg, K., & Cabaj, M. (2021). *A developmental evaluation companion*. The McConnell Foundation.
- Hanlon, V., & Mackay, A. (2021). *The future of educational leadership: Five signposts*. Centre for Strategic Education (CSE) Leading Education Series, August 2021.
- IDEO. (2015). *The field guide to Human-Centred Design*. IDEO
- inHive Global. (Nov 2021). A dialogue: how impact and evaluation are shifting. Retrieved from: <https://www.youtube.com/watch?v=ddpBMusrpcg>
- International Labour Organisation. Tool No.16, Monitoring and evaluation framework. Retrieved (2021) from: https://www.ilo.org/wcmsp5/groups/public/---ed_norm/---declaration/documents/publication/wcms_762181.pdf
- Kania, J., Kramer, M., & Senge, P. (2018). The water of systems change. FSG Reimagining social change. Retrieved from: https://www.fsg.org/publications/water_of_systems_change
- Kennedy, V., & Cram, F. (2010). Ethics of researching with whānau collectives. MAI review, (3). Retrieved from: <http://www.review.mai.ac.nz/mrindex/MR/article/download/381/381-2873-1-PB.pdf>
- Lee, J. (2005, June). Māori cultural regeneration: Pūrākau as pedagogy. Paper presented at Centre for Research and Lifelong Learning International conference, Stirling, Scotland. Retrieved from http://www.rangahau.co.nz/assets/lee_J/purakau%20as%20pedagogy.pdf
- Lesson, H. (July, 2021). Planning and conducting evaluation. Presentation to Education Philanthropy meeting.

MacNaughton, (2003). Shaping early childhood. Learners, curriculum and contexts. Berkshire, England: Open University Press.

Masters-Awatere, B., Nikora, W, L. (2017). Indigenous programmes and evaluation: An excluded view. Evaluation Matters He Take Tō Te Aromatawai, (3), 40-66.

McDonald, H. (2016). Developmental evaluation: A tool to support innovation. Evaluation Matters, 2) 79-97. Retrieved from: https://www.nzcer.org.nz/system/files/journals/evaluation-matters/downloads/EM2016_1_079.pdf

Preskill, H. & Gopal, S. (2014). Evaluating complexity. Propositions for improving practice. FSG Reimagining social change. Retrieved from: <https://www.fsg.org/publications/evaluating-complexity#download-area>

Preskill, H & Beer, T. (2012). Evaluating social innovation. FSG Reimagining social change. Retrieved from: <https://www.fsg.org/publications/evaluating-social-innovation>

Stannard-Stockton, S. (2010). Getting results: Outputs, Outcomes and Impact. Stanford's Social Innovation review. Retrieved from https://ssir.org/articles/entry/getting_results_outputs_outcomes_impact#

Taylor, L. (2007). Re-imagining professional learning in early education. Unpublished PhD thesis, University of Melbourne.

Taylor, L. (2010). Action research. In G. MacNaughton, S. A. Rolfe & I. Siraj-Blatchford (Eds.), Doing early childhood research: International perspectives on theory and practice (pp.291-307). Buckingham: Open University Press.

Taylor, Edward W.; Cranton, Patricia. (2012). The Handbook of Transformative Learning Wiley. Kindle Edition.

Smith, L., Pihama, L., Cameron, N., Matakī, T., Morgan, H., & Te Nana, R. (2019). Thought space wānanga - A kaupapa Māori decolonizing approach to research translation. Genealogy 1-10. Retrieved: <https://www.mdpi.com/2313-5778/3/4/74>

Vaiolēti, T. M. (2006). Talanoa Research Methodology: A Developing Position On Pacific Research. Waikato Journal of Education, (12) 21-34.

Waititi, H., Akuhata-Brown, M., & Frykberg, K. (2021). Ki Te Hoe: A capability building framework for funders supporting Māori aspirations, Prepared for Philanthropy New Zealand, Tōpūtanga Tuku Aroha o Aotearoa

inHive Global. (Nov 2021). A dialogue: how impact and evaluation are shifting. Retrieved from: <https://www.youtube.com/watch?v=ddpBMusrpcg>

Cover image credit

Image purchased from: [Alphaspirit](#)
Stock photos ID: 535991075

APPENDICES

Appendix one	Transformation through systems change
Appendix two	Theories of change
Appendix three	Onboarding evaluation discussion checklist
Appendix four	Evaluation tool: Partner initiatives reporting template sample
Appendix five	Evaluation tool: Transformation evaluation template sample
Appendix six	Evaluation tool: Partnership matrix template sample
Appendix seven	Key performance indicator discussion and evaluation tool sample

Appendix one: Transformation through systems change

Transformation theory, and what it means in education, continues to create dialogue. With many perspectives and changing philosophies in education a precise definition remains elusive. Despite this, most of those who work in the area of transformation in education agree that this is about making changes in education that bring about more equitable outcomes for learners. The difference is in how solutions are approached ¹¹.

Transformation theory in education is grounded in critical theory. The early emphasis of this theory was on supporting individual empowerment and change. This belief, which is grounded in humanism and western ideology, is that the individual is capable of changing and improving their own situation. Many of the educational approaches to education over the past five decades have focused on this, believing that supporting individuals to improve will result in their transformation and success¹².

Over the last 25 years discussions about transformation (sometimes called emancipation) in education have moved the focus away from changing the individual to changing the systems that create oppression. Paulo Freire, whose most famous book the Pedagogy of the Oppressed (1966), has influenced how educators work towards what he calls emancipation by addressing inequity. His ideas are still central to educator training, where equity is the focus¹³.

One of Freire's key ideas is that education is not neutral and that if one does not work against inequity then one is essentially supporting the status quo, which in turn perpetuates inequity. The notion that we are all responsible for ensuring equitable outcomes for learners, shifts the focus from individual change, to changing how education happens. Freire calls this being "jointly responsible for the world in which we all grow"¹⁴.

Moving the focus away from the individual to the collective, supports the view of indigenous communities - that educational success is not just about learners but also largely about oppressive western systems that work against alternative ways of being, seeing and learning. Those seeking transformational educational outcomes therefore need to ask questions like: who benefits from the structures, systems and discourses surrounding educational practice and how am I contributing to oppression, or emancipation¹⁵.

In the business and philanthropic worlds, transformation is a term also used to refer to changes at a systems level. Often this is focussed on efficiency and productivity and collaborating to achieve impact. When working for educational transformation it is important to ask what kind of impact you are seeking and who will benefit most from this. For instance, does the impact allow for diversity, and how are marginalised voices included? In New Zealand it is also important to take a bicultural approach to change which means bringing tangata whenua to the table. Transformation from this perspective involves collaborating with others to question, understand and make positive changes for equity across a number of levels.

¹¹ Taylor, & Cranton, 2012

¹² MacNaughton, 2003

¹³ Taylor, 2007

¹⁴ Freire, 1996, p. 61

¹⁵ MacNaughton, 2003; Taylor 2007

Systems-level change is integral to transformation ¹⁶ and can occur on a number of levels; Kania, Kramer, and Senge ¹⁷ break these down into what they call *Six Conditions of Systems Change*. While change may occur on any one of these levels, optimum impact comes from achieving change at all three levels, structural - explicit, relational - semi-explicit and transformational - implicit. The more of the six conditions included in a change initiative, the more likely it is that transformative and sustainable change will result.

While drawing from, and acknowledging the work of these authors, the explanations provided in the table below have been modified to an educational context and to take into account diverse te ao Māori worldviews¹⁸. These six conditions of systems change form the basis for the key performance indicators that are part of the evaluation framework.

SIX CONDITIONS OF SYSTEMS CHANGE Adapted from Kania, Kramer, and Senge (2018)		
Policy	Guiding documentation, school-wide and nationally, including regulations, curriculum, policies, procedures and priorities and how these reflect inclusion of minority groups. <i>Includes te ao Māori values and Te Tiriti O Waitangi obligations.</i>	Structural change Explicit
Practice	Actions carried out in the process of educating, including assessment, school grouping, learner and whānau engagement and reporting methods and how these provide for multiplicity. <i>Includes the legitimisation and integration of te ao Māori practices.</i>	
Resource flows	How resources, including money are allocated. What knowledge is valued and disseminated and what stories count as worthwhile to know, including minority group perspectives. <i>Includes how resources reflect diverse te ao Māori worldviews.</i>	
Relationships and connections	The connections within and between people, schools and other educational stakeholders. How these operate, whose viewpoints are included and how diversity is celebrated. <i>Includes relationships with mana whenua and tangata whenua.</i>	Relational change Semi-explicit
Power dynamics	The distribution of decision-making power. Who is at the table, who is heard, who influences and who makes decisions, and how these reflect minority viewpoints. <i>Includes the position mana whenua and tangata whenua have in decision-making.</i>	
Mindsets	Habits of thought, deeply held beliefs and assumptions, and taken-for-granted ways of working. The influence of mindsets on how we think, what we do, and what we talk about. The challenging of bias and discrimination. <i>Includes how diverse te ao Māori worldviews are embedded across organisations.</i>	Transformational change Implicit

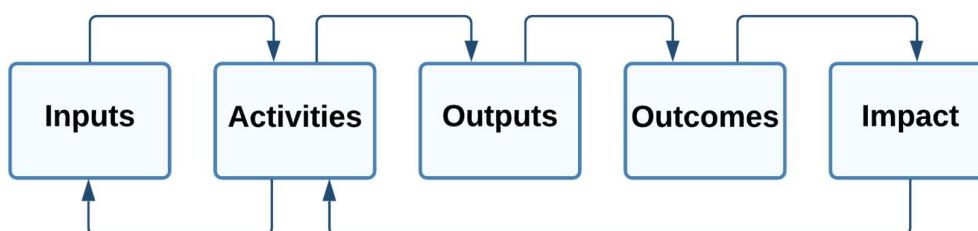
¹⁶ Kania, Kramer, and Senge (2018)

¹⁷ ibid

¹⁸ The key questions related to te ao Māori worldviews in each section are to prompt discussion. Considering how Māori might be part of discussions and collaborations ideally will be considered as part of Te Tiriti O Waitangi obligations across levels.

Appendix two: Theories of change

The theory of change model used by EPIT generally follows the progression typically used to evaluate change initiatives¹⁹. This can be seen in the diagram below, however, rather than this being depicted as a purely “linear, predictable, or controllable”²⁰, the arrows have been added to represent the ‘possibility’ of a non-linear experience. This takes into account the complexities of evaluating initiatives across diverse education communities and cultures, and those that address equity in settings from “cradle-to-career”²¹. This theory of change is reflected in our evaluation framework diagram.



Supporting delivery partner initiatives from a range of settings means being flexible enough to work with the theories of change used by partners. Outlined below are some of the theories of change already being employed.

Theories of change	Brief explanation
Theory of change (ToC)	<p>Typically involves the following steps (or some variation on these)</p> <p style="text-align: center;">Input - Activities - Outputs - Outcomes - Impact</p> <p>Those using this model usually begin with the impact that they want to see happen and then work back to the steps that will be required to achieve this.</p> <p>This model has been used in philanthropic work to measure the impact for funders.</p>
Action research (AR)	<p>AR is a cyclic research approach which has its origins in critical theory. The aim of AR is to work with communities to bring about positive social change to address inequities. AR involves reflecting on data during the process of change and modifying next steps in response to this reflection and often starts with a cycle of reconnaissance followed by cycles of intervention and reflection²². This approach to change allows for flexibility and agility across a wide range of settings, which means individuals and communities can exercise agency over outcomes, ensuring communities have a strong influence on what is planned and how this happens. The sense of community ownership created by the high level of engagement and decision making often leads to sustainability.</p>

¹⁹ Stannard-Stockton, 2010, Ebrahim, & Rangan, 2014; International Labour Organisation, 2021; Leeson, 2021

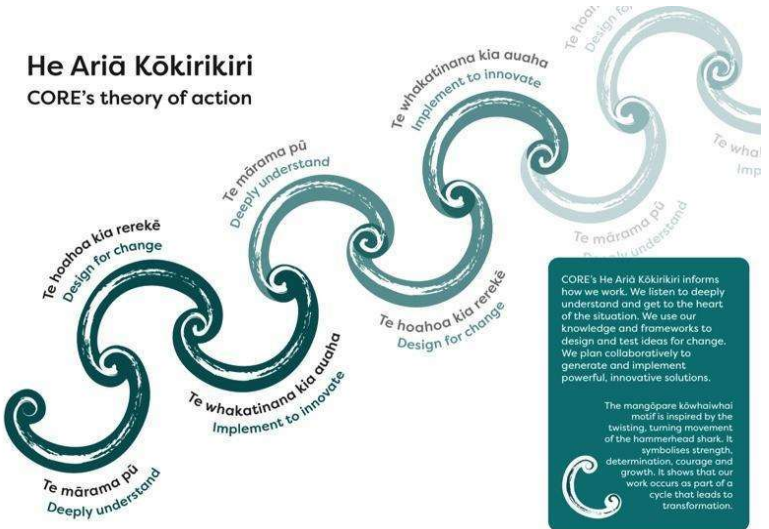
²⁰ Preskill & Gopal, 2014, (p.3)

²¹ Ibid

²² Taylor (2010)

Human-centred design	<p>Design thinking or human-centred design is an iterative process aimed at creating innovative solutions with people. IDEO is credited with the process which has three key stages with a number of steps involved in each stage. Community consultation, ideation and prototyping are important steps in the process. Human-centred design has been developed out of a belief that:</p> <p style="padding-left: 40px;">“all problems, even the seemingly intractable ones like poverty, gender equality, and clean water, are solvable.. [and] that the people who face those problems every day are the ones who hold the key to their answer”²³.</p> <p>The entire process allows for uncertainty and experimentation with each step, informing the next.</p>
Liberatory design	<p>Liberatory Design combines the innovative potential of design thinking, the systemic lens of complexity theory, and the healing powers of equity practices to redesign how people work and live. In design thinking the designers or change makers consult with those most impacted (e.g. consumers, students) to find solutions that work for them. In liberatory design those most impacted are part of the team and fully involved in designing solutions that work for their communities.</p> <p>Liberatory design begins by becoming more self-aware and checking mindsets. This is done to more fully understand the current situation and context before approaching any design solutions. The process may take time and many iterations before solutions are reached.</p> <p>Liberatory design is a collaborative and iterative process for achieving equity where the end user is pivotal to achieving outcomes.</p> <p>Retrieved from: https://designthinkingformuseums.net/2020/01/22/bringing-equity-into-design-thinking/</p>
CORE's theory of action	<p>CORE's theory of action (change) is formulated around the image of “the mangōpare kōwhaiwhai motif” which is “inspired by the twisting, turning movement of the hammerhead shark.”</p> <p>The image shows the movement occurring through reflection and as increased understandings from community engagement build collective knowledge. The entire process begins seeking to deeply understand a situation before beginning to plan initiatives / interventions.</p>

²³ Ideo, (2015, p. 9)

	<p style="text-align: center;">He Ariā Kōkiri CORE's theory of action</p>  <p>Source: CORE Education</p> <p>Not to be used without consent</p>
<p>Thought Space Wānanga: A kaupapa Māori methodology</p>	<p>Thought Space Wānanga is an indigenous facilitated process for “sharing knowledge and accelerating the translation of research into practical outcomes through transformational practices, policies, and theory development”²⁴. It is framed within Māori cultural protocols where relationships and reciprocity are at the heart of the work. Sharing knowledge is a key part of this approach, which means indigenous perspectives and peoples are integral to the process.</p> <p>The use of indigenous methods for meeting and sharing are used to stimulate dialogue around policy and practice and used as a basis for co-designing solutions by Māori for Māori. The process is holistic, requiring intellectual, emotional, spiritual, social and relational engagement by those involved. It is highly contextual to the communities where the process is used.</p> <p>Retrieved from: Retrieved: https://www.mdpi.com/2313-5778/3/4/74</p>
<p>Talanoa: A Pacific approach to change</p>	<p>Talanoa is a research method used with Pacific Nation peoples, which allows them to identify issues, then co-create knowledge and solutions for themselves. It is highly relational, dialogic and contextual. Talanoa involves talking things over and being prepared to negotiate. Findings are not generalised but are particular to those involved. “Talanoa research methodology is unlikely to yield similar results over time”²⁵.</p> <p>Additionally the researcher is an <i>insider</i>; which “requires researchers to partake deeply in the research experience rather than stand back and analyse”²⁶.</p> <p>Talanoa is a natural way of working for Pacific people and is a particularly useful approach to impactful change for these communities.</p>

²⁴ Smith, L., Pihama, L., Cameron, N., Matakī, T., Morgan, H., & Te Nana, R. (2019, p. 1).

²⁵ Vaiote, (2006, p. 32)

²⁶ *ibid*

Appendix three: Onboarding evaluation discussion checklist

Onboarding evaluation discussion checklist		
Who:		Project description:
Date:		
Discussion area	Notes	Done
1 Whanaungatanga		
2 Review project, approaches to change and next steps Review project and any changes <ul style="list-style-type: none"> • Who • How (approach to change and steps involved) • What • When 		
3 Review of Te ao Māori integration and consultation with: <ul style="list-style-type: none"> • Māori • Users (students / whānau) • 		
4 Discuss internal measurement (theirs)		
5 Discuss external EPIT evaluation: <ul style="list-style-type: none"> • Kaupapa • Framework • Transformation KPIs 		
6 Agree EPIT methods		
7 Agree EPIT timeframes		
8 Next steps		

Appendix four: Evaluation tool: Partner initiatives reporting template sample

EPIT evaluation Quarterly reporting template	
This template may be completed or alternatively discussed with the evaluator.	
Delivery partner	Title of project
Date	Stage in initiative
Outputs: What outputs have been achieved to date / since your last report?. If these are different from projections please explain why this is.	
What are the outputs (as specified in the canvas)? Any variations to these?	
Outcomes: What outcomes for learners and their communities, and what evidence supports this?	
Examples	Supporting evidence
Impact stories: What are your impact stories? We want to hear narratives of real change for learners and their communities. One story is significant.	
Issues arising: Is there anything you would like to clarify or discuss with your evaluation advisor	

Appendix five: Evaluation tool: Transformation evaluation template sample

TRANSFORMATION EVALUATION TEMPLATE						
To be used alongside <i>Six conditions of systems change table</i>						
Delivery partner			Project title			
Date			Stage in initiative			
Six conditions of systems change	Emerging	Establishing	Developing	Embedding	Sustainable	Supporting evidence
	Considering, discussing, consulting	Intentions clear, Beginning change	Changing - reflecting - improving	Changes well understood across people / sites	Widespread implementation, self sustaining	Provide evidence to support position on the continuum
Policy						
Practice						
Resource flows						
Relationships and connections						
Power dynamics						
Mind shifts						

Appendix six: Evaluation tool: Partnership matrix template sample

PARTNERSHIP MATRIX				
Delivery partner		Project title		
Date		Stage in initiative		
	Cooperating	Collaborating	Partnering	Supporting evidence
Learning	Learning alongside others	Learning from and with others	Tuakana-teina relationships where learning occurs because of each other	
Sharing	Sharing to inform and be informed	Sharing information and expertise for mutual benefit	Reciprocal sharing in a spirit of generosity including: knowledge, expertise and resources	
Creating	Working with compatibility towards mutual or independent goals	Contributing to similar goals on some or all parts of an initiative: may or may not be aware of the whole.	Working from nothing to create something (talanoa) in mana-enhancing ways for equitable outcomes (conceptualising, designing, creating, producing and sharing)	

Appendix seven: Evaluation tool: Key performance indicator discussion and evaluation tool sample

Key performance indicator discussion and evaluation tool		
Key performance outcomes	Key performance indicators: How this looks for us	Exploratory questions
<p>Partnerships for equity</p> <p>Moving collaborations towards co-production where resources are combined to create innovation and impact for equity, across sites.</p>	<ol style="list-style-type: none"> 1. Partnerships are supported and nurtured through the platform and its initiatives 2. Partnerships are informed and shaped equally by tangata whenua and Te Tiriti worldviews and perspectives. 3. New collaborations and co-production opportunities are emerging through existing and new partnerships including with tangata whenua 4. Collaboration and co-production is improving as measured by the collaboration matrix 5. Collaboration and co-production is achieving increased equity for learners and their communities. 6. Examples of impactful collaboration and co-production are being shared through the platform and scaled 	<ul style="list-style-type: none"> • How are partnerships supported? • How are partnerships being informed by tangata whenua and Te Tiriti worldviews and perspectives • What new collaborations and co-production opportunities have emerged including with tangata whenua <ol style="list-style-type: none"> a. What are the conditions that made these possible? b. What are we learning from these? • How are our partnerships improving? • What are the factors in partnerships that are contributing to changes in equity? • What are we learning about partnerships and how is this learning growing our impact?

<p>Transformation for equity</p> <p>Working with others to achieve transformation at a systemic level through innovative solutions that achieve increased equity for learners and their communities.</p> <p>Intentionally acting to understand, challenge and change processes and practices that result in disadvantage, and to re-imagine and re-create these for more equitable and socially just outcomes.</p>	<ul style="list-style-type: none"> • There are clear understandings of what transformation looks like with funders and partners • Delivery partners are achieving transformation for equity through systems change that addresses one or more of the following areas: <ul style="list-style-type: none"> ◦ Structural change (policies, practices, resource flows) ◦ Relational change (relationships and connections, power dynamics) ◦ Transformative change (mind shifts) • Te ao Māori principles are embedded in approaches to transformation • Specific actions are undertaken to ensure equitable outcomes for Māori • Key themes, stories of impact, and strategies for transformation are evident and being shared through the platform • Successful endeavours are sustainable and being leveraged into wider scale transformation • New theories of change and indigenous methodologies are being shared through the platform and are influencing how others approach change. 	<ul style="list-style-type: none"> • How are our partners expressing transformation <ul style="list-style-type: none"> ◦ Does this match our interpretation? ◦ What are we learning from each other ? • How is systems-level change <ul style="list-style-type: none"> ◦ Being approached? ◦ Being achieved? ◦ Shifting equity? • How are te ao Māori principles being embedded <ul style="list-style-type: none"> ◦ How are others approaching and achieving this at a systemic level? ◦ What conversations and learnings are happening? • How are specific actions being undertaken to ensure equitable outcomes for Māori • What evidence shows how initiatives are shifting over time in response to data? • How are stories of impact shifting equity - within and across sites? • What measures are contributing to ongoing and sustainable change? • How is the work of transformation being scaled?
<p>Platform</p> <p>A place and space that fosters collaboration between partners to share, learn and co-produce impactful innovation for education equity.</p>	<ol style="list-style-type: none"> 1. EPIT's platform, and platform related events, provide partners with a robust and dynamic space to collaborate, learn, plan and deliver impactful projects 2. New theories of change are being shared through the platform and contributing to learning across partners 3. Dialogue about transformation is increasing the flow of ideas, and types of innovations 4. EPIT's online presence incorporates key channels to share the stories and successes of EPIT and its partners 	<ul style="list-style-type: none"> • What are the dynamic outcomes of the platform in terms of collaborating, learning, planning and delivering impacts? • What new theories of change are being shared, discussed and tried as a result of the platform ? • How is the platform facilitating dialogue and what impact is this having on the flow of ideas and innovations? • How is EPITs online presence shifting and improving over time?