

Using the National Standards for Improvement

A SELF-REVIEW TOOL FOR IN-SCHOOL LEADERS



This self-review tool supports in-school leaders as they work with their teachers and boards of trustees to use the National Standards for reading, writing, and mathematics to improve students' learning and achievement within the New Zealand Curriculum (NZC). One of the key findings from *School Leadership and Student Outcomes: Identifying What Works and Why: Best Evidence Synthesis Iteration* (Robinson, Hohepa, and Lloyd, 2009) is that particular leadership practices can impact positively on student outcomes.

This tool has been developed on the basis of the findings of the Leadership Best Evidence Synthesis, with a particular focus on:

- establishing goals and expectations;
- planning, co-ordinating, and evaluating teaching and the curriculum;
- promoting and participating in teacher learning and development.

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.

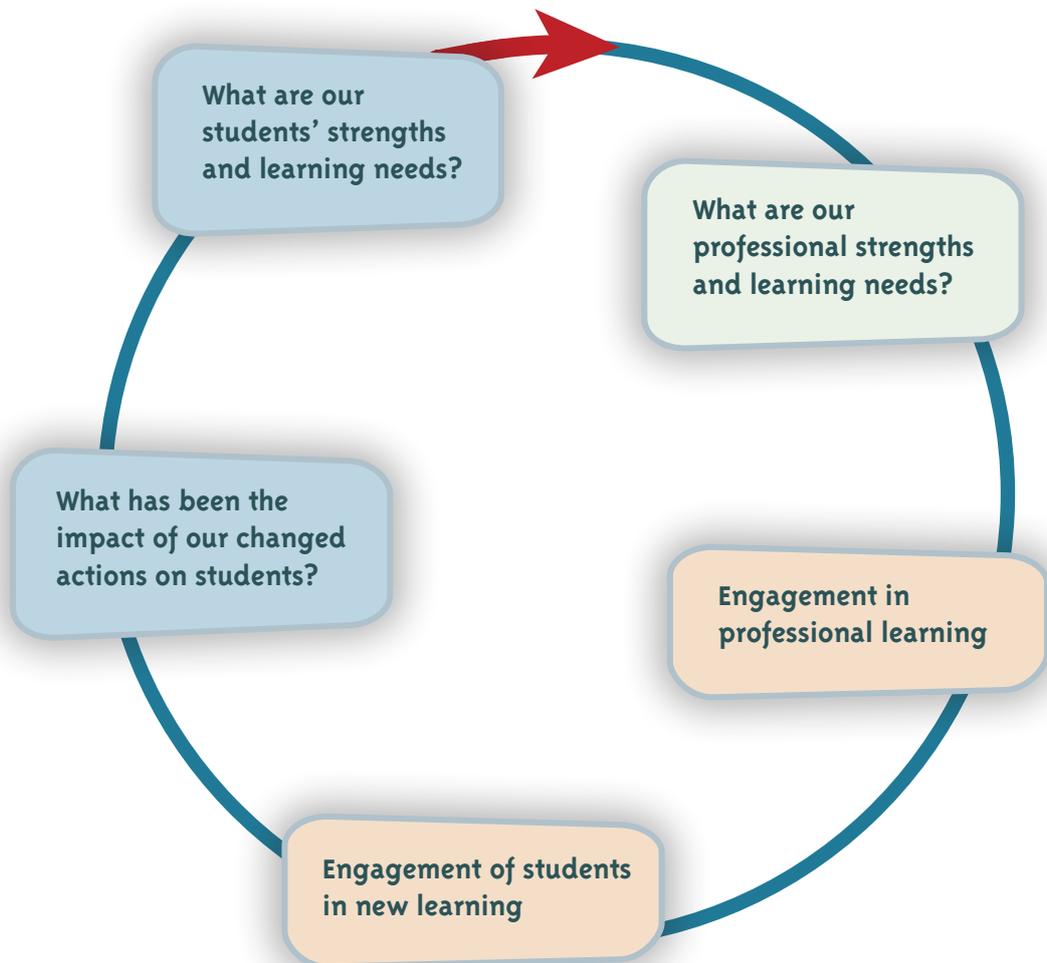
A critical aim of self-review is achieving a step up in the performance of the education system for and with Māori learners. Central to such an achievement and at the core of *Ka Hikitia – Managing for Success* is “an unrelenting focus on ako” (Ministry of Education, 2009, page 20). Transforming the 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.

Leaders 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 or in-school leader of professional learning, results in deeper learning (Robinson et al., 2009; Timperley, Wilson, Barrar, and Fung, 2007).

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.

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.

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>

Robinson, V., Hohepa, M., and Lloyd, C. (2009). *School Leadership and Student Outcomes: Identifying What Works and Why: Best Evidence Synthesis Iteration [BES]*. Wellington: Ministry of Education. Available at www.educationcounts.govt.nz/publications/series/2515

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?	<p>Leaders support teachers to:</p> <ul style="list-style-type: none"> • 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; • use the assessment information to set differentiated targets for individuals and groups of students, with a particular focus on Māori students; • inform students of their targets. 	<p>Leaders support teachers to:</p> <ul style="list-style-type: none"> • 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; • 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; • integrate individual, class, and group targets with school-wide targets, using evidence-based critique, reflection, and challenge with students, teachers, the board, and peers. 	<p>Leaders support teachers to:</p> <ul style="list-style-type: none"> • build the assessment capability of themselves and their students through assessment for learning; • 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; • 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; • integrate individual, class, and group targets with school-wide targets, using evidence-based critique, reflection, and challenge with students, teachers, the board, and peers.
How do we know? What sources of evidence have we used?	<p>Leaders work with teachers to:</p> <ul style="list-style-type: none"> • make overall teacher judgments in relation to the standards by using a range of assessments, including informal and norm-referenced tools (where available). 	<p>Leaders work with teachers to:</p> <ul style="list-style-type: none"> • 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). 	<p>Leaders work with teachers to:</p> <ul style="list-style-type: none"> • understand the diagnostic possibilities of different assessment tools; • 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); • use diagnostic tools to probe more deeply into persistent underachievement.

WHAT ARE OUR STUDENTS' STRENGTHS AND LEARNING NEEDS? *(continued)*

	Basic	Developing	Integrated
What levels of analysis do we need?	<p>Leaders:</p> <ul style="list-style-type: none"> • compile school-wide assessment information for each year level and for groups of students, with a particular focus on Māori students. 	<p>Leaders:</p> <ul style="list-style-type: none"> • compile school-wide assessment information showing 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. 	<p>Leaders:</p> <ul style="list-style-type: none"> • analyse and interpret assessment information showing trends and patterns for each year level 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 groups will need to make in order to be able to access the NZC in the future; • consider feedback from parents, families, and whānau about trends in school-wide data and Māori student achievement; • analyse the links between classroom and school-wide assessment information.

EVIDENCE SUPPORTING OUR PLACEMENT ON THE CONTINUUM

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 as leaders contributed to a range of outcomes for all students?	<p>Leaders:</p> <ul style="list-style-type: none"> promote reflection by teachers on the effectiveness of their practice in order to identify their strengths and learning needs; work with teachers to identify the knowledge of content, pedagogy, assessment, and learning progressions for students that they need to progress students' learning. 	<p>Leaders:</p> <ul style="list-style-type: none"> promote collaborative reflection on students' progress and achievement, using expectations from the NZC and the standards as reference points to consider how effective teaching practices have been in particular classrooms and in the school as a whole; work with teachers to collaboratively identify and begin to develop the knowledge of content, pedagogy, assessment, and learning progressions for students that they need to progress students' learning. 	<p>Leaders:</p> <ul style="list-style-type: none"> promote collaborative and systematic inquiry into students' progress and achievement, using expectations from the NZC and the standards as reference points; work with teachers to systematically and collaboratively build the knowledge of content, pedagogy, assessment, and learning progressions for students that they need to progress students' learning; promote moderation processes to inform overall teacher judgments of progress and achievement; examine the impact of leadership and teaching practices and beliefs about effective leadership, teaching, and learning on student outcomes, with a particular focus on students at risk of not meeting the standards; consider the effectiveness of school systems, processes, and practices in supporting students' cultural identities.
How do we use evidence in relation to the standards to help us identify our professional learning priorities and those of teachers?	<p>Leaders:</p> <ul style="list-style-type: none"> support teachers to identify their professional learning needs as a result of examining and discussing the standards. 	<p>Leaders:</p> <ul style="list-style-type: none"> support teachers to use profiles of student achievement in relation to the standards to establish their priorities for professional learning; develop a school-wide professional learning plan to meet teachers' learning needs; present the professional learning plan to the board. 	<p>Leaders:</p> <ul style="list-style-type: none"> use school-wide information about student progress and achievement and evidence about the effectiveness of teaching practices to establish their priorities for professional learning; support teachers to use profiles of student achievement in relation to the standards and evidence about the effectiveness of their teaching practices to establish their priorities for professional learning, including developing their pedagogical content knowledge and assessment knowledge; develop a school-wide professional learning plan that differentiates between teachers' learning needs, that prioritises leadership and teaching practices known to impact positively on student outcomes and to maximise Māori student potential, and that focuses particularly on students who are at risk of not meeting the standards; negotiate investment priorities for professional learning with the board by explaining the reasoning behind the professional learning plan.

EVIDENCE SUPPORTING OUR PLACEMENT ON THE CONTINUUM	
Basic	Developing
Integrated	
<p>How have we as leaders contributed to a range of outcomes for all students?</p> <p>How do we use evidence in relation to the standards to help us identify our professional learning priorities and those of teachers?</p>	

ENGAGEMENT IN PROFESSIONAL LEARNING

Basic

Leaders:

- provide opportunities for teachers and themselves to attend workshops or receive coaching on using the standards.

Developing

Leaders:

- participate with teachers in professional learning experiences about how to use the standards as reference points for supporting students' progress and achievement;
- support teachers to identify how to change their teaching practices to improve student outcomes;
- promote conditions that support teachers to learn, to "practise" their learning, and to reflect on the impact of new practices.

Integrated

Leaders:

- use professional learning to determine how they need to change their leadership practices with regard to the effective use of the standards as reference points for supporting students' progress and achievement;
- critique and challenge their own and teachers' beliefs about teaching and learning in order to establish leadership and teaching practices that are known to impact positively on student outcomes;
- understand how to develop effective systems, processes, and practices that help students to self-regulate their learning and that support students' cultural identities.

How do we as leaders engage in professional learning about the standards that makes a difference to student outcomes?

EVIDENCE SUPPORTING OUR PLACEMENT ON THE CONTINUUM

How do we as leaders 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>Leaders work with teachers to:</p> <ul style="list-style-type: none"> design and implement learning experiences to support students to meet expectations from the NZC and the standards. 	<p>Leaders work with teachers to:</p> <ul style="list-style-type: none"> 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. 	<p>Leaders work with teachers to:</p> <ul style="list-style-type: none"> 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.

EVIDENCE SUPPORTING OUR PLACEMENT ON THE CONTINUUM

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>Leaders work with teachers to:</p> <ul style="list-style-type: none"> 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; use information about student progress and achievement to report to parents, families, and whānau. <p>(See the self-review tool for reporting.)</p>	<p>Leaders work with teachers to:</p> <ul style="list-style-type: none"> 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; reflect with individual students on the impact of teaching practices on a range of outcomes; use information about student progress and achievement to report to parents, families, whānau, and school leadership. <p>(See the self-review tool for reporting.)</p>	<p>Leaders work with teachers to:</p> <ul style="list-style-type: none"> 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; engage in a process of critique, reflection, and challenge in order to review the effectiveness of leadership and teaching practices; identify with individual students where impact continues to be limited, and initiate new inquiries into teaching and learning practices in relation to these students; report regularly and effectively to parents, families, whānau, and school leadership. <p>(See the self-review tool for reporting.)</p>
	<p>Leaders support boards to:</p> <ul style="list-style-type: none"> use school-wide information about the progress and achievement of students and groups of students to report to the school community, with a particular focus on Māori students, with a particular focus on Māori students. 	<p>Leaders support boards to:</p> <ul style="list-style-type: none"> use school-wide information about the progress and achievement of students and groups of students to report to the school community, with a particular focus on Māori students, with the pace of progress as the focus for analysis, and with 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. 	<p>Leaders support boards to:</p> <ul style="list-style-type: none"> use school-wide information about the progress and achievement of students and groups of students to report to the school community, with a particular focus on Māori students, with the pace of progress as the focus for analysis, and with 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.

EVIDENCE SUPPORTING OUR PLACEMENT ON THE CONTINUUM	
Basic	Integrated
<p>What evidence is there that students have progressed in relation to the expectations of the NZC and the standards?</p>	