Using the National Standards for Improvement

A SELF-REVIEW TOOL FOR BOARDS OF TRUSTEES

MINISTRY OF EDUCATION
Te Tāhuhu o te Mātauranga

New Zealand Government

This self-review tool supports boards of trustees as they work as leaders with principals and their communities to ensure schools are using the National Standards for reading, writing, and mathematics to improve students' learning and achievement within the New Zealand Curriculum (NZC). The tool also supports boards' self-review processes and so should help 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 overall introduction to the set of self-review tools describes how the tools can support professional learning focused on improving student outcomes through the development of curriculum and assessment knowledge. Each tool describes practice in relation to effective use of the National Standards at three points on a continuum (basic,[1] developing, and integrated) so that users can locate their practice and then set goals for their own learning. These goals may include building knowledge of the learning progressions for students described in *Literacy Learning Progressions*, *The English Language Learning Progressions*, and the Number Framework from the Numeracy Development Projects.

A critical aim of self-review is achieving a step up in the performance of the education system for and with Māori learners. Central to such an achievement and at the core of *Ka Hikitia – Managing for Success* is "an unrelenting focus on ako" (Ministry of Education, 2009, page 20). Transforming the system will require a better understanding of the links between teaching practice and learning outcomes and of what students can contribute to learning experiences in the classroom.

Board members may use this tool on their own, but research shows that an inquiry process undertaken with others and with a clear focus on student achievement results in much deeper understanding. Similarly, self-review may be undertaken with or without support from an external expert, but working with an "experienced other", such as a PD provider, results in deeper learning (Timperley, Wilson, Barrar, and Fung, 2007).

It is important to remember that school self-review covers a much wider range of areas than those explored in this tool and that many schools use other self-review tools. This tool represents one important inquiry that can contribute to a school's strategic review.

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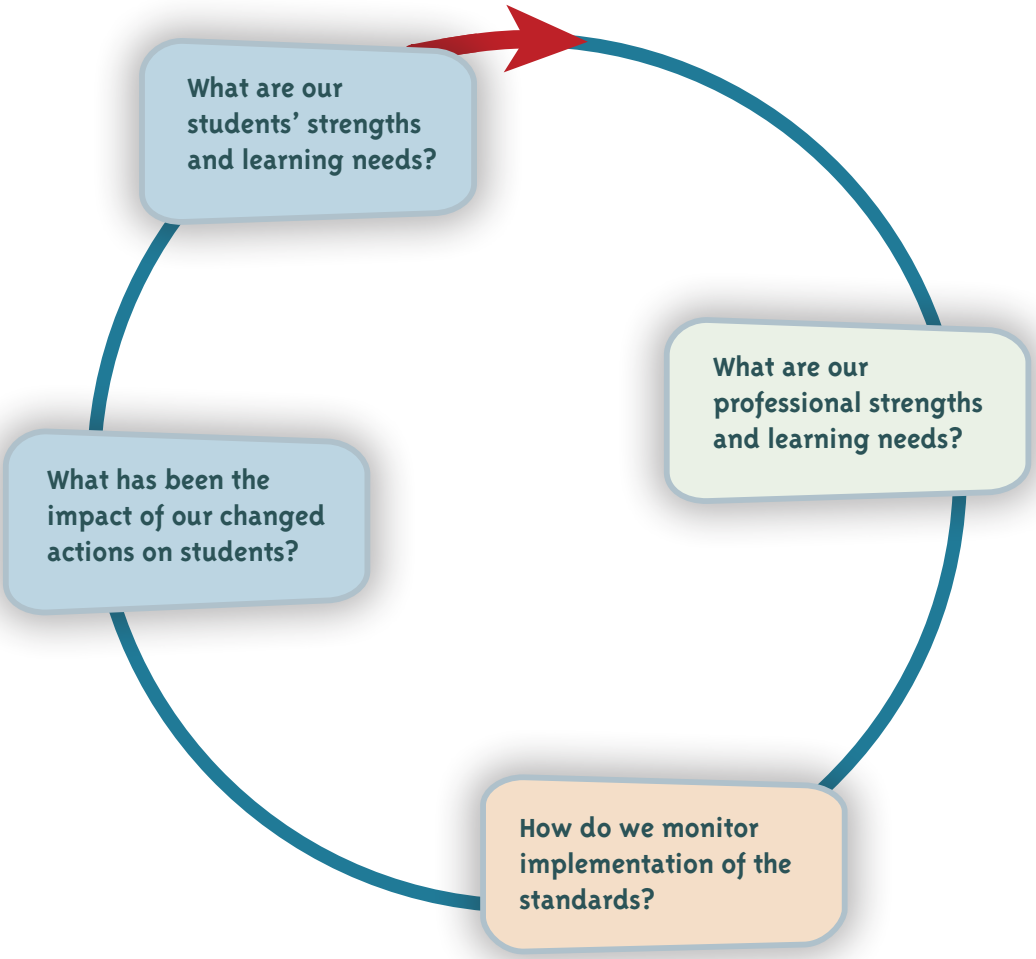
[1] The National Administration Guidelines have been revised and republished to incorporate requirements in relation to the National Standards. These requirements are implicit in many of the descriptors at the "basic" level of the self-review tools. Schools are required to meet the new requirements from 2010 and to report against them in their annual reports on the 2011 year onwards.

The structure of the tool is based on the key questions of the inquiry and knowledge-building cycle presented in *Teacher Professional Learning and Development: Best Evidence Synthesis Iteration* (Timperley et al., 2007). This cycle has been used because it supports professional learning in ways that have a positive impact on student outcomes.



REFERENCES

Ministry of Education (2009). *Ka Hikitia – Managing for Success: The Māori Education Strategy 2008–2012*, updated edition. Wellington: Ministry of Education. Available at http://kahikitia.minedu.govt.nz/default.htm

Timperley, H., Wilson, A., Barrar, H., and Fung, I. (2007). *Teacher Professional Learning and Development: Best Evidence Synthesis Iteration [BES]*. Wellington: Ministry of Education. Available at www.educationcounts.govt.nz/publications/series/2515

WHAT ARE OUR STUDENTS' STRENGTHS AND LEARNING NEEDS?

	Basic	Developing	Integrated
What do our students know and what do they need to learn and do?	**Boards ensure that:** • the achievement of students and groups of students is assessed, using expectations from the NZC, from learning progressions in literacy, ESOL, and mathematics, and from the standards as reference points; • assessment information is used to set targets for groups of students, with a particular focus on Māori students.	**Boards ensure that:** • the achievement of students and groups of students is assessed, using expectations from the NZC, from learning progressions in literacy, ESOL, and mathematics, and from the standards as reference points; • assessment information is used to set differentiated targets for individuals and groups of students, with a particular focus on Māori students.	**Boards ensure that:** • the achievement of students and groups of students is assessed, using expectations from the NZC, from learning progressions in literacy, ESOL, and mathematics, and from the standards as reference points; • appropriate assessments are used in order to identify student progress and achievement; • differentiated targets that reflect high expectations for groups of students are set, with a particular focus on Māori students and on those at risk of not meeting the standards; • they are able to use evidence to challenge and critique in-school leaders' targets for students.
What levels of analysis do we need?	**Boards require reports in which:** • school-wide assessment information is given for each year level and for groups of students, with a particular focus on Māori students.	**Boards require reports in which:** • the analysis of school-wide assessment information shows trends and patterns for each year level and for groups of students, with a particular focus on Māori students and with the pace of progress as a focus for analysis.	**Boards require reports in which:** • the analysis of school-wide assessment information shows trends and patterns for each year level and for groups of students, with a particular focus on Māori students; • the pace of progress is a focus for analysis; • there is an understanding of the accelerated progress that some groups will need to make in order to be able to access the NZC in the future; • feedback is incorporated from parents, families, and whānau about trends in school-wide data and Māori student achievement.

EVIDENCE SUPPORTING OUR PLACEMENT ON THE CONTINUUM			
	Basic	**Developing**	**Integrated**
What do our students know and what do they need to learn and do?			
What levels of analysis do we need?			

WHAT ARE OUR PROFESSIONAL STRENGTHS AND LEARNING NEEDS?

	Basic	Developing	Integrated
How have we as a board contributed to a range of outcomes for all students?	Boards: • require reports on students' progress and achievement in relation to expectations from the NZC and the standards.	Boards: • ensure that they have sufficient knowledge of the NZC and the standards to be able to understand and discuss required reports on students' progress and achievement.	Boards: • ensure that they have sufficient knowledge of the NZC and the standards to be able to: - discuss, critique, and challenge required reports on students' progress and achievement; - review the effectiveness of school structures, processes, and practices in supporting students' cultural and learning needs, with a particular focus on students at risk of not meeting the standards.
How does information on student achievement inform our own learning needs and those of leaders and teachers?	Boards: • reflect on funding priorities for professional learning for themselves, leaders, and teachers.	Boards: • ensure that there are links between priorities for professional learning for themselves, leaders, and teachers and priorities in the strategic and annual plans.	Boards: • ensure that there are links between priorities for professional learning, the budget, the strategic and annual plans, and the principal's performance agreement and that all these focus on ongoing improvement of student outcomes, using expectations from the NZC and the standards as reference points.

EVIDENCE SUPPORTING OUR PLACEMENT ON THE CONTINUUM

How have we as a board contributed to a range of outcomes for all students?			
How does information on student achievement inform our own learning needs and those of leaders and teachers?			

HOW DO WE MONITOR IMPLEMENTATION OF THE STANDARDS?

	Basic	Developing	Integrated
What evidence is there that agreed strategies are in place for meeting our achievement targets relating to the standards?	Boards: • approve strategies in the annual plan relating to the use of the standards.	Boards: • require regular reports on the implementation of strategies from the annual plan focused on the use of the standards to support students' progress and achievement.	Boards: • monitor, in a planned and deliberate way, the implementation of strategies from the annual plan focused on the use of the standards to support students' progress and achievement.

EVIDENCE SUPPORTING OUR PLACEMENT ON THE CONTINUUM

What evidence is there that agreed strategies are in place for meeting our achievement targets relating to the standards?			

WHAT HAS BEEN THE IMPACT OF OUR CHANGED ACTIONS ON STUDENTS?

	Basic	Developing	Integrated
What evidence is there that students have progressed in relation to expectations from the NZC and the standards?	Boards: • require reports that show the progress and achievement of students as a whole and of groups of students in relation to expectations from the NZC and the standards, with a particular focus on Māori students; • use this information to report to the school community and to discuss in the annual report: - school strengths and identified areas for improvement; - the basis for identifying areas for improvement; - planned actions for lifting achievement.	Boards: • require reports that identify trends and patterns in the progress and achievement of students as a whole and of groups of students in relation to expectations from the NZC and the standards, with a particular focus on Māori students; • use this information, along with limited consultation with stakeholders, to report to the school community and to discuss in the annual report: - school strengths and identified areas for improvement; - the basis for identifying areas for improvement; - planned actions for lifting achievement.	Boards: • require reports that identify trends and patterns in the progress and achievement of students as a whole and of groups of students in relation to expectations from the NZC and the standards, with a particular focus on Māori students and on students at risk of not meeting the standards; • use this information, along with in-depth consultation with key stakeholders, to report to the school community and to discuss in the annual report: - school strengths and identified areas for improvement; - the basis for identifying areas for improvement; - planned actions for lifting achievement.

EVIDENCE SUPPORTING OUR PLACEMENT ON THE CONTINUUM

What evidence is there that students have progressed in relation to expectations from the NZC and the standards?			