

# Using the National Standards for Improvement

# A SELF-REVIEW TOOL FOR TEACHERS



New Zealand Government

This self-review tool supports teachers to use the National Standards for reading, writing, and mathematics to improve students' learning and achievement within the New Zealand Curriculum (NZC). Quality teaching is central to the success of students' learning (Alton-Lee, 2003), and effective professional learning for teachers makes a vital contribution to quality teaching. This tool has therefore been developed so that teachers can determine their next steps for professional learning in relation to the National Standards.

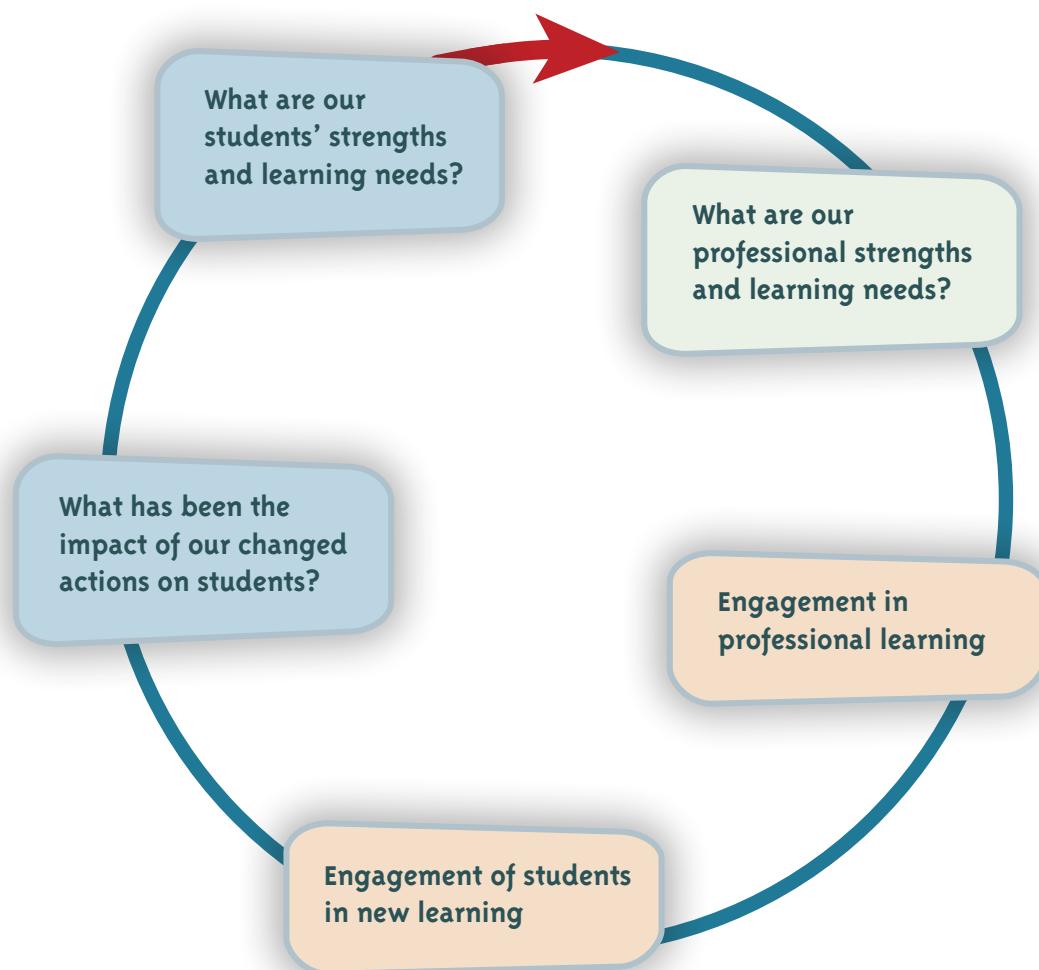
The overall introduction to the set of self-review tools describes how the tools can support professional learning focused on improving student outcomes through the development of curriculum and assessment knowledge. Each tool describes practice in relation to effective use of the National Standards at three points on a continuum (basic,<sup>1</sup> 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.

Teachers may use this tool on their own, but research shows that inquiry 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 or in-school leader of professional learning, results in deeper learning (Timperley, Wilson, Barrar, and Fung, 2007).

<sup>1</sup> 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

- Alton-Lee, A. (2003). *Quality Teaching for Diverse Students in Schooling: Best Evidence Synthesis*. Report from the Medium Term Strategy Policy Division. Wellington: Ministry of Education. Available at [www.educationcounts.govt.nz/publication/series/2515](http://www.educationcounts.govt.nz/publication/series/2515)
- 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](http://www.educationcounts.govt.nz/publications/series/2515)

## WHAT ARE OUR STUDENTS' STRENGTHS AND LEARNING NEEDS?

	Basic	Developing	Integrated
<b>What do our students know and what do they need to learn and do?</b>	<p><b>Teachers:</b></p> <ul style="list-style-type: none"> <li>assess the achievement of individuals and groups of students, using expectations from the NZC, from learning progressions in literacy, ESOL, and mathematics, and from the standards as reference points and working with students to identify what they know;</li> <li>use the assessment information to set differentiated targets for individuals and groups of students, with a particular focus on Māori students;</li> <li>use the assessment information to set targets for groups of students, with a particular focus on Māori students;</li> <li>inform students of their targets.</li> </ul>	<p><b>Teachers:</b></p> <ul style="list-style-type: none"> <li>assess the achievement of individuals and groups of students, using expectations from the NZC, from learning progressions in literacy, ESOL, and mathematics, and from the standards as reference points and working with students to identify what they know and what they need to learn and do;</li> <li>use the assessment information to set high expectations and differentiated targets with individuals and groups of students, with a particular focus on Māori students and on those at risk of not meeting the standards;</li> <li>integrate individual, class, and group targets with school-wide targets, using evidence-based critique, reflection, and challenge with students, peers, and leaders.</li> </ul>	<p><b>Teachers:</b></p> <ul style="list-style-type: none"> <li>build students' assessment capabilities through assessment for learning;</li> <li>assess the achievement of individuals and groups of students, using expectations from the NZC, from learning progressions in literacy, ESOL, and mathematics, and from the standards as reference points and working with students to identify what they know and what they need to learn and do;</li> <li>use the assessment information to set targets with individuals and groups of students, with a particular focus on Māori students and on those at risk of not meeting the standards;</li> <li>integrate individual, class, and group targets with school-wide targets, using evidence-based critique, reflection, and challenge with students, peers, and leaders.</li> </ul>
<b>How do we know? What sources of evidence have we used?</b>	<p><b>Teachers:</b></p> <ul style="list-style-type: none"> <li>make overall teacher judgments in relation to the standards, involving students and using a range of assessments, including informal and norm-referenced tools (where available).</li> </ul>	<p><b>Teachers:</b></p> <ul style="list-style-type: none"> <li>make overall teacher judgments in relation to the standards, involving students and using a range of assessments, including informal and norm-referenced tools (where available).</li> </ul>	<p><b>Teachers:</b></p> <ul style="list-style-type: none"> <li>understand the diagnostic possibilities of different assessment tools;</li> <li>gather a broad range of evidence to inform overall teacher judgments in relation to the standards, involving students and using a range of assessments, including informal and norm-referenced tools (where available);</li> <li>use diagnostic tools in collaboration with students to probe more deeply into persistent underachievement.</li> </ul>
<b>What levels of analysis do we need?</b>	<p><b>Teachers:</b></p> <ul style="list-style-type: none"> <li>identify individual students' strengths and needs;</li> <li>compile assessment information for the class and for groups of students, with a particular focus on Māori students and with the pace of progress as a focus for analysis.</li> </ul>	<p><b>Teachers:</b></p> <ul style="list-style-type: none"> <li>identify individual students' strengths and needs;</li> <li>compile assessment information showing trends and patterns for the class and for groups of students, with a particular focus on Māori students, with the pace of progress as a focus for analysis, and with an understanding of the accelerated progress that some students will need to make in order to be able to access the NZC in the future;</li> <li>analyse the links between classroom and school-wide assessment information.</li> </ul>	<p><b>Teachers:</b></p> <ul style="list-style-type: none"> <li>identify individual students' strengths and needs;</li> <li>analyse and interpret assessment information showing trends and patterns for the class and for groups of students, with a particular focus on Māori students, with the pace of progress as a focus for analysis, and with an understanding of the accelerated progress that some students will need to make in order to be able to access the NZC in the future;</li> <li>analyse the links between classroom and school-wide assessment information.</li> </ul>

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

## WHAT ARE OUR PROFESSIONAL STRENGTHS AND LEARNING NEEDS?

	Basic	Developing	Integrated
How have we contributed to a range of outcomes for all students?	<p><b>Teachers:</b></p> <ul style="list-style-type: none"> <li>reflect individually on the effectiveness of their practice in order to identify their strengths and learning needs;</li> <li>seek to identify the knowledge of content, pedagogy, assessment, and learning progressions for students that they need to progress students' learning.</li> </ul>	<p><b>Teachers:</b></p> <ul style="list-style-type: none"> <li>reflect collaboratively on students' progress and achievement, using expectations from the NZC and the standards as reference points to consider how effective their teaching practices have been;</li> <li>collaboratively identify and begin to develop the knowledge of content, pedagogy, assessment, and learning progressions for students that they need to progress students' learning.</li> </ul>	<p><b>Teachers:</b></p> <ul style="list-style-type: none"> <li>inquire collaboratively and systematically into students' progress and achievement, using expectations from the NZC and the standards as reference points to consider how effective their teaching practices have been;</li> <li>systematically and collaboratively build the knowledge of content, pedagogy, assessment, and learning progressions for students that they need to progress students' learning;</li> <li>use moderation processes to inform their overall teacher judgments of progress and achievement;</li> <li>examine the impact of their teaching practices and their beliefs about effective teaching and learning on student outcomes, with a particular focus on students at risk of not meeting the standards;</li> <li>consider the effectiveness of classroom practices in supporting students' cultural identities.</li> </ul>
How do we use evidence in relation to the standards to help us identify our professional learning priorities?	<p><b>Teachers:</b></p> <ul style="list-style-type: none"> <li>identify their professional learning needs as a result of examining and discussing the standards.</li> </ul>	<p><b>Teachers:</b></p> <ul style="list-style-type: none"> <li>use profiles of student achievement in relation to the standards to establish their priorities for professional learning;</li> <li>contribute to a school-wide professional learning plan to meet teachers' learning needs.</li> </ul>	<p><b>Teachers:</b></p> <ul style="list-style-type: none"> <li>use profiles of student achievement in relation to the standards and evidence about the effectiveness of teaching practices to establish their priorities for professional learning, including developing their pedagogical content knowledge and assessment knowledge;</li> <li>contribute to a school-wide professional learning plan that meets their individual learning needs, that prioritises teaching practices known to impact positively on student outcomes and to maximise Māori student potential, and that focuses particularly on students at risk of not meeting the standards.</li> </ul>

EVIDENCE SUPPORTING OUR PLACEMENT ON THE CONTINUUM			
	Basic	Developing	Integrated
How have we contributed to a range of outcomes for all students?		How do we use evidence in relation to the standards to help us identify professional learning priorities?	

ENGAGEMENT IN PROFESSIONAL LEARNING		Basic	Developing	Integrated
How do we engage in professional learning about the standards that makes a difference to student outcomes?	Teachers: • attend workshops or receive coaching on using the standards.	Teachers: • participate in professional learning experiences about how to use the standards as reference points for supporting students' progress and achievement; • identify how to change their teaching practices to improve student outcomes; • understand the conditions that support them to learn, to "practise" their learning, and to reflect on the impact of new practices.	Teachers: • use professional learning to determine how they need to change their teaching practices with regard to the effective use of the standards as reference points for supporting students' progress and achievement; • critique and challenge their beliefs about teaching and learning in order to establish teaching practices that are known to impact positively on student outcomes; • understand how to develop effective classroom practices that help students to self-regulate their learning and that support students' cultural identities.	
EVIDENCE SUPPORTING OUR PLACEMENT ON THE CONTINUUM	How do we engage in professional learning about the standards that makes a difference to student outcomes?			

## ENGAGEMENT OF STUDENTS IN NEW LEARNING

	Basic	Developing	Integrated
How do we engage students in new learning experiences, using evidence in relation to the NZC and the standards?	<p>Teachers:</p> <ul style="list-style-type: none"> <li>design and implement learning experiences to support students to meet expectations from the NZC and the standards.</li> </ul>	<p>Teachers:</p> <ul style="list-style-type: none"> <li>use evidence in relation to the NZC and the standards to design and implement a range of learning experiences that build on students' strengths, address their individual learning needs, and support them to become engaged and successful learners.</li> </ul>	<p>Teachers:</p> <ul style="list-style-type: none"> <li>use a range of evidence in relation to the NZC and the standards to design and implement a broad range of learning experiences that build on students' strengths, address their individual learning needs, and support them to become engaged and successful learners, with a particular focus on those at risk of not meeting the standards.</li> </ul>
<h3>EVIDENCE SUPPORTING OUR PLACEMENT ON THE CONTINUUM</h3>			
How do we engage students in new learning experiences, using evidence in relation to the NZC and 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 the expectations of the NZC and the standards?	<p><b>Teachers:</b></p> <ul style="list-style-type: none"> <li>identify the progress and achievement of students, using expectations from the NZC, from learning progressions in literacy, ESOL, and mathematics, and from the standards as reference points;</li> <li>reflect with individual students on the impact of teaching practices on a range of outcomes;</li> <li>use information about student progress and achievement to report to parents, families, whānau, and school leadership.</li> </ul> <p>[See the self-review tool for reporting.]</p>	<p><b>Teachers:</b></p> <ul style="list-style-type: none"> <li>collaborate with students to identify their progress and achievement, using expectations from the NZC, from learning progressions in literacy, ESOL, and mathematics, and from the standards as reference points and with a particular focus on those at risk of not meeting the standards;</li> <li>engage with individual students in a process of critique, reflection, and challenge in order to review the effectiveness of their teaching practices;</li> <li>identify with individual students where impact continues to be limited, and initiate new inquiries into teaching and learning practices in relation to these students;</li> <li>report regularly and effectively to parents, families, whānau, and school leadership.</li> </ul> <p>[See the self-review tool for reporting.]</p>	<p><b>Teachers:</b></p> <ul style="list-style-type: none"> <li>identify variance in students' progress and achievement, using expectations from the NZC, from learning progressions in literacy, ESOL, and mathematics, and from the standards as reference points and with a particular focus on those at risk of not meeting the standards;</li> <li>engage with individual students in a process of critique, reflection, and challenge in order to review the effectiveness of their teaching practices;</li> <li>identify with individual students where impact continues to be limited, and initiate new inquiries into teaching and learning practices in relation to these students;</li> <li>report regularly and effectively to parents, families, whānau, and school leadership.</li> </ul> <p>[See the self-review tool for reporting.]</p>
<p><b>EVIDENCE SUPPORTING OUR PLACEMENT ON THE CONTINUUM</b></p> <p>What evidence is there that students have progressed in relation to the expectations of the NZC and the standards?</p>			