

# Review, monitor, evaluate, and refine plans to ensure their effectiveness

A suggestion for implementing the strategy  
'Coordinating community and cluster-wide  
learning support' from the Guide:

[Collaborative planning for learning](#)

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## **Includes:**

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Inclusive Education

From

Guide: [Collaborative planning for learning](#)

Strategy: [Coordinating community and cluster-wide learning support](#)

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Date

28 August 2025

Link

[inclusive.tki.org.nz/guides/collaborative-planning-for-learning/review-and-refine-plans](https://inclusive.tki.org.nz/guides/collaborative-planning-for-learning/review-and-refine-plans)

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## Overview

In planning for action,  
the cluster will need to:

- ✓ be clear about the problem or issues to be solved to ensure equity and excellence of outcomes for all learners
- ✓ understand what has to improve and how to improve it
- ✓ consider and select options guided by evidence and feedback from tamariki and whānau about what will make the most difference
- ✓ know where the capability and capacity to improve lies and identify what (if any) external expertise is needed
- ✓ identify the actions to be taken and why and what success looks like
- ✓ allocate the resources necessary to take action.

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## Connect frequently in real time

Effective collaboration is characterised by dense, frequent sharing of knowledge among participants, with the aim of addressing the identified challenges.

Members of highly effective groups interact frequently among themselves, focusing on refining and consolidating professional practice.

They also connect outwards to gain new knowledge that will complement what they already know and to maintain connections with, and participate in, larger networks.

**Collaborative inquiry and working that challenges thinking and practice**

Source:

Education Review Office

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## The power of robust inquiry

To be most effective, involve school-leads in inquiry-focused approaches to observe practice; listen to whānau, ākonga, and kaiako; and review current research.



Video hosted on Youtube <http://youtu.be/uKjqUlhCRgM>

Closed Captions

Source:

[Grow Waitaha \(NZ\)](#)

<https://www.youtube.com/channel/UC5ioFU83VGp4ZgoQq-99hHw>

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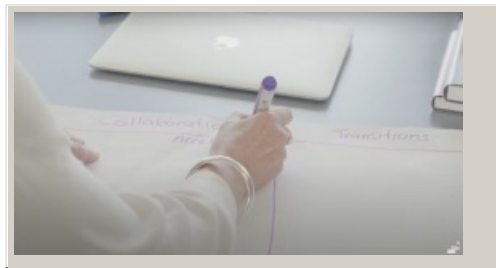
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## Using evidence to inform change

At Puketeraki Kāhui Ako, teachers share how they have used the findings from the collaborative teaching as inquiry to make changes to practice and share key learning with others.



Video hosted on Youtube <http://youtu.be/va6TtwWHRbo>

Closed Captions

Source:

[Grow Waitaha \(NZ\)](#)

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## Checking progress reflection questions

Have you made enough of a difference for all your children and young people?

Consider the following questions:

- what do ākonga tell you?
- what do parents and whānau tell you?
- what does the data tell you?
- Are any voices or perspectives missing? How can you make connections?

Data – go back to earlier data sources.

Note: Checking is essential; find appropriate tools and check the impact on marginalised groups.

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## Useful resources



### Whai whakaaro – Reflect together

Whai whakaaro – Reflect together is the sixth stage of the RTLB and Learning Support specialists practice sequence. Throughout the life of a support plan, whai whakaaro focuses on collaborating as a team and reflecting regularly on progress against goals.

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