

National Standards

In New Zealand state schools it is mandated that teaching and learning is based on the philosophy and intent of the New Zealand Curriculum document. The curriculum in this document is based around a number of “Levels” of the curriculum that get progressively more complex and difficult based on what learning can be expected as children move through the schooling system and what children need to know and understand to participate fully in society by the time they leave school.

Level 1		Level 2		Level 3		Level 4		Level 5	
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10

We are of course aware that all children do not progress at the same rate, but generally we want to keep them as on track as possible to progress through these levels.

The National Standards have been described as “signposts” along the way, at each year level that are key pieces of learning we would like children to achieve.



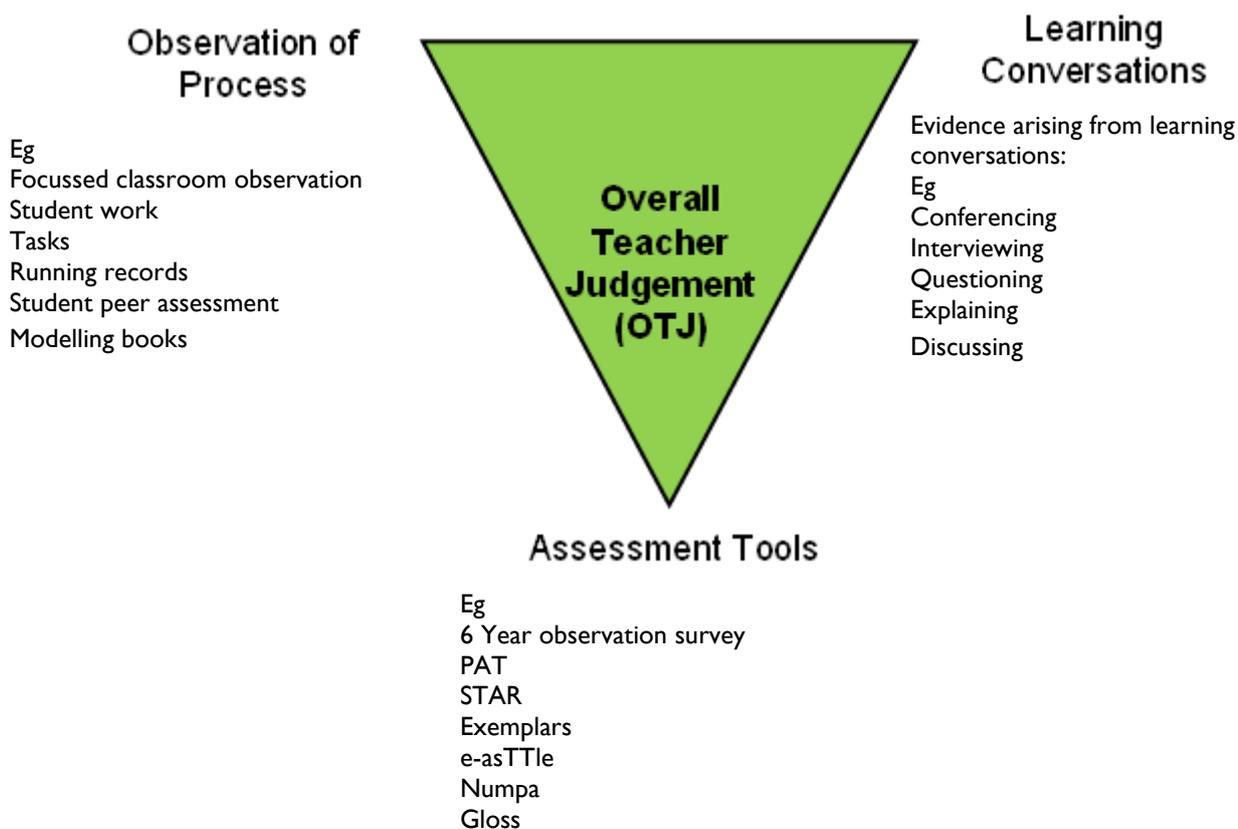
National Standards Information for Schools pamphlet, MOE, 2010

The key pieces of learning that are criteria for the National Standards have been carefully selected by experts in the areas of Reading, Writing and Mathematics. It is clear when reading these that resources such as the Literacy Learning Progressions and the Numeracy Project that have been trialled within schools have a huge influence of the “signposts” chosen.

Teachers use effective assessment practice to make judgements about children’s learning. Unlike countries overseas that use one high stakes “test” to decide a child’s achievement, New Zealand has chosen to do things differently. Here in New Zealand assessment experts have been involved in

ensuring most recent understanding about good assessment practice has been involved in the design of how teachers are to make judgements about student progress and achievement.

It is required that judgements about student learning are made using a range of learning “evidence” in three areas:



Teachers gather a range of evidence in each of these three areas and bring this evidence together to make “Overall Teacher Judgements” in relation to the New Zealand Curriculum National Standards.

The challenge around this work is for schools to develop consistency of judgements between their professional staff. Staff at Tauriko School regularly get together to discuss student evidence of learning to gain a common understanding around these judgements. This process is called moderation. This is challenging professional work and staff work hard to ensure they make sound professional judgements. This approach, different from the rest of the world, shows the county’s commitment to valuing the professionalism of teachers and acknowledging the rich relationship they have with each child in their classroom.

Teachers across different schools also get together to have these discussions when the opportunities arise.

New Zealand schools are required to report in writing about children’s progress and achievement in relation to the NZC National Standards. They are to do this twice a year and in plain language. In developing sound reporting practices it is imperative schools consult with their school community to check that reporting does just this in their community - meeting parent/caregiver and student needs. This was done formally in 2011 at Tauriko School and we review this process each time we report to parents.

Tauriko School believes that reporting to parents is about partnership between home and school. A key part of our approach is the active involvement of students in the whole assessment and reporting

process – fitting perfectly with effective assessment discussed in the New Zealand curriculum document.

<http://www.tauriko.school.nz/23/pages/240-reporting-to-parents>

There is much information for parents/caregivers around the New Zealand Curriculum Reading, Writing and Mathematics Standards:

<http://nzcurriculum.tki.org.nz/National-Standards/Supporting-parents-and-whanau>

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