

# NATIONAL STANDARDS FACTSHEET

Amended June 2010

## Support for Boards' role in 2010

School boards (where their school has Year 1 – 8 students) are responsible for ensuring their schools implement the New Zealand Curriculum and use the National Standards. Board members should be clear about:

- the links between *The New Zealand Curriculum* and National Standards
- the assessment practices in their 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.

## Support for Boards

The Ministry of Education and the New Zealand School Trustees Association have developed National Standards professional development resources specifically for boards.

The Ministry contracts providers to provide cluster workshops to groups of boards, or one on one support to individual school boards that request it. This can be arranged through local Ministry offices. The workshops focus on understanding the standards, how the standards impact on planning and reporting, self review and the role boards play in guiding and supporting principals and teachers. They include information on:

- the New Zealand Curriculum and how standards link with and support it
- working with parents, families and whānau to understand the information they need in school reports
- sources of information, including assessment tools
- the roles of boards, principals and teachers
- chapter eight of the Leadership Best Evidence Synthesis research report on relational trust
- the standards self-review tool and how it can be used within other existing self-review cycles
- alignment with charters, planning and reporting
- reporting to parents, family and whānau
- the support available.

## Self Review Tool

The Ministry has developed a self review tool to support boards of trustees implement the National Standards within *The New Zealand Curriculum*. 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.

The tool is available at <http://nzcurriculum.tki.org.nz/National-Standards/Self-review-tools/Boards-of-trustees>.

## Changes to the National Administration Guidelines (NAGs)

Small changes were made to NAG 1 and 2, and a new NAG 2A introduced in October 2009. These are available at [www.minedu.govt.nz/nags](http://www.minedu.govt.nz/nags). The NAG2A requirements are phased from 2010 to 2012.

## Reporting to students, parents, family and whanau

In 2010 schools need to provide at least two plain language written reports to students and their parents on students' progress and achievement in relation to National Standards. Boards should work with their principal and teachers to ensure this is done.

They should work with their school community including students, parents, families, whānau and iwi, to understand what information they would like to see in school reports. School assessment systems and processes may need to be reviewed to ensure they can provide the information and data to support school planning for 2011.

Schools can choose what format to use for reports. Reports could include:

- the student's current learning goals
- what the school will do to support the student's learning
- what parents, families and whānau can do to support the child's learning.

More guidance about school reports can be found at <http://assessment.tki.org.nz/Reporting-to-parents-families-and-whanau>.

## Preparing for 2011

Before setting goals and targets for student progress and achievement in relation to the National Standards in your 2011 Charter, Boards may need to consider, with their principal and teaching staff:

- How does your school set its expectations for mathematics, reading, and writing progress and achievement?
- How do these expectations compare with National Standards expectations? If there are differences, what are they?
- What expertise is available to you (internal and external) to help address these differences?
- How do these expectations inform your decision making and actions related to strategic planning and goal setting?

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

## Further training and support for boards

The Ministry of Education funds a range of training and support services for boards of trustees. Information about the training and support the Ministry funds and how your board can access it can be found on the Ministry's website: [www.minedu.govt.nz/boardtrainingandsupport](http://www.minedu.govt.nz/boardtrainingandsupport).