

**Given as the Minister of Education you would expect teachers as professionals to inquire into their own practice, please talk about as part of your evidence-based inquiry practice how you have used the evidence from BOTs and Principals to adapt the MOE's implementation of National Standards.**

**Debbie Waikato Lincoln Heights School**

Evidence from boards of trustees and principals has been provided, and continues to be provided, in a variety of forms. This includes direct engagement through meetings, conferences, workshops by the Minister and Ministry of Education officials with sector groups such as the New Zealand Principals' Federation, the New Zealand Education Institute, the New Zealand Association of Intermediate and Middle Schools and the New Zealand School Trustees Association. Boards and principals have also provided submissions and correspondence on issues of concern.

A major theme has been the content and delivery of professional development training to support the implementation of National Standards. A number of significant changes have already been put in place to respond to these concerns and professional development training has been extended and made more flexible. The Ministry has contracted professional development facilitators to support schools to understand and use the standards, to work more effectively with parents and to increase schools' capability to raise student achievement. Underpinning the National Standards professional development design has been the premise for as many schools as possible to receive some face-to-face support, and for schools to have opportunities to hear about and learn from other schools' experiences using the National Standards. Therefore, a decision was made for there to be more workshop/cluster-style professional development in 2010 than in previous years.

The Phase 1 and 2 workshops, held mainly during Terms 1 and 2, focused on providing information to all primary and intermediate schools about the standards. During Phase 1, the focus was on informing them about the National Standards themselves. During Phase 2 (due to be completed by August), the focus has been on responding to issues raised by schools during the Phase 1 workshops. These have mainly been in relation to moderation, overall teacher judgments, reporting to parents and more in-depth information about reading, writing and mathematics.

The Ministry has heard and responded to the concerns from principals about their changing needs in relation to National Standards professional development. The response from the Ministry has been that Phase 3 will provide a flexible and personalised response to schools' professional development needs in relation to the standards implementation. A flexible response will involve a range of approaches such as:

- a. workshops held during or after school
- b. in-school support to meet the specific needs of schools
- c. professional development facilitators attending existing planned meetings with school leaders and teachers
- d. providing tailored support according to the needs of the group.

To further emphasize the importance of lifting student achievement, the Minister recently announced a major new initiative. Principals and teachers have told the Minister that this is the kind of direct assistance which has been needed for a long time. This will involve the Ministry of Education providing direct and targeted support to schools through the use of expert practitioners at the regional level. This intense frontline focus is needed to ensure every student is on track to achieve at least National Certificate of Achievement (NCEA) Level 2. It will go a long way to addressing the one in five students that leave school without any formal qualifications.

Concern was expressed at the urgency of the original timeframe for the implementation of National Standards. To respond to this concern, the implementation is now being phased in over three years. While teachers are expected to assess and report in relation to the National Standards in 2010, strategic planning using school level data is not expected before 2011, and board reporting of this data is not required before 2012. This should allow teachers and school leaders time to develop key processes year by year.

In addition to above, there is a Monitoring and Evaluation Programme that will monitor and review the implementation of National Standards over three years and this will provide an ongoing process that boards and principals can contribute to through to 2012. If necessary, the Ministry of Education will refine the standards and supporting processes. Information from the Monitoring and Evaluation Programme will allow us to share and strengthen what is working, as well as informing any necessary adjustments. Information from this programme will be published on the Ministry website at key points over the next three years.

**How do National Standards work within the framework of a special needs school, due to the fact that a large proportion of our pupils may not ever achieve year one level.**

#### **Jacki Morris Ferndale School**

National Standards have been developed for all students and so students with special education needs will also be assessed in relation to the standards. For most students with special education needs, this will be done in the context of an individual education programme (IEP) process. Those who know the student best, including parents, family and whānau, will continue to work together to support students through the IEP process. This process will continue to be the basis for planning learning programmes and goals relating to the National Standards will be incorporated into them. For children who have special education needs, as with all students, showing progress in relation to the standards will be as important as showing achievement.

A very small group of students have very significant learning disabilities and are likely to learn within level one of *The New Zealand Curriculum* for most of their years at school. The IEP process helps teachers and parents to assess the fine-grained progress of students with the highest learning disabilities against the National Standards. For this group of students, teachers may choose to use assessment

approaches that better help them to identify, broaden and deepen their understanding of what the students can do as the basis for developing the student's teaching and learning programmes.

Teachers will continue to use a range of valid assessment and individualised education programme (IEP) approaches to ensure they are supporting all students to learn within *The New Zealand Curriculum*. Narrative assessment is one such approach. A recent project that focused on assessment for learners with special education needs developed the *Narrative Assessment: A Guide for Teachers* and an accompanying series of *Curriculum Exemplars for Learners with Special Education Needs*. These materials are available on the dedicated website: <http://www.throughdifferenteyes.org.nz>. This website also includes guidance for teachers on using narrative assessment for students who are expected to learn long-term within level one of *The New Zealand Curriculum* and has examples of that assessment approach in practice.

**What Decile schools were the National Standards benchmarked/indicators against?**

The National Standards were not benchmarked against any particular decile of school, they were derived from the New Zealand Curriculum.

**In what ways has the minister sort (sic) to ease the concerns of parents that National Standards are an untested regime with probably unintended side affects (sic).**

I have endeavoured to correct any misinformation or inaccuracies about National Standards in the media as quickly as possible.

I have put a three year evaluation and monitoring programme in place for the implementation of National Standards. I have said consistently that changes will be made during implementation if necessary.

For long-term programmes like National Standards, full national implementation with careful monitoring and evaluation is a better approach than a trial in just a few schools.

Selective trials are more suitable for specific interventions such as Reading Recovery.

**Given that teachers can use their current assessment measures to judge students against national standards how does the minister ensure that this won't lead to unfair and biased judgement about the quality of teaching or the effectiveness of a school**

**Steven O'Connor North East Valley**

Teachers make overall teacher judgments using a range of evidence. Guidance has been provided to teachers on how various assessment tools align with the National

Standards. The judgments made will inform the teachers, students and families, where students are at, and help to design the next steps for the students.

The Ministry will use information from school's annual reports against their charters to allocate resources and support. ERO evaluates schools' effectiveness.

**How do we know how to get funding for at risk kids and how much per child?**

In Budget 2009, the government allocated \$36 million over four years to help schools with student who are having difficulties reaching the National Standards. This extra funding is being used to develop and pilot resources and programmes for those students who need more support than an effective classroom teacher can provide.

**How will the Ministry of Ed. support schools to keep providing a "great" service when funding is only increase (sic) by 4%? And no moves have been made to encourage teacher Retention.**

**What consideration have you given to improving your understanding of how the Ministry of Ed. can better/more effectively meet the needs of schools? (issues at the coalface)**

Schools	↔	MOE
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**Lisa Hargreaves Heretaunga**

We are working to strengthen how the Ministry- regionally and nationally - works with schools on student achievement and engagement. We aim to be more learner focused and target and differentiate our response to better meet the needs of schools and students.

The Ministry of Education will be providing more support to help schools to make a difference for all students.

There are three core elements to this new approach. The Ministry will be appointing expert practitioners to work closely with schools to help them lift student achievement. Teacher professional development will be redesigned so it's more efficient, cohesive and is focused on student achievement. In Budget 2009, the government allocated \$36 million over four years to help schools with students having difficulty reaching National Standards. This is being used to develop and pilot resources and programmes for those students who need additional help.

**Why is the funding 4 early childhood centres are (sic) being cut and what is the purpose of this cut back please?**

**N.William Rongomai P.Sch**

The Government has had to take some hard decisions to manage the rapidly rising costs of ECE in the current fiscal environment. Government has redirected some funding to areas where the need is greatest. The priority is to ensure ECE can be accessed by those families who are not currently taking part, but who will benefit the most.

The Government will invest \$1.3 billion in ECE in 2010/11, an increase of \$107 million from the previous year. Spending on ECE is almost three times more than it was in 2004/05, while the percentage of children participating in ECE prior to starting school rose by only 0.8% in the same period. Some children continue to miss out. Māori and Pasifika participation rates are at 91% and 85% respectively, compared to the national average of 95%.

From 1 February 2011 the Government has decided to align the ECE funding system with the 80% teacher registration target. This funding change continues to maintain high standards across the sector while creating savings for our other priorities, such as increasing participation by target groups.

**1. Do you believe that this group is a fair representation of parents and families in Schools in New Zealand**

**2. If so, are you prepared to gauge the level of satisfaction from the group in relation to the process and implementation of National Standards**

**Mark Sewell Waimataitao**

During all my interactions with representatives from the sector, be they formal stakeholder groups, or informal interactions with parents, teachers, principals or lay people, I listen to and reflect on their views and ideas.

The New Zealand School Trustees Association (NZSTA) is a key stakeholder group that I regularly consult with. I have valued the communications that I have received from NZSTA throughout the development and implementation of the standards, particularly their commitment to raising the achievement of every student.

This conference is a very important gathering of people who are highly committed to the children in their schools. This is obvious, as so many parents have sacrificed their time and energy to not only contribute to the discussion the conference, but also take back to their schools.