

Using the National Standards for Improvement

A SELF-REVIEW TOOL FOR REPORTING



This tool supports teachers and in-school leaders to examine the effectiveness of their reporting to parents, families, and whānau. As with the other components in this set of self-review tools, this tool describes practice at three points on a continuum so that users can locate their practice and then set goals for their own learning.

Teachers and leaders 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).

Classroom assessment and associated overall teacher judgments form the building blocks for all reporting. Because this tool focuses solely on reporting, it should be used in conjunction with the separate tools for teachers and in-school leaders, which provide many opportunities for examining understandings and capability in relation to assessment, overall teacher judgments, and moderation of such judgments.

From 2010, schools are required to assess each student’s progress and achievement in relation to the National Standards and to report to parents, families, and whānau in writing and using plain language at least twice a year. At least one of the written reports should include:

- the student’s current learning goals;
- the student’s achievement and progress in relation to the national standards;
- what the school will do to support the student’s learning;
- what parents, family, and whānau can do to support their child’s learning.

Reporting has two primary purposes:

- to provide a description of a student’s progress and achievement within the New Zealand Curriculum (NZC), using expectations from the curriculum and the National Standards as reference points;
- to develop further the partnership involving the teacher, the student, the school, and the student’s parents, family, and whānau, so that all partners can be active in promoting student learning. To be effective, this partnership needs to be based on:
 - shared expectations of what the student should be learning within the NZC, using the standards as reference points for achievement in reading, writing, and mathematics that will enable the student to achieve this learning;
 - accurate information about how the student is achieving in relation to these expectations and the standards;

- decisions about “where to next” so that joint expectations can be established;
- an understanding of the responsibilities and contributions of each partner in supporting the student to successfully learn within the New Zealand Curriculum.

The following pages describe reporting at basic, developing, and integrated points on a continuum. A basic level meets the minimum requirements for reporting progress and achievement.¹ As reporting moves towards the developing and integrated levels, the descriptors reflect the development of a learning partnership between participants in the reporting process.

REFERENCES

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

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.

SELF-REVIEW OF REPORTING		Basic	Developing	Integrated
How do we ensure our reporting clearly describes students' progress and achievement?	<p>Teachers and/or leaders:</p> <ul style="list-style-type: none"> report to parents, families, and whānau in writing twice a year and using plain language; report on students' progress and achievement in relation to the standards. 	<p>Teachers and/or leaders:</p> <ul style="list-style-type: none"> report to parents, families, and whānau in writing at least twice a year and using plain language, checking that reports are understood by the audience; report on students' progress and achievement, using expectations from the NZC and the standards as reference points and providing evidence on which overall teacher judgments are based. 	<p>Teachers and/or leaders:</p> <ul style="list-style-type: none"> report to parents, families, and whānau in writing at least twice a year and using plain language, consulting with the intended audience (particularly Māori and Pasifika communities) about their preferences for content, format, timing, and supporting processes; report on students' progress and achievement, using specific expectations from the NZC and the standards as reference points, providing a range of evidence on which overall teacher judgments are based, and ensuring moderation processes inform overall teacher judgments. 	
How do we ensure our students are able to contribute to reporting?	<p>Teachers and/or leaders:</p> <ul style="list-style-type: none"> involve students in the presentation of oral reports on their progress and achievement. 	<p>Teachers and/or leaders:</p> <ul style="list-style-type: none"> involve students in the development and presentation of oral and written reports on their progress and achievement. 	<p>Teachers and/or leaders:</p> <ul style="list-style-type: none"> collaborate with students in the development and presentation of oral and written reports on their progress and achievement. 	
How do we develop effective partnerships with parents, families, and whānau?	<p>Teachers and/or leaders:</p> <ul style="list-style-type: none"> identify and communicate to students and their parents, families, and whānau the students' progress and achievement and the next steps in their learning; discuss with parents, families, and whānau how they can support their children's learning. 	<p>Teachers and/or leaders:</p> <ul style="list-style-type: none"> collaborate with students and their parents, families, and whānau to identify the students' progress and achievement and the next steps in their learning, with an emphasis on the pace of progress required to meet agreed expectations in relation to the standards; collaborate with parents, families, and whānau to establish active partnerships for promoting students' learning. 	<p>Teachers and/or leaders:</p> <ul style="list-style-type: none"> collaborate with students and their parents, families, and whānau to establish shared expectations for students' learning and achievement and to critique and challenge these expectations over time; collaborate with parents, families, and whānau to establish active partnerships that involve shared information, joint responsibility for promoting students' learning, and agreement on changes teachers may make to improve learning for students. 	

EVIDENCE SUPPORTING OUR PLACEMENT ON THE CONTINUUM	
Basic	Developing
Integrated	
<p>How do we ensure our reporting clearly describes students' progress and achievement?</p> <p>How do we ensure our students are able to contribute to reporting?</p> <p>How do we develop effective partnerships with parents, families, and whānau?</p>	