

NATIONAL STANDARDS INFORMATION FOR SCHOOLS



Dear Board, Principal, and Teacher

This Government is ambitious for all our children and young people. We know that many of our students are among the most successful in the world, but we also know that too many are falling behind. Nearly one in five of our young people leave school without the skills and qualifications they need to succeed. This has to change.

That's why lifting student achievement is a key priority. Students need good literacy and numeracy skills to participate in the curriculum, to stay engaged in learning, to leave school with good options, and ultimately to succeed in the workforce.

The National Standards will enable us to improve student achievement by providing sound information about how students are progressing. Early identification of students who are falling behind will allow schools, teachers, and parents to make informed decisions about how to improve the students' achievement and to provide additional support where appropriate.

New Zealand has a world-leading curriculum that sets out the vision, values, key competencies, and learning areas for our schools and students. Following consultation, we have aligned the National Standards more closely to the New Zealand Curriculum. The standards will focus the education system on foundation skills and will link expectations about student progress and achievement to the demands of the New Zealand Curriculum.

The standards have been designed so that a student who meets them is on track to succeed at NCEA Level 2.

Parents have told us that they want to know how well their children are doing at school – the good and the bad – and what they can do to help their education. So, from 2010, schools will report to parents, family, and whānau (in writing and in plain language) at least twice a year about their child's progress and achievement in relation to the standards.

The reports will also outline the measures the school is taking to improve the student's achievement and what parents could do at home to further support their child's learning. From 2012, school annual reports will include data that shows progress and achievement in relation to the standards, for all students, against targets set in 2011 charters.

To support the implementation of the National Standards, a programme of professional learning, monitoring, and evaluation begins later this year. Information about professional development opportunities for principals and teachers is available from regional Ministry offices, School Support Services, and at <http://nzcurriculum.tki.org.nz>.

Many people have been involved in developing the standards, including Ministry staff, academics, and technical experts. Thousands of board members, principals, teachers, and parents also took part in the consultation.

My thanks go to everyone involved in this important work.

Hon. Anne Tolley
Minister of Education

TIMELINE FOR IMPLEMENTING THE NATIONAL STANDARDS

November–December 2009

- The National Standards are distributed to schools.
- Schools prepare to work with the National Standards from term 1 2010.
- Teachers, principals, and boards can participate in web seminars on the National Standards and request an information session in their region.

2010

- The National Standards come into effect.
- Schools report to parents at least twice a year in writing about their child's progress and achievement in relation to the National Standards.
- Schools include targets for student achievement in relation to the National Standards in their 2011 charters.

2011

- Schools continue to work with the National Standards and to report to parents about their child's progress and achievement in relation to the standards.
- Schools work to meet the targets for student achievement set out in their 2011 charters.

2012

- Schools' annual reports show their progress in relation to their targets for student achievement.

Preparing now for the National Standards

- Plan to work with the National Standards from term 1 2010.
- Consider taking part in a web seminar on the National Standards. Contact eadmin.training@minedu.govt.nz
- Consider requesting an information session with the Ministry about the National Standards. Contact your regional School Support Services or Ministry office (contact details are on the back page of this pamphlet).
- Access information and support about the National Standards at <http://nzcurriculum.tki.org.nz>, at <http://assessment.tki.org.nz>, and (for parents and whānau) at www.minedu.govt.nz.

2010: The National Standards come into effect

The National Standards come into effect in 2010 for year 1–8 English-medium schools. The standards describe the achievement in reading, writing, and mathematics that will enable students to meet the demands of the New Zealand Curriculum.

In this first year of implementation, schools will:

- help students understand the standards and their goals in relation to them;
- assess students' progress and achievement in relation to the standards, using a range of assessment methods;
- ensure that students understand their progress and achievement and what the next steps are in their learning;
- provide at least two plain-language, written reports to parents, family, and whānau about their child's progress in relation to the standards;
- support parents, family, and whānau to understand the process and format of reporting and how they can work with schools to support their child's progress.

What will this mean for teachers, principals, and boards of trustees?

For the successful implementation of the National Standards during 2010, teachers, principals, and boards will:

- develop their understanding of the links between the National Standards and the New Zealand Curriculum;
- deepen their understanding of assessment and its role in supporting individual students and in planning teaching and learning programmes;
- use self-review processes and tools at classroom, school, and governance levels;
- ensure that their plain-language reporting gives parents, family, and whānau the information they need to support their child;
- prepare specific school-wide targets for student achievement in relation to the standards for inclusion in their school's 2011 charter.

Professional development about the National Standards is available for teachers, principals, and boards of trustees.

School Support Services and Ministry offices can provide information about professional development in your region for teachers, boards of trustees, and principal clusters, including RTLB clusters and ICT PD clusters. See the back page of this pamphlet for contact details.

Teachers and principals can also request professional development in literacy, numeracy, and assessment in relation to the National Standards.

Teachers, principals, and boards of trustees can continue to take part in web seminars on the National Standards during 2010. Contact eadmin.training@minedu.govt.nz.

Links between the National Standards and the New Zealand Curriculum

Assessing progress and achievement in relation to the National Standards will be an integral part of teaching and learning across the New Zealand Curriculum.

The New Zealand Curriculum website, <http://nzcurriculum.tki.org.nz>, has information about the National Standards that will be regularly updated and expanded. It will also link to examples of tasks, texts, and problems that clarify the links between the standards and the curriculum. We recommend that you bookmark these pages so that you can keep up to date with new materials and information.

The role of assessment

Teachers will use assessment information gathered from a variety of sources to form an overall teacher judgment about each student's progress and achievement. You will also contribute to the moderation of overall teacher judgments across your school.

The assessment information will enable you to:

- evaluate individual students' progress and achievement in relation to the standards, help the students to understand their progress, and make clear what they need to learn next;
- report in plain language twice a year to parents, family, and whānau about their child's progress and achievement;
- involve parents, family, and whānau in supporting their child's learning at home.



Principals: You will ensure that your school's assessment and moderation processes are sound and that overall teacher judgments are robust and consistent.

Boards of trustees, principals, and teachers: You will use assessment information as part of the self-review process.

Information about assessment is available at <http://assessment.tki.org.nz>. This includes "maps" of commonly used assessment tools and how the tools relate to curriculum and year levels for reading, writing, and mathematics. An assessment tool selector is also available.

Self-review for teachers, principals, and boards of trustees

The use of self-review processes and tools will be vital to the successful implementation of the National Standards in your school.

"Teaching as Inquiry", as set out in *The New Zealand Curriculum*, is an important self-review tool for teachers. We recommend that you learn more about the teaching as inquiry cycle as part of your preparation for the National Standards.

Teachers will use self-review to:

- understand their students' strengths and learning needs;
- inform their overall teacher judgments about their students' progress in relation to the standards;
- identify and address their own professional strengths and learning needs;
- evaluate their classroom programmes;
- inform the moderation of overall teacher judgments across the school.

Principals will use self-review to:

- understand teachers' strengths and learning needs in relation to implementing the National Standards;
- identify and address their own professional strengths and learning needs;
- strengthen assessment and moderation processes in their school;
- ensure that resources are specifically targeted to support improvements in classroom practice;
- inform their 2011 school-wide targets for student achievement.

Boards of trustees, with their school's leadership team, will use self-review to:

- ensure that teachers' and the principal's learning needs in relation to implementing the National Standards are addressed;
- evaluate how well assessment information on school-wide progress and achievement is reported to the board;
- understand how the school monitors curriculum targets and how these methods can be applied to the targets that will be included in the school's 2011 charter;



- ensure that the school uses assessment information appropriately to allocate resources across the school.

The Ministry has developed self-review tools for teachers, school leaders, and boards as they work to implement the National Standards. The tools will be available online in November 2009 at <http://nzcurriculum.tki.org.nz>.

Reporting to parents, family, and whānau

Parents, family, and whānau want to receive clear and specific plain-language reports about their child's progress and achievement and to know how they can work with the school to support their child's learning. The National Standards are designed to support such plain-language reporting.

Schools will work with parents, families, whānau, community groups, and iwi to learn what information these groups want to receive about their children's progress and achievement and the most appropriate format for this information. (There will be a range of report templates available.)

Teachers will provide a plain-language, written report to parents, family, and whānau at least twice a year. You will also work with parents, family, and whānau to learn what's needed to help them support their child's learning.

Principals will ensure that reporting to parents, family, and whānau supports learning relationships between teachers, students, parents, family, and whānau.

Principals and boards will ensure that plain-language, written reporting takes place at least twice a year, with appropriate content.

At least one of the written reports each year 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.

In consultation with parents, family, and whānau, schools can design their own written reports or choose from one of the report templates designed by the Ministry of Education. Guidelines and templates are available at <http://assessment.tki.org.nz>.

For an initial period, the progress and achievement of English language learners may be reported in relation to the English Language Learning Progressions instead of the National Standards. There is additional information on this at <http://nzcurriculum.tki.org.nz>.

The achievement of students with special education needs will be reported in relation to the standards as part of students' Individual Education Plans. Information on this is available at www.minedu.govt.nz.

If parents, families, and whānau ask for more information about the National Standards, you can refer them to www.minedu.govt.nz. The National Standards page has information tailored specifically to these groups.

Preparing 2011 charters

Schools' 2011 charters will include specific school-wide targets for student achievement in relation to the National Standards. Assessment information and self-review will underpin the development of the targets.

Schools will report their progress in relation to their targets in their annual reports from 2012.

2011: Working towards school-wide targets for student achievement

As with the implementation of the New Zealand Curriculum, working with the National Standards will involve a process of continuous improvement in schools.

Teachers will:

- continue to develop and improve their assessment and reporting practices in relation to the National Standards;
- continue using self-review, especially "Teaching as Inquiry", to strengthen their teaching and learning programmes and their work with parents, families, and whānau;
- use assessment data in relation to the standards to identify individual students and groups of students who need additional monitoring and support.

Principals and boards of trustees will use the assessment information gathered in 2010, along with feedback gathered from parents, families, and whānau, to:

- decide how best to target resources, including professional development, towards improving teaching and learning;
- continue working with their school communities to improve reporting to parents, families, and whānau;
- inform their school's 2012 charter.

Principals will also:

- establish a formal assessment moderation system within the school or across school clusters;
- report school-wide information about progress in relation to the standards to the board of trustees, in preparation for external reporting in 2012.

Boards of trustees will:

- monitor the school's progress in relation to the targets in the 2011 charter and make decisions with the leadership team about how to address issues that arise;
- ensure their school has robust systems for annual reporting in 2012.

Your school's 2012 annual report will include evidence of how the school is meeting its targets for student achievement. You must report school-level data on the National Standards under three headings:

- school strengths and identified areas for improvement;
- the basis for identifying areas for improvement;
- planned actions for lifting achievement.

Your school's annual report will also discuss how students are achieving and progressing against the standards. It will include the numbers and proportions of students at, above, below, or well below the standards, with a breakdown of these numbers in terms of Māori, Pasifika, and gender.

In 2011, teachers, principals, and boards of trustees will be able to continue with professional development to strengthen teaching, learning, and assessment. This could again include participating in regional information sessions and web seminars on the National Standards.



Where do the National Standards fit in?

The New Zealand Curriculum is supported by the National Standards, which set clear expectations that students need to meet in reading, writing, and mathematics in the first eight years at school.

The standards provide reference points to help us stay focused on our goal – confident, connected, actively involved, lifelong learners.



Need Help?

Contacting the Ministry of Education

Whangarei (09) 436 8900 enquiries.whangarei@minedu.govt.nz	Auckland (09) 632 9400 enquiries.auckland@minedu.govt.nz	Hamilton (07) 858 7130 enquiries.hamilton@minedu.govt.nz
Rotorua (07) 349 7399 enquiries.rotorua@minedu.govt.nz	Napier (06) 833 6730 enquiries.napier@minedu.govt.nz	Wanganui (06) 349 6300 enquiries.wanganui@minedu.govt.nz
Lower Hutt (04) 463 8699 enquiries.lowerhutt@minedu.govt.nz	Nelson (03) 546 3470 enquiries.nelson@minedu.govt.nz	Christchurch (03) 378 7300 enquiries.christchurch@minedu.govt.nz
Dunedin (03) 471 5200 enquiries.dunedin@minedu.govt.nz	Invercargill (03) 211 3610 enquiries.invercargill@minedu.govt.nz	National Office, Wellington (04) 463 8000 enquiries.national@minedu.govt.nz

Contacting School Support Services providers

Northland	Team Solutions, Faculty of Education, University of Auckland, Whangarei	(09) 470 1015
Auckland	Team Solutions, Faculty of Education, University of Auckland, Auckland	(09) 623 8880
Waikato/King Country/Coromandel	School Support Services, University of Waikato, Hamilton	(07) 858 5075
Bay of Plenty	School Support Services, University of Waikato, Tauranga	(07) 577 5314
Rotorua	School Support Services, University of Waikato, Rotorua	(07) 348 9079
East Coast	School Support Services, University of Waikato, Gisborne	(06) 867 9769
Manawatu/Wanganui/Hawke's Bay/ Taranaki	Centre for Educational Development, Massey University, Palmerston North	(06) 350 9269
Wairarapa/Greater Wellington/ Horowhenua	Accent Learning School Support, Victoria Link, Victoria University, Wellington	(04) 463 9580 or 0800 422 236
Marlborough/Nelson/Canterbury/ South Canterbury/West Coast	UC Education Plus, College of Education, University of Canterbury, Christchurch	(03) 367 0700
Otago/Southland	Education Support Services, College of Education, University of Otago, Dunedin	(03) 479 4915

Website and email addresses

<http://nzcurriculum.tki.org.nz>
For general information on the National Standards, guidance on reporting and planning, and the newly developed self-review tools

<http://assessment.tki.org.nz>
For information on assessment

www.minedu.govt.nz
For information for parents, families, and whānau and for guidelines on assessment for students with special education needs

eadmin.training@minedu.govt.nz
For information on web seminars

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