

SABBATICAL INQUIRY

Term 2

2011

**National Standards
Implementation and Reporting.**

David Taylor
Principal
Fernside School

Acknowledgements

I would like to acknowledge many people who have helped me during my sabbatical, Local, National and International levels. This would not have been the experience it has been without their practical and moral support. I acknowledge these specifically in each individual section.

Firstly my thanks to the Ministry of Education and NZEI for making sabbaticals possible. I have greatly appreciated the time to investigate and reflect on my career and working environment. It will lead to positive changes for me and my school.

I thank the BOT of Fernside School for supporting my sabbatical application, particularly Chairperson Russell Thomas who has encouraged me in all my endeavours. My thanks to the BOT members for their generous support which enabled me to travel abroad and visits schools in the United Kingdom. My thanks to Brendon, Dean and Mel for stepping up to major leadership roles during my absence.

Finally I would like to thank the school staff, particularly Acting Principal Nicki Dixon and school secretary Sandi Hunt, for so capably leading the school in my absence. I knew I was leaving it in good hands, but I wasn't quite so sure how good. Thank you very much.

The status of this paper:

This is a summary of the readings I have done, the interviews I have conducted, the questionnaire I have collated and impressions from the email contact I have had with a wide group of individuals. In all cases I have simply recorded other people's ideas and thinking using their words, without acknowledging the source or using the conventions of referencing required in academic writing. This is both to protect the identity of individuals who may not have wanted their opinions recorded publicly and as an easy system to maintain the flow of the report.

This report is the culmination of a sabbatical taken in Term 2, 2011, but is also the product of at least two years of professional interest and inquiry as the Introduction of National Standards moved from possibility (2008 Election) - to 2010 implementation.

My thanks to all those who have contributed to my understanding through ...

- 1 Discussion and e-mail dialogue, especially members of the CPPA Executive over a three year period.
- 2 Completed Questionnaire and interviews, from twenty two Principals with particular support from schools in North Canterbury
- 3 Through seminars and presentations, here I must acknowledge the work of both Lester Flockton and Terry Crooks
- 4 Through interviews and discussion with five Principals in schools from England, who gave me a real perspective of the reality of a highly accountable system
- 5 And finally to the school staff at Fernside School for their commitment to finding a solution that works for us.

This report will have three sections

- 1 Introduction and Background -My starting position
- 2 What I did!
a)Questionnaires b)School Visits c) School Based System
- 3 My thoughts and conclusions

There is one appendix to this report

- 1) Full Questionnaire Summary Report

Chapter 1 Background National Standards. My Starting position.

Firstly, I should acknowledge that it is my opinion, the greatest benefit of a sabbatical, is the time away from the management responsibility of a school, rather than the intended topic of study. In other words what “you do” in addition to your topic of study is actually more important than the topic itself. This view was reinforced, when my original application for a sabbatical of National Standards was not initially accepted placing me 101/143 applications. (I was No.1 on the waiting list.) I took it from this lowly placing that my topic was not seen as groundbreaking or indeed highly valued. (Perhaps due to my application, or maybe to do with the ongoing nature of the present debate.)

Whatever the reasons, I embarked on my study with interest and a genuine attempt to gain some greater clarity, but am aware that this is part of a Journey and not a destination, and will be something that I will still be dealing with in two years time. I do see it as a watershed issue, and perhaps where political and ideological “lines in the sand’ have been drawn. As such, Educational Historians will have years to place this issue and the educational debates in a broader context. Suffice for me to merely share a short journey. (Well actually, over 20,000 kilometres.)

Professional Background:

When the National Standards were being introduced, I was the “Immediate Past President” of the Canterbury Primary Principals Association having served as President in 2008/2009 member. As an executive we debated the merits of the policy both in Political and Practical terms.

I was, at times, a lone voice in my support for the Standards, both philosophically and practically.

Philosophically I believe the autonomy of schools in our present system is too great and more central co-ordination would be helpful to the whole system.

Practically I see a need for greater support guidelines helping teachers interpret what I see as a woolly and open ended curriculum, which offers little help, support or guidance to the “average” teacher or principal.

In both of these views I stand apart from many of my colleagues.

I include here an edited version of a speech I presented to the CPPA as the baseline for my subsequent conclusions.

My baseline starting position (Before the sabbatical)

In summary this is what I think other Principals think!

- 1 *We don't support National Standards. (But do support standards)*
- 2 *We believe that reporting to our own parents on school is important, and that present reporting systems are meeting the communities needs.*
- 3 *We have confidence in the quality of teaching of core curriculum already in our school system. (Well placed in PIRLS and TIMMS Reports relative to OECD figures.)*
- 4 *We believe that implementing the New School Curriculum should be school's priority in 2010. (And a focus on National Standards will narrow the curriculum.)*
- 5 *The multitude of issues relating to implementing a national standards system are such that without a trial, we can never hope to have the level of accuracy a standard implies.*
- 6 *Inaccurately reporting student performance on high stakes National assessment will unfairly affect large numbers of students and a significant number of schools.*
- 7 *Finally we believe that National Standards are but as Trojan horse. A way to get League Tables, performance pay, voucher systems. Winner and loser schools. An attempt to undermine teachers and the Union.*

In brief, this was my response to these ideas.

- 1 **National Standards (not local benchmarks) are a good thing for Teachers, parents, principals and students.** (They should've been a part of our curriculum.)
- 2 **Reporting to parents in plain language is a good thing that can only enhance teaching, learning and parent teacher partnerships.** (We should already be doing it but many aren't.)
- 3 **There are issues with the quality of teaching in core curriculum.** (See ERO review Yr 1 and 2 teaching.)
- 4 **The Revised Curriculum so welcomed by the teaching profession, is in part an experiment in social engineering.** (Designed for equity not quality.)
- 5 **I agree that a system of moderating assessment is a huge challenge and a trial is necessary.** (But why didn't this happen before? Moderation of teacher assessment of student performance has been an ongoing issue in curriculum delivery.)
- 6 **Inaccurate reporting of the standards will be a problem,** (but it exists in our system already. This just now makes it transparent.)
- 7) **And finally I agree this is a trojan horse. (But it is already in.)**
We left the door open when we allowed the New Zealand Curriculum to be published without benchmarks, standards or expectations stated as outputs. The error of the Lefts... is to the gain of the Right.

Chapter 2:

How did I explore this issue? I attempted a two-pronged attack.

a) I wanted to know what Principals really thought.

b) I wanted to see if the rhetoric relating to “National Testing” and “League Tables” really mattered. (Hence my Trip to England and Scotland)

Chapter 2a) Principal’s Voice From Questionnaire’s April 2011

Before going any further, I would like to point out that this is not, and is not intended to be a scientific and academically valid questionnaire. My intention was to get a group of principals who would be willing to engage in a discussion and sharing of their thinking in regards to the National Standards. For this reason I deliberately chose to distribute questionnaires at two National Standards discussion Groups.

- 1 Lester Flockton Seminar , held at the Russley Golf Club on Thurs 7th April 2011
- 2 North Canterbury Principals Association April 15th (Rangiora RSA) Friday 2011

In total 22 questionnaires were completed, giving a perspective on National Standards from a group of Principals who have made some effort to engage with the documents, and are at least willing to look for a system that is manageable.

FINDINGS FROM PRINCIPAL

Questionnaire and Survey

The following is a summary of the findings from my Questionnaires and Interviews. Both positives and negatives were identified, but overall there was greater emphasis on the negative aspects of the Standards.

Collectively they represent a lack of faith in the intention of the policy, (Government playing politics) a lack of confidence in the implementation system (Big Questions of the Ministry in Developing the Standards), a fear that they will negatively impact on the self-esteem and confidence of at-risk students, a fear that data will be used inappropriately by “officials” to label schools and enforce unnecessary accountability measures. Finally there is a sense that these standards represent an attack on the autonomy of self-managing schools, a model well entrenched in the school system we all operate under.

Main negative issues with the National Standards

- 1) They are politically motivated and not driven by educational outcomes
- 2) They are untested and with limited validity and reliability
- 3) They have been poorly supported by Ministry Prof Development
- 4) They are being completed for compliance reasons only
- 5) They risk labelling children unnecessarily and at early age
- 6) They are already different things in different schools.
- 7) They have little support from Educationalists in New Zealand
- 8) They have the potential to lead to league tables and the ensuing difficulties that would cause

There were however some positive findings, which probably reflects the fact that the twenty two who completed the survey, were canvassed from groups attempting to implement them in their schools. (I would suspect they had a more positive outlook than a full cross-section of Principals across New Zealand.) The most positive aspect of the standards was the recognition that the class-room teachers "Overall Teacher Judgement" is the corner-stone of the assessment. This was viewed very positively by all Principals and one aspect of the standards that should be retained in any revision. The other strongly positive aspect has been the opportunity to focus the school staff on the core curriculum and developing/refining internal systems of moderation.

Identified Positives

- 1) Formal recognition and value of OTJ (Overall Teacher Judgement)
- 2) Increased focus on deliberate acts of teaching
- 3) Allowed staff focus on assessment /reporting and learning progressions
- 4) Increased attention on moderation and consistency
- 5) Established school based standards

A little bit of number crunching

- 1) **60%** of principals do not believe that the National Standards will have a positive impact on Teaching and Learning in the classrooms in their school. Only 1/22 (5%) saw any possibility of this occurring.
- 2) Teachers are equally split in their commitment to implementing the standards. (32% both agreeing and disagreeing.) Most principals who had staff engagement tended to explain this in regards to compliance. "Making the best of a bad situation." Engagement in this respect is actually compliance. (A forced surrender, but not a victory over hearts and minds.)

- 3) Most principals (50%) are unsure of the understanding, or support for National Standards amongst their parent community. (Of those who expressed an opinion, 32% of parents were against the standards as opposed to 18% in favour.)
- 4) Most Principals had BOT (55%) who were committed to implementing the standards. This probably explains to some degree why the Principals were in attendance at the workshops I attended. I am unsure how accurately this reflects the wider Primary School sector.
- 5) There is almost a 50/50 split between those who have made implementing the standards a priority for 2011 and those who haven't.
- 6) There is strong support for the NZEI/NZPF stance, with 78% agreeing or strongly agreeing. (22% were undecided.) Nobody expressed disagreement. (This is quite significant, as the group answering the questionnaire were those that have engaged to some level with the standards. I would expect a National Survey to be even more positive in supporting the stands of these organisations.)

QUESTIONNAIRE SUMMARY:

(Stating the bleeding obvious, but it needs to be done.)

The standards have been rushed into schools with very little consultation between the Ministry and the wider educational sector. There is very little confidence within the profession that the National Standards, as written, will contribute anything at all to the quality of Teaching (and therefore learning in our schools.)

The schools that have engaged with the standards have largely done so, to fulfil compliance mandates often coming from the Board of Trustees. There are no schools in this survey, and very few Nationally who have embraced National Standards as a positive Educational Initiative.

There is a deep suspicion within the profession that the introduction of the National Standards has been largely for political and not educational outcomes.

In short, the principals surveyed believe....National Standards have been imposed on schools with limited consultation. They do very little to help resolve the issues of underachievement, but greatly increase the workload for teachers, principals and Boards, wasting valuable professional time. They are poorly understood and the professional development that has been offered has been ineffective.

Ultimately schools have been forced to do their own professional development often initiated by the Principal and senior management teams. This has led to some degree of local ownership, but has also led to a wide degree of variation both in the rewriting of the standards and the final reports between schools. (In effect we have developed revised “school based standards, not national standards.”)

My reflection (What does this mean to my thinking???)

The findings of my Questionnaire reinforce how far removed from the average Principals opinions I am with a resounding negative response from the twenty plus questionnaire responses I received, and from the subsequent six interviews I conducted.

It is clear to me that the opposition to the standards, while muddled by the political discussions on both sides of the political debate (both the Government and the Teacher Union/Principal Associations) is almost unanimous amongst the teaching profession.

The results are very consistent and a challenge to anyone trying to implement a system of National Standards.

Chapter 2b) The rhetoric relating to “National Testing” and “League Tables” really mattered. (Hence my Trip to England and Scotland)

The second part of my sabbatical was focused on “the overseas” experience. In this I chose to visit three schools in the United Kingdom to get first hand experience of what school principals thought of working in a “Testing and Reporting Educational system.” I suppose in essence I wanted to know. “Is it really all Gloom and Doom?”

School Selection:

The process of selecting schools was somewhat arbitrary. With so many schools in so many areas, I needed a way to narrow my search. The issue was resolved by my wife, who managed to secure an apartment for us (through family connections) in Brighton, England. This ensured that the England schools would all be in South of England. Another obliging relative meant a school in Glasgow was also necessary.

Finally, having thoroughly enjoyed watching the TV series “Poldark” and with a desire to see “The Eden Project” I decided schools in Cornwall needed to be targeted.

With that decided, I then went onto the internet, and looked at League Tables. (As produced by The Local Education authority.) I selected a number of schools from this list, focusing on well performing schools, but not the BEST. I selected 20 schools.

I researched each school’s website to see what they offered. I looked at their Ofstead reports and developed a file. I sent off e-mails introducing myself and asking if they would be available for a visit. I received 14 replies. Eight schools were willing to host me. This was eventually reduced to six. In reality only five schools were visited.

This was not an entirely random process, but the selection of schools and Principals I chose to visit was based on their reputation, their web-sites, and the willingness of the school Principal to talk.

Method:

I visited each school for a morning. I was given a tour by the Principal in four schools and by the students in another. I then spoke at great length with Principals, an ICT Lead teacher and in two other schools I spoke to the Deputy Principal.

I was given permission to “video” all of the interviews. They make compelling viewing and have been shared with my school staff, the Fernside School Board of Trustees and the North Canterbury Primary Principals Association. The following pages summarise the findings of these visits.

NATIONAL STANDARDS FINDINGS OF MY TRIP

My thanks to the Ministry of Education, the Fernside BOT and Staff for making my Term Sabbatical possible. While the main focus was the exploration of "National Standards", looking at the historical perspective in New Zealand, (we have tried it before), and a contemporary analysis (how it is presently being implemented), it also gave the opportunity for a comparative study (how it has been implemented in England) and what are the positives and the pitfalls.

A full report on my findings will be presented to the Ministry later in the term, but very briefly I have come back with the view that...

- * A set of National Standards should be a useful addition to the school curriculum.
- * A set of standards will not in themselves raise achievement levels, but well constructed standards can aid dialogue between parents and teachers.
- * The present National Standards (as written) are too open ended and need refining to help with consistency. (A trial would have been useful.)
- * The present National Standards have been poorly implemented with political rather than educational priorities. This has severely limited their chances of success in the long term.
- * In recognising Overall Teacher Judgement as the final decider of student achievement New Zealand's standards are significantly different and superior to those used in the United Kingdom (And the United States.)
- * That National Testing should be opposed as it will inevitably negatively impacts on teachers, pupils and school curriculum.
- * That League Tables are damaging to schools and should be opposed.

There is genuine concern amongst the Education Community, that an overly strong emphasis on the results of "Standards" assessment will narrow what is taught to those skills that can be measured. (Being educated is more than being literate and numerate.)



Patcham Jnr School
Brighton



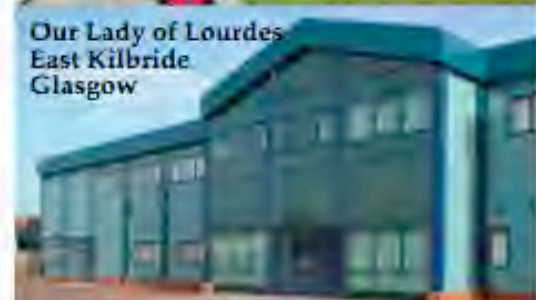
Ludgvan School
Cornwall



Gornhaven School Cornwall



Lanner School Cornwall



Our Lady of Lourdes
East Kilbride
Glasgow

SCHOOL VISITS ON MY TRIP

During my sabbatical I visited with five schools in New Zealand and five in the United Kingdom. (One in Glasgow in Scotland, One in Brighton, England and three in Cornwall, England.) The following is a brief comparative summary of what I found, comparing the School setting.

5 ADVANTAGES OF NEW ZEALAND SCHOOL

Openess of our school. (No locks and security gates in all schools I visited.)

Space: Our school buildings and playgrounds have more light and space. (Being newer obviously is a key factor here!)

Sporting facilities: In NZ school grounds tennis courts, swimming pool and adventure play equipment feature.

Board Of Trustees: Our School BOT system appears to be more responsive to the needs of the school management and teachers.

Parent help: There is more obvious parent involvement in our schools.



Raised Gardens
Cornwall

5 POSITIVES FOR ENGLISH SCHOOLS

Funding: There is significantly more money going into English Schools than our own. (At least 33% more in all the schools I visited.)

Teacher Assistants: All classrooms had at least one paid teacher aide to support the classroom teacher. (Two adults in every room.)

ICT: Faster broadband in all schools and a paid professional ICT technician to support the school network. (More ICT technology in all schools.)

Curriculum: There is a strongly detailed school curriculum to support teachers.

School Websites: These are generally managed outside the school and are both informative and very well presented for parents and visitors

Sustainability: There were two schools with "wind power generators" to supply power to the school. (Ultimate self sufficiency.)



Patcham Jnr School students,
showing me around the school

3 POSITIVES FOR ALL SCHOOLS

Sustainability: The push for school gardens and healthy lifestyles featured in all the schools I visited.

Classroom teaching: The way teachers teach is very similar teacher /student relationships key to all learning.

Children are children and I found children in all schools I visited polite, happy and engaged in learning. There is a positive future for us all if the children I met become leaders in their communities.

The Big Negative: The most striking negative was the impact National Testing had on the curriculum, the teaching and the moral of school Principals and teachers in the United Kingdom. It was the only consistent topic in all my discussions that had a negative impact.

All schools welcomed my visit and would like to develop longer term ties for the future. An opportunity here for



My final thoughts

The National Standards were introduced to New Zealand schools in 2010 at great speed with little consultation. They represent, to most educators a “U-Turn” in direction for school curriculum reform and a block on further curriculum initiatives focused on individualized learning, (personalized learning.) They are also seen as a direct challenge to the Autonomy of Schools (Boards of Trustees and Principals) to manage the direction of their own schools. (A challenge to the self-management system all have worked on/in during the last 20 years.)

They are seen as a backward step focused on accountability. The Implementation has hit a major obstacle in the level of opposition it has received from Principals and Teachers throughout the country. While much of this can be put down to very cohesive and effective Teacher Unions, (something the Government has been very effective at promoting) it is as much to do with the “Moral imperative of school leadership (Michael Fullan.) There is a genuine feeling that implementing the National Standards, in the form they have been delivered to schools, will inevitably lead to a damaging educational environment and a negative learning environment for students. To a vast majority of school leaders this is a trade-off between, on one hand following Government policy, or on the other doing “what is right for children.”

Major Finding of my Sabbatical

- 1 The clash between Government Policy and Educators was predictable. The Policy is a major “U-Turn” on Education direction in the last decade.
- 2 The opposition to the Policy and Implementation is real and is based on the “Moral conviction of Principals” that this policy is a step-back in educational reform and will damage students and school communities.
- 3 The implementation has been rushed and this has alienated a large number of educators who could see merit in the development of standards.
- 4 The standards are strongly opposed, because they represent a loss of individual school autonomy.
- 5 There are potential positives in a system of National Benchmarks and Progressions but the Profession need to be in a real partnership with the Ministry in developing and implementing these.
- 6 *** **A system of National Testing should be avoided at all cost.** It is demoralising and takes the focus off and learning, and onto narrow results
- 7 *** **League Tables need to be avoided at all cost.** They are a massive distraction to Teaching and Learning. They add little to Educational debates and distract teachers and Principals from their core roles.

APPENDIX

SUMMARY COMMENTS FROM INTERVIEWS

The purpose of my study is to help my school, and Principals at other schools, develop an effective and efficient National Standards assessment and reporting system that will be of use to them and their school in the foreseeable future. I do recognise that this is both a volatile topic, and an area that is very dynamic and changing. Therefore a focus on reporting formats only, would make this work very quickly redundant. So I have also engaged in the more philosophical aspects of the debates and its relevance to the educational outlook. (But that is for later.)

Before going any further, I would like to point out that this is not, and is not intended to be a scientific and academically valid questionnaire. My intention was to get a group of principals who would be willing to engage in a discussion and sharing of their thinking in regards to the National Standards. For this reason I deliberately chose to distribute questionnaires at two National Standards discussion Groups.

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In total 22 questionnaires were completed, giving a perspective on National Standards from a group of Principals who have made some effort to engage with the documents, and are at least willing to look for a system that is manageable.

Initial Questionnaire Findings

1 60% of principals do not believe that the National Standards will have a positive impact on Teaching and Learning in the classrooms in their school. Only 1/22 (5%) saw any possibility of this occurring.

2 Teachers are equally split in their commitment to implementing the standards. (32% both agreeing and disagreeing.) Most principals who had staff engagement tended to explain this in regards to compliance. "Making the best of a bad situation." Engagement in this respect is actually compliance. (A forced surrender, but not a victory over hearts and minds.)

3 Most principals (50%) are unsure of the understanding, or support for National Standards amongst their parent community. Of those who expressed an opinion, 32% of parents were against the standards as opposed to 18% in favour.

4 Most Principals had BOT (55%) who were committed to implementing the standards. This probably explains to some degree why the Principal were in attendance at the workshops I attended. I am unsure how accurately this reflects the wider Primary School sector.

5 There is almost a 50/50 split between those who have made implementing the standards a priority for 2011 and those who haven't.

6 There is strong support for the NZEI/NZPF stance, with 78% agreeing or strongly agreeing. (22% were undecided.) Nobody expressed disagreement. (This is quite significant, as the group answering the questionnaire were those that have engaged to some level with the standards. I would expect a National Survey to be even more positive in supporting the stands of these organisations.)

OVERALL DRAFT SUMMARY: (Stating the bleeding obvious, but it needs to be done.)

The standards have been rushed into school with very poor consultation between the Ministry and the wider educational sector. There is very little confidence within the profession that the National Standards, as written, will contribute anything at all to the quality of Teaching (and therefore learning in our schools.)

The schools that have engaged with the standards have largely done so, to fulfil compliance mandates often coming from the Board of Trustees. There are no schools in this survey, and very few Nationally who have embraced National Standards as a positive Educational Initiative.

There is a deep suspicion within the profession that the introduction of the National Standards has been largely for political and not educational outcomes.

In short, the principals surveyed believe...National Standards have been imposed on schools with limited consultation. They do very little to help resolve the issues of underachievement, but greatly increase the workload for teachers, principals and Boards, wasting valuable professional time. Finally they are poorly understood and professional development has been ineffective.

Ultimately schools have been forced to do their own professional development often initiated by the Principal and senior management teams. This has led to some degree of local ownership, but has also led to a wide degree of variation both in the rewriting of the standards and the final reports between schools. (In effective we have developed revised "school based standards, not national standards.")

National Standards Survey Sabbatical 2011

1 I believe that implementation of National Standards has the potential to improve the quality of teaching in New Zealand schools.

	1	2	3	4	5	
Strongly disagree	5	8	8	1	0	22
	22.7%	36.4%	36.4%	4.5%	0.0%	

Unless it is implemented with PD and support for schools it will be ineffective

More important is what we do about children not achieving at expectation. We have always been able to identify them.

National standards will not change the quality of teaching

Spent a lot of time on PD and rewriting the reports and not one thing has led to teacher development.

Quality teaching from self review not external standards makes the difference.

The N.S have caused much discussion about quality teaching.

If Nat Standards are used for assessment without any possibility of the data being used for comparison.

N.S as written are not exact enough. (Fuzzy) What will help improve quality of teaching is better identification of failing kids and resourcing to do something about it.

2 There is commitment in the introduction of National Standards amongst my staff.

	1	2	3	4	5	
Strongly disagree	2	7	6	7	0	22
	9.1%	31.8%	27.3%	31.8%	0.0%	

Done for compliance only
No in-depth staff discussion so far.
A variety of opinions exist
Untested! Teachers do not support them

Staff are complying because it is a Government requirement but not because they necessarily with the philosophy.

We are trying to comply but without compromising our existing assessment and reporting practices. Staff would prefer not to have N.S as they now exist.

The introduction of requirements of Nat Stds has caused us to review our assessment procedures. We are developing our reporting to include Nat Stds.

Staff love the motives but have been turned off by the implementation and poor PD support

My staff tend to go along with what is presented to them. By and large they need convincing whether to commit or not.

Staff trying to make the best of a bad situation

3 There is commitment in the National Standards amongst my Parent Community

	1	2	3	4	5	
Strongly disagree	0	7	11	4	0	22
	0.0%	31.8%	50.0%	18.2%	0.0%	

Some comments regarding the extra work this requires of teachers

Our parents have little interest in the standards more interested in teacher comments and in-class analysis.

Don't know. No formal process completed.

We have had minimal feedback regarding the National Standards. Our community appears relaxed and trusting in our school operation.

Parents are confused

Do what we need to do in terms of reporting and assessing.

Some hate the labelling of the children. Others like the honesty of describing where children are at.

National Standards Survey Sabbatical 2011

4 There is commitment to implementing National Standards from my BOT

	1	2	3	4	5	
Strongly disagree		Disagree	Undecided	Agree	Strongly agree	22
	0	3	7	11	1	
	0.0%	13.6%	31.8%	50.0%	4.5%	

They feel it is something -A must do!

They understand they need to.

Like the staff the BOT feel we believe we have no choice and are trying to make the most of a bad situation

Compliance only - They haven't really heard the other side. really.

The BOT is committed to compliance.

I have two BOT members who see much value in the Nat Stds Philosophy - This is changing as more information is becoming available.

They like what the data might show.

We have decided to comply (see #2) but BOT are aware of inadequacies in NS

5 I have made implementing National Standards a priority for 2010/2011

	1	2	3	4	5	
Strongly disagree		Disagree	Undecided	Agree	Strongly agree	22
	1	9	1	11	0	
	4.5%	40.9%	4.5%	50.0%	0.0%	

No! I have made school-wide goals a priority. The priority is to address overall needs of the school.

Because I have to, more than I want to.

We are trying to bed in Revised Curriculum and are focusing on ICT PD.

Agree, but am trying to ensure that other curriculum areas do not suffer

Do what we need to do in terms of reporting and assessing.

As directed by my BOT. We continue to review our assessment and reporting procedures. We worked hard during 2010 and will keep momentum during 2011.

6 I support the stand of the NZPF and NZEI in opposition to these standards.

	1	2	3	4	5	
Strongly disagree		Disagree	Undecided	Agree	Strongly agree	22
	0	0	5	15	2	
	0.0%	0.0%	22.7%	68.2%	9.1%	

Early opposition from the NZEI and NZPF got up the noses of my B.O.T

I don't have time as a teaching-principal to battle the Minister on this.

Wait and see approach

Good article from Denise Torrey.

They may have potential but have been an unwanted distraction, stopping teachers doing more important work.

Early opposition from the NZEI and NZPF got up the noses of my B.O.T

Yes! I support the opposition.

Definitely. There need to be carefully implemented and introduced. They have been politically driven not educationally driven.

National Standards Implementation	1	2	3	4	5
-Nationally	Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree
There has been strong buy-in by stake holders	33.3%	47.6%	19.0%	0.0%	0.0%
There is strong leadership	38.1%	47.6%	14.3%	0.0%	0.0%
There is adequate support and Prof Dev	57.1%	33.3%	9.5%	0.0%	0.0%
There has been appropriate consultation	76.2%	14.3%	4.8%	4.8%	0.0%
Their introduction has been rushed	0.0%	4.8%	0.0%	28.6%	66.7%
The standards are clear and well written	28.6%	61.9%	9.5%	0.0%	0.0%

The most positive aspects regarding the introduction of National Standards are...

- Using "teaching as Inquiry to inform decisions.
 - Shown the need for more moderation
 - Shown some staff don't understand the NZ Curriculum
 - Possibilities to ease reporting systems to improve consistency of judgements
 - Increased focus on making clear/accurate "OTJ's"
 - Increased focus on deliberate acts of teaching.
 - Confirmation of the validity of "OTJ's"
 - Giving impetus to developing triangulation of judgements
 - Forced us as a staff to look more closely at the Maths/English Curriculum
 - Highlighted staff discussions on assessment and reporting practices and beliefs.
 - Forced us to rewrite and review reporting
 - The information booklet for parents has been great at identifying next steps.
 - "OTJ" is both recognised and valued.
 - Very broad interpretation (both a strength and a weakness.)
 - Promoted review of school-wide assessment practices
 - The partnership aspect where teachers can clearly state what the child needs to do to succeed and seek the support of parents.
 - Having set benchmarks for each level, although we already had those with "expectations", exemplars PATs etc
 - Getting a shared consist staff understanding of our school benchmarks and how we determine if children have been successful in their learning.
 - Schoolwide moderation is being developed.
 - Conversations around data, student achievement and progress
 - Much discussion on what achievement is, how to measure it reliably with moderation and ongoing use of a National Standards system
- We have been lucky to to have had an ATOL contract to help us unpack the stands and bring an outside perspective to our context.

The most positive aspects regarding the introduction of National Standards are...

- Unknown. What the Govt will do with the data (x3)
- Too rushed (x4)
- Training very poor. Facilitators were unprepared.(x3)
- Standards are school based-not National.
- Shown total disrespect of the sector
- Created division particularly BOT versus Staff
- Different messages to different groups
- A distraction from implementing the Revised National Curriculum
- Too much effort for too little result
- Government intention is Political not Practical
- Standards are vague(info is not clear.)
- Lack of financial support for training
- A false belief that reporting achievement changes outcomes
- Misinformation by politicians - a bullying approach
- Parents want standards to know where their child is and when we make a fuss we sound defensive.
- Feel we are doing it just to comply
- Open to interpretation- School based
- Aspirational not based on real performance standards.
- Focus on a narrow band of skills to define success
- Not able to affirm pupils as directed bt Ka Hikitia for all aspects that make them unique esp Maori
- Rushed, inconsistent and confusing
- Don't fit with current assessment tools especially maths standard
- Rushed, not consistent, validity issues, focus not on wider curriculum, increased workload, lack of support, media focus has been negative towards schools, principals, and teachers when we have been implementing a valuable new curriculum.
- Needs better resourcing to work with parents and help children
- Need greater focus on progress(rather than at/above/below standard.)
- To implement them is complex. The rushed nature of the implementation has meant false starts for us.
- Failures, league tables and national Testing possibilities
- We already know who are underachieving, what we need is national discussion on how to improve outcomes and funding for long term prof-dev in schools.
- We have lost the momentum of the NZ Curriculum development which was going really well. The Nat Stds have caused a negative impact on pedagogy and quality of teaching practice.