



THE BOARD'S ROLE IN NATIONAL STANDARDS



MINISTRY OF EDUCATION

Te Tāhuhu o te Mātauranga

Contents

The National Standards	3
The Role of Assessment in National Standards	4
Assessing Student Achievement	5
Relational Trust	6
Self Review	7
The Self Review Tool	8
Reporting to Parents, Family, and Whanau	9
Planning and Reporting	11
Action Plan	12
Support Available	13



The National Standards

The New Zealand Curriculum is supported by the National Standards which are reference points or signposts that describe the achievement in reading, writing, and mathematics that will enable students to meet the demands of the New Zealand Curriculum. They provide a nationally consistent means for considering, explaining and responding to student's progress and achievement in years 1—8. The standards have been designed so that a student who meets them is on track to succeed at NCEA Level 2.

The standards won't make the difference—they are the signposts

The standards provide reference points to help us stay focused on our goal – confident, connected, actively involved, lifelong learners.

Continued learning
Worldwide qualifications

YEAR 8
YEAR 7
YEAR 6
YEAR 5
YEAR 4
YEAR 3
YEAR 2
YEAR 1

Teaching and learning
Parents as partners

The New Zealand Curriculum
Te Whāriki

Standards determine the “what” not the “how”

It is the “how” that will make the difference

Consider:
Has your board set aside time to discuss the National Standards and their role in the New Zealand Curriculum?



The Role of Assessment in National Standards

Key player	The role of assessment
Students	
Parents, Family, Whanau	
Teachers	Use assessment information from a variety of sources to form overall teacher judgement about each student's progress and achievement. Contribute to the moderation of overall teacher judgements across the school Use assessment information as part of the self review processes
Principals	Ensure that the school's assessment and moderation processes are sound and that overall teacher judgements are robust and consistent Use assessment information as part of self review processes
Board of Trustees	
Ministry of Education	Gather information for stewardship

1 What is the role of assessment for the key players above?

2 What is an overall teacher judgement?

3 In order for the board to engage in meaningful discussion around achievement results what information about assessment does the board of trustees need?

Consider:
How does your school manage the moderation of overall teacher judgements?

Assessing Student Achievement

No single source of information can accurately summarise a student's achievement or progress. It is necessary to draw on multiple sources – not multiple tests. Teachers' professional judgement can provide an accurate and rich interpretation of what a student knows, understands and can do, rather than measuring performance on a narrow range of indicators. Teachers will make their overall teacher judgements using their knowledge of each student and suitable assessment information.

Guidance on aligning the most popular assessment tools to the standards are provided at the following:
 The Assessment Selector Tool on: http://toolselector.tki.org.nz/assessment_areas
 This tool allows comparison of up to 3 assessment tools at once.

In order to participate in discussions regarding the achievement of students and the National Standards, boards of trustees need to ask questions regarding the assessment sources that have been used. The board needs to be confident that both the information based on teachers' knowledge of the students plus information from any formal assessment tools that are used are dependable and appropriate.

Discussion Points:

Question	Relevance
How can we as a board be confident that valid and reliable sources of information and formal assessment have been used?	
Do we have all the information we need?	
What is the purpose of the formal assessment used?	
Do we have enough information to support the identification of the next learning steps ?	
Is the information that we are receiving helpful to us as a board?	
Is there anything that would further help our understanding?	

Consider:
 What other sources of information could teachers use to make valid and reliable overall teacher judgements?



Relational Trust

The role of school leaders in the use of National Standards as a tool to improve teaching and learning across The New Zealand Curriculum is crucial. Part of this role involves identifying what kinds of leadership improve student achievement and identifying which practices are more powerful than others.

“Trust is critical in contexts where the success of one person’s efforts is dependent on the contribution of others. In the context of a school, gaining significant shifts in student achievement and well being requires the collective efforts of many teachers, and each one’s success will be partly dependent on the effort and skills of others. This interdependence creates risk and vulnerability. Teachers can ask themselves, “If I go the extra mile, will others do the same?” Relational trust involves a willingness to be vulnerable because one has confidence that others will play their part. It should not be mistaken for feelings of warmth or affection”

Tschannen-Moran, M & Hoy, W.K. (2000) A multidisciplinary analysis of the nature, meaning, and measurement of trust. Review of Educational Research, 70(4), pp.547-593
Excerpt from School Leadership and Student Outcomes: Identifying What Works and Why—Best Evidence Synthesis Iteration [BES] Viviane Robinson, Margie Hohepa, and Claire Lloyd. The University of Auckland

Changes to the National Administration Guidelines

NAG 2

Each board of trustees, with the principal and teaching staff, is required to:

- (a) develop a strategic plan which documents how they are giving effect to the National Education Guidelines through their policies, plans and programmes, including those for curriculum, National Standards, assessment and staff professional development;
- (b) maintain an on-going programme of self-review in relation to the above policies, plans and programmes, including evaluation of information on student achievement; and
- (c) report to students and their parents on the achievement of individual students, and to the school's community on the achievement of students as a whole and of groups (identified through NAG 1(c) above) including the achievement of Māori students against the plans and targets referred to in 1(e) above.

NAG 2A

Where a school has students enrolled in years 1-8, the board of trustees, with the principal and teaching staff, is required to use National Standards to:

- (a) report to students and their parents on the student’s progress and achievement in relation to National Standards. Reporting to parents in plain language in writing must be at least twice a year;
- (b) report school-level data in the board’s annual report on National Standards under three headings:
 - i. school strengths and identified areas for improvement;
 - ii. the basis for identifying areas for improvement; and
 - iii. planned actions for lifting achievement.
- (c) report in the board’s annual report on:
 - i. the numbers and proportions of students at, above, below or well below the standards, including by Māori, Pasifika and by gender (where this does not breach an individual’s privacy); and how students are progressing against the standards as well as how they are achieving.

** The first annual report that this relates to is that which reports on the 2011 school year, except for boards of trustees that are working towards implementing Te Marautanga o Aotearoa when the report is on the 2012 year.*

- 1 What does “with the principal and teaching staff” mean?
- 2 Discuss what aspects of the above will require relational trust.
- 3 Discuss how you as a board could give effect to these changes.

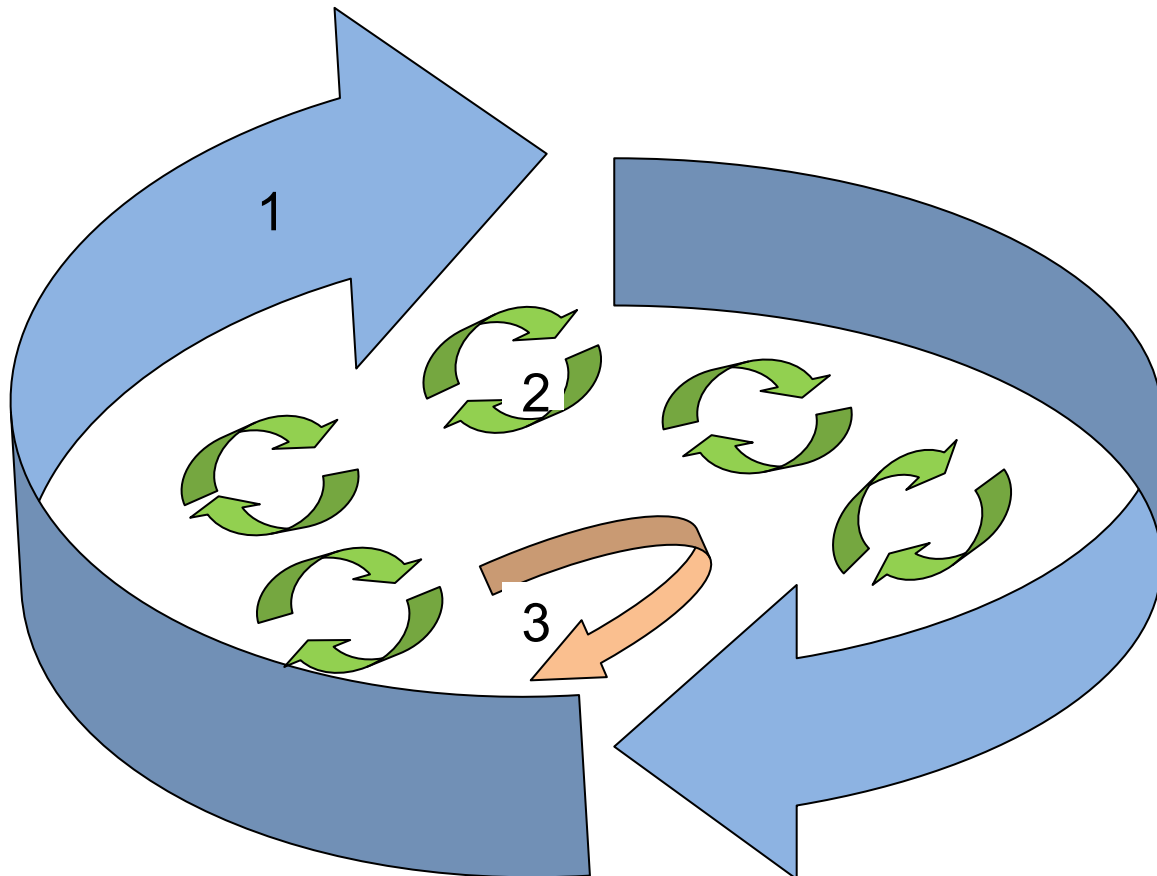
Consider:
 Do you as a school assume each other is doing a good job or do you know?
 Is there strong relational trust?



Self Review

School boards of trustees have a responsibility under the National Administration Guidelines to review their school's performance. This review should not be seen as an 'event' but a way of establishing cycles of connected and focused processes to gather evidence and act on the results. All review should be governed by a genuine desire to provide the best levels of teaching and learning for our students and ourselves. Self-review is basic to good practice and provides information for planning and decision making.

ERO's three types of self-review



Give examples of each of these reviews:

- 1. Strategic self review
- 2. Regular self reviews
- 3. Emergent reviews

How does your school review its performance?
Does it use this information for planning and decision making?

The Self Review Tool

The Self Review Tool supports teachers, in-school leaders, and boards of trustees to use the National Standards for reading, writing, and mathematics to improve student’s learning and achievement within the New Zealand Curriculum. The tools focus on improving outcomes for all students and give particular attention to those at risk of not being able to fully access the New Zealand Curriculum over time. They also support Ka Hikitia’s intent of “Maori enjoying education success as Maori”

The Self—Review Tool:

- Supports schools to use the National Standards within the NZC
- Focuses on building teacher, principal and board knowledge and capability
- Identifies next—steps for school development

In 2010 E.R.O. will be asking:

- Are you using the Self Review Tool?
- If so, how?

The Self Review Tool is made up of the following parts:

<p>Introduction to the Self- Review Tool</p> <ul style="list-style-type: none"> • What are the National Standards? • How will the National Standards help us to respond to information on our students’ achievement? • How might this Self-Review Tool link with the current Self –Review processes? • What support will there be to use the Self Review Tool? • How is the Self Review Tool structured? • How are schools likely to position themselves on the continuum? • What are the characteristics of each level of the tool? 			
<p>A Self Review Tool for Boards of Trustees</p> <p>This tool supports boards’ self review processes and helps to inform strategic and annual planning. As they engage with the tool, boards will better understand how to use the National Standards and what their next steps might be to support the learning of in-school leaders, teachers, and students.</p>	<p>A Self Review Tool for In-School Leaders</p> <p>This tool supports in-school leaders as they work with their teachers and boards of trustees to use the National Standards to improve students’ learning and achievement within the New Zealand Curriculum</p>	<p>A Self Review Tool for Teachers</p> <p>This tool has been developed so that teachers can determine their next steps for professional learning in relation to the National Standards.</p>	<p>A Self Review Tool for Reporting</p> <p>This tool supports teachers and in-school leaders to examine the effectiveness of their reporting to parents, families, and whanau.</p>

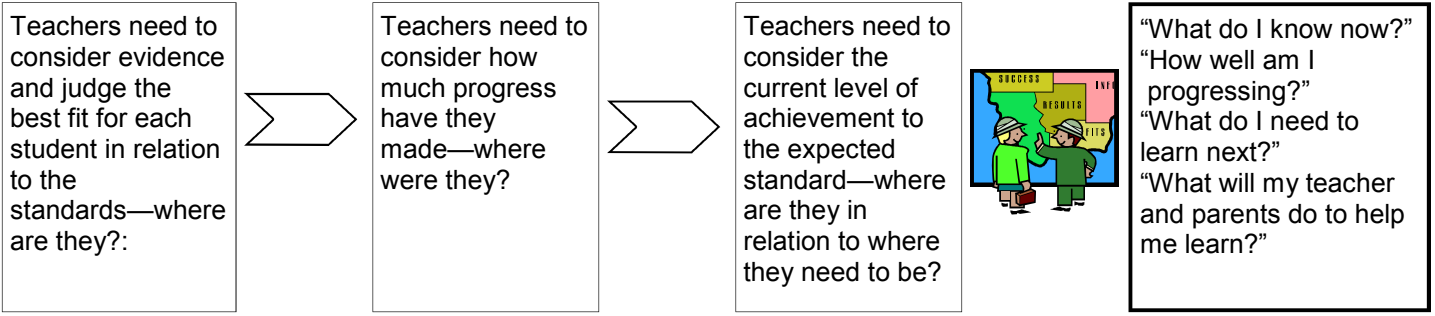
Consider:
Where do these self review tools fit within your school’s broader self review programme?

The Self Review Tools are available from:
<http://nzcurriculum.tki.org.nz/National-Standards>



Reporting to Parents, Family, and Whanau

Reporting to parents, families and whanau is an important part of the new National Standards. From 2010, parents, families and whanau with children in Years 1-8 will receive written reports twice each year on how their child is doing in reading, writing and mathematics in relation to the standards. These reports will also outline the measures the school is taking to improve the student's achievement and what parents could do at home to further support their child's learning.



If you were a parent of a student in Years 1-8 what information would you like to receive in your child's report?

-
-
-
-
-
-

Reporting to your parents, families and whanau about student achievement and progress (including in relation to the National Standards) should be ongoing throughout the year. A range of formal, informal, oral and written reporting should be used, establishing a continuous dialogue between school and home that is centred on learning.



What conversations have occurred at your school regarding building better partnerships for learning?

- What have you tried already?
- What worked and for whom?
- Are there some groups of parents (e.g. Maori, Pasifika), we are not reaching well?
- What percentage of families are we not engaged with?
- What can we do differently to change this?

Discuss ideas at:
<http://home-schoolpartnerships.tki.org.nz/>
 regarding better relationships

Consider:
 Has the board an understanding of what changes, if any, are necessary to the current reporting to parents framework?

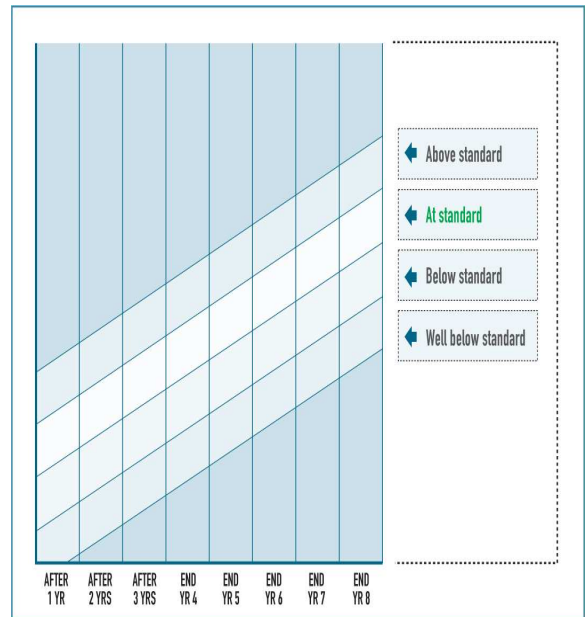


Reporting to Parents, Family, and Whanau

Children are more likely to succeed in their education and in their future, when they, their teacher, and their parents, families and whanau work as a team to support their learning. In consultation with parents, family and whanau, schools can design their own written reports or choose from one of the report templates designed by the Ministry of Education.

Guidelines and templates are available at: <http://assessment.tki.org.nz>

National Standards	
Reading	Assessment Results:
General comment:	
Progress against learning goals:	
Next learning steps:	
How you can help at home:	
Writing	Assessment Results:
General comment:	
Progress against learning goals:	
Next learning steps:	
How you can help at home:	
Maths:	Assessment Results:



Plain language reporting (whether written or spoken) should:

- be concise
- clearly outline a child's progress and achievement
- be free of complex and unnecessary educational jargon
- use language that parents, families, whanau and students can easily understand.

Curriculum Learning Areas
English:
Health and Physical Education:
Integrated Units (incorporating Social Studies, Science and Technology)
The Arts
Curriculum Key Competencies
Thinking: Using language, symbols and texts. Managing self; Relating to others; Participating and Contributing:
Extra Support (if needed)
Attendance:
General comments



Planning and Reporting

Boards need to include targets for student achievement in relation to the National Standards in their 2011 charters and in their 2012 annual report show their progress in relation to these targets. In order to do this effectively boards should also use analysed progress and achievement data to prioritise the allocation of resources for 2011.

As a board member are you clear about:	If yes, how? If no, what now?
the links between <i>The New Zealand Curriculum</i> and National Standards?	
the assessment practices in your school, including what the board can and can't tell from analysed assessment information?	
the level of analysis within curriculum reporting strategies for monitoring curriculum targets?	

Before you set goals and targets for student achievement in relation to the National Standards in your 2011 Charter there are several issues that you may need to consider;

1. What currently informs the expectations for mathematics, reading, and writing progress and achievement in your school?
 - How do these expectations compare with National Standards expectations? If there is a mismatch what are they? Where are they?
 - What expertise is available to you (internal and external) to help address mismatches?
2. How do these expectations inform your decision making and actions related to strategic planning and goal setting?

You can use the results of the questions above to identify any shifts in practice and/or professional learning that might be needed as your school implements the National Standards. These shifts can then be identified in your Annual Plan with strategies developed to ensure the required changes are made.

A key concern for Aotearoa New Zealand is that teachers have lower expectations of children from low decile schools, and of Maori children in particular. Schooling improvement research has found that Maori students whose teachers have low expectations achieved less than other children after a year at school even when their starting point was similar.
Ka Hikitia page 23

1. What expectations do the board of trustees, in-school leaders, teachers, students, parents have of student achievement at your school?
2. How do you know?

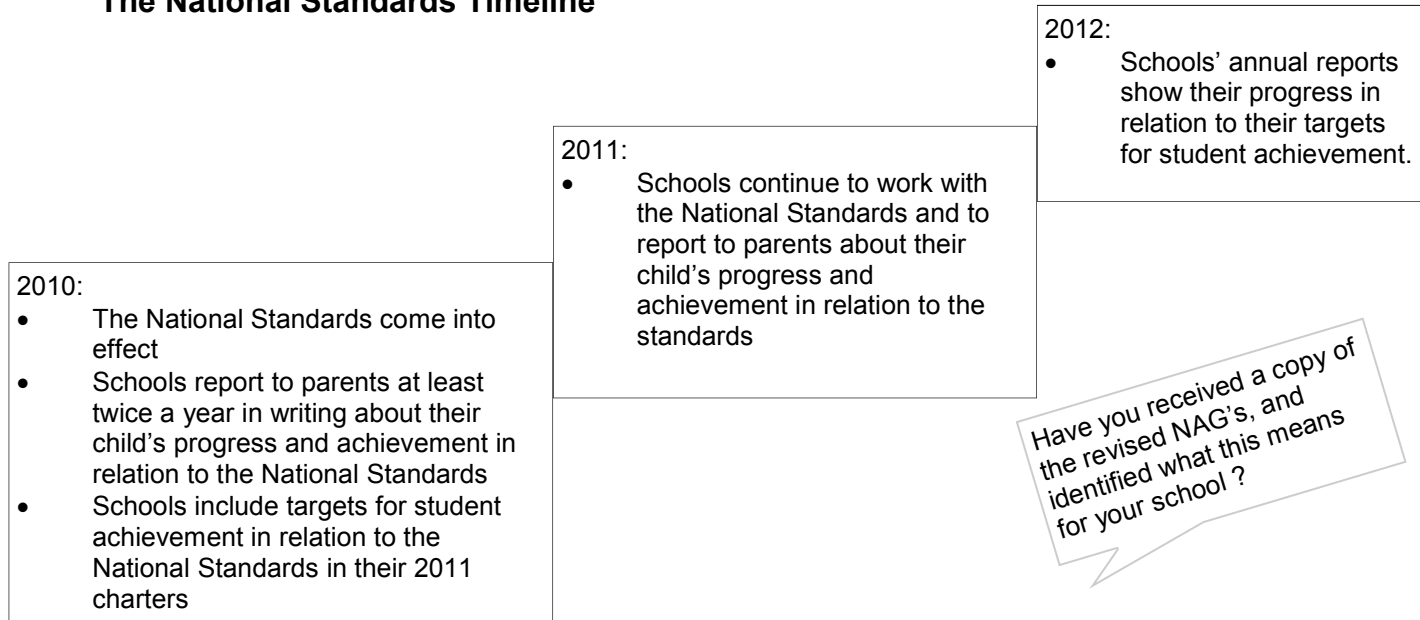
Consider:
Have you as a board set aside time for these discussions to occur?



Action Plan

The National Standards came into effect in 2010 for year 1-8 English-medium schools. The New Zealand Curriculum website, <http://nzcurriculum.tki.org.nz>, has information about the National Standards that will be regularly updated and expanded.

The National Standards Timeline



What will this mean for boards of trustees for 2010?

Actions required:	Strategies required:	Timeline:
Develop understanding of the links between the National Standards and the New Zealand Curriculum		
Deepen your understanding of assessment and its role in supporting individual students and in planning teaching and learning programmes		
Use self review processes and tools at classroom, school, and governance levels		
Ensure that plain language reporting gives parents, family, and whanau the information they need to support their child		
Prepare specific school-wide targets for student achievement in relation to the standards for inclusion in your school's 2011 charter		

Consider:
 Has your board considered these actions in its planning for 2010 and beyond?
 Have you considered how these actions impact on new trustees?

Website and email addresses:

<http://nzcurriculum.tki.org.nz>

- General information on the National Standards
- Guidance on reporting and planning
- Self review tools
- Information on assessment

www.minedu.govt.nz

- Information for parents, families, and whanau
- guidelines on assessment for students with special education needs

eadmin.training@minedu.govt.nz

- Information on web seminars

Need Help? Contact the Ministry of Education

<p>Whangarei (09) 436 8900 enquiries.whangarei@minedu.govt.nz</p>	<p>Auckland (09) 632 9400 enquiries.auckland@minedu.govt.nz</p>	<p>Hamilton (07) 858 7130 enquiries.hamilton@minedu.govt.nz</p>
<p>Rotorua (07) 349 7399 enquiries.rotorua@minedu.govt.nz</p>	<p>Napier (06) 833 6730 enquiries.napier@minedu.govt.nz</p>	<p>Wanganui (06) 349 6300 enquiries.wanganui@minedu.govt.nz</p>
<p>Lower Hutt (04) 463 8699 enquiries.lowerhutt@minedu.govt.nz</p>	<p>Nelson (03) 546 3470 enquiries.nelson@minedu.govt.nz</p>	<p>Christchurch (03) 378 7300 enquiries.christchurch@minedu.govt.nz</p>
<p>Dunedin (03) 471 5200 enquiries.dunedin@minedu.govt.nz</p>	<p>Invercargill (03) 211 3610 enquiries.invercargill@minedu.govt.nz</p>	<p>National Office, Wellington (04) 463 8000 enquiries.national@minedu.govt.nz</p>

Has your board a process for collecting information and having it available for all trustees?

This could be a filing cabinet, library shelf etc.

Consider:
Contact your local Ministry Office for professional development support for your board or cluster.