MINISTRY OF EDUCATION
TE TĀHUHU O TE MĀTAURANGA

Education Report: Removing Ngā Whanaketanga Rumaki Māori and National Standards

To:	Hon Chris Hipkins, Minister of Education		
Date:	10 November 2017	**Priority:**	High
Security Level:	In Confidence	**METIS No:**	1089041
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Messaging seen by Communications team:	N/A		

Purpose of report

The purpose of this paper is to seek your direction on how you wish to proceed with your policy commitment to remove Ngā Whanaketanga Rumaki Māori and National Standards, and work with experts and stakeholders to develop a new approach that better acknowledges child progress and focuses on the key competencies in the curricula.

Summary

1 There are different options for removing Ngā Whanaketanga Rumaki Māori and National Standards that you may wish to consider, including timing. Discussion of possible options is provided. We seek your direction on your preferred approach.

2 The scope of work to develop a new approach based on child progress and focusing on key competencies needs to be clarified. This briefing is intended to support a discussion with you at an upcoming strategy session being scheduled with your office about next steps for this work.

3 This paper also describes work underway to rename and repurpose the Progress and Consistency Tool (PaCT) and Te Waharoa Ararau (TWA) to focus on progress. This includes removing Ngā Whanaketanga Rumaki Māori and National Standards from the tools.

Recommended Actions

The Ministry of Education recommends that you:

a. **agree** to proceed with removing Ngā Whanaketanga Rumaki Māori and National Standards by:

   EITHER

   Removing mandatory elements for 2018 and leaving Ngā Whanaketanga Rumaki Māori and National Standards as an optional tool, and strengthening a focus on progress in teaching, learning and reporting to parents (option 1 – recommended)

   Agree / Disagree

   OR

   Removing mandatory elements for 2018 and preventing voluntary use, effectively fully removing National Standards as soon as is practicable, and strengthening a focus on progress in teaching, learning and reporting to parents (option 2)

   Agree / Disagree

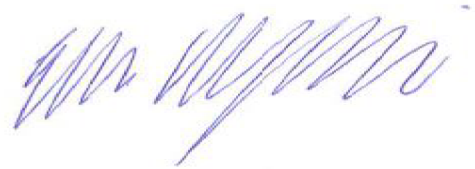
   OR

   Developing a replacement system of measuring progress before Ngā Whanaketanga Rumaki Māori and National Standards are removed (option 3)

   Agree / Disagree

b. **note** that a strategy session is being scheduled with your office about next steps for developing a new approach based on child progress and focusing on key competencies

   Noted



Ellen MacGregor-Reid
Deputy Secretary
Early Learning & Student Achievement

10/11/2017

Hon Chris Hipkins
Minister of Education

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Background and context

1 In order to ensure our education system is delivering a well-rounded education for all children and young people, we understand that you want to refocus the schooling sector on the intention of the broad and varied curricula. We also understand that you want to focus on a more personalised learning experience, one that brings out the best in each and every individual.

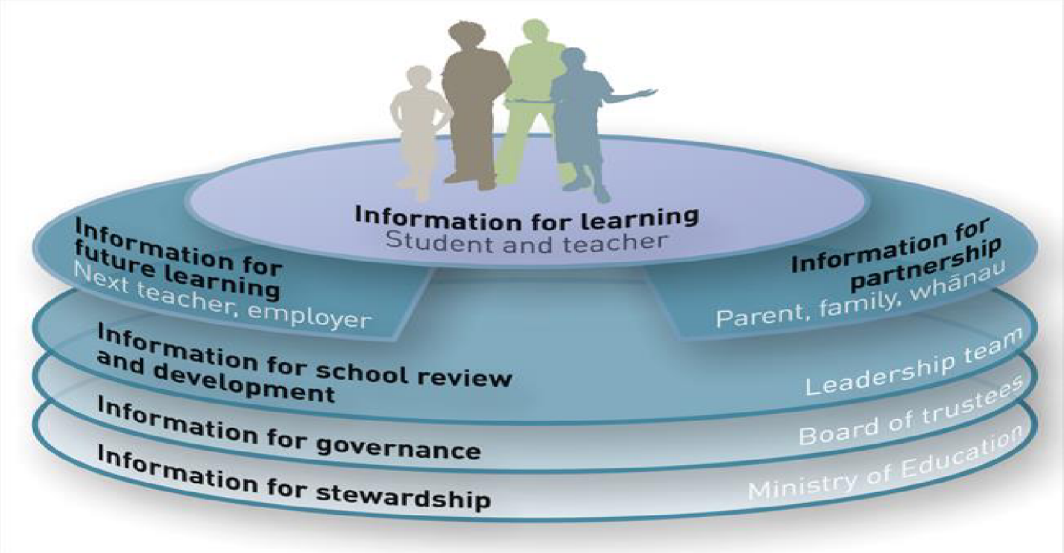
2 The national curricula set clear expectations for learning, while providing flexibility for local curriculum, teaching and learning to be designed and delivered in a way that meets the needs of the students within a kura, school or Community of Learning | Kāhui Ako (Kāhui Ako).

3 Assessment is important for understanding how individual students are progressing. It supports teachers to plan learning opportunities that support each student's next learning steps, including where additional support is needed. It is also an important part of school and kura self-review processes to ensure that their curriculum and teaching programme is effectively supporting all students to develop the important learning set out in the in national curricula.

4 There are a range of assessment tools available for understanding student progress, but these do not cover the full breadth of the curricula and, on their own, few provide a comprehensive picture of student learning against a curriculum learning area.

5 We have a system-wide focus on ensuring that every child gets the support and opportunities to learn they need to develop this important learning. The achievement data shows that, despite pockets of improvement, the education system is not yet closing the equity gap or meeting the needs of all learners.

6 The diagram below, from the New Zealand Curriculum, illustrates the role information has in different layers of the education system.



7 Our parent research has found that overwhelmingly parents are concerned about knowing what progress their child is making, and then what the teacher and they need to do in response. Further, the wellbeing of their child was just as important to parents as their academic success.

8 Within kura, schools and Kāhui Ako, it is important that there is a coherent system of self-review, and a key part of this is being able to focus on equity of outcomes for all students. This requires kura, schools and Kāhui Ako to have aggregable data that they can inquire into, as well as the capability to understand and act on it for improvement.

9 In terms of kura and schools providing student-level assessment information to the Ministry, engagement with stakeholders suggests it is essential that there is:

i. transparency over what information the Ministry will collect

ii. transparency over what purposes that information held will be used for

iii. robust processes for agreeing changes to what is collected or using existing information for a different purpose.

10 We will brief you separately on the collection and use of information across the different layers of the education system. As indicated in *Education Report – Implementing the Education Act (Update) Amendment Act 2017 – Key* Decisions (METIS 1089004) there may be opportunities to prevent information gathered by the Ministry being used to produce overly simplistic league tables.

Removing Ngā Whanaketanga Rumaki Māori and National Standards

11 Removing Ngā Whanaketanga Rumaki Māori and National Standards requires the Gazette notice which issued them to be revoked, and related reporting requirements to be removed. Currently these requirements are the National Administration Guidelines (NAGs), which can be amended by Gazette notice. This can occur within days of your decision. You may wish to seek Cabinet endorsement of your decision before the notice is issued.[1]

12 Note that the Education (Update) Amendment Act 2017 makes the NAGs redundant by 1 January 2019 when their empowering provision is repealed. From that point, regulations will be used to replace any reporting requirements.

13 There are practical implications from removing Ngā Whanaketanga Rumaki Māori and National Standards as they are embedded in a number of processes, as outlined in Annex 1. It will take time to completely remove Ngā Whanaketanga Rumaki Māori and National Standards from these processes. Additionally, given that the Government has signalled there will be a new system, some kura and schools may want to avoid the risk that they could have to change their inquiry, planning and reporting processes twice.

[1] While not essential for achieving your policy objectives, you may also wish to remove the empowering provision for National Standards from the Education Act 1989. We will be providing advice on this as part of our advice on the 2018 Legislative Programme.

14 Three options for removing Ngā Whanaketanga Rumaki Māori and National Standards have been identified:

Option 1 (recommended): Remove mandatory elements for 2018 and leave Ngā Whanaketanga Rumaki Māori and National Standards as an optional tool. Strengthen NAGs to support a focus on progress in teaching, learning and reporting to parents.	Revoke Ngā Whanaketanga Rumaki Māori and National Standards and remove related requirements in NAGs (amend NAG 2 and remove NAG 2A). Strengthen focus in remaining relevant NAGs on progress by replacing references to 'achievement' with 'progress and achievement' and 'achieving' with 'progressing and/or achieving'. Strengthen focus on high quality assessment by adding a definition of good quality assessment information, and ensuring that is the basis of reporting to students and parents. Annex 2 marks up the proposed changes to the NAGs. Retain Ngā Whanaketanga Rumaki Māori and National Standards as a tool kura, schools and Kāhui Ako can choose to use in their inquiry, planning and reporting processes if they so wish. The Ministry will continue to make use of Ngā Whanaketanga Rumaki Māori and National Standards information at the system level and for performance reporting, for the 2017 year. Remove Ngā Whanaketanga Rumaki Māori and National Standards from national level systems and processes (as outlined in Annex 3) over the course of 2018. The Education Review Office will evaluate the quality of the assessment practices used for teaching, learning and reporting purposes. The Ministry will provide guidance to the sector on quality assessment tools for 2018.
Option 2: Remove mandatory elements for 2018 and prevent voluntary use, effectively fully removing Ngā Whanaketanga Rumaki Māori and National Standards. Strengthen NAGs to support a focus on progress in teaching, learning and reporting to parents.	Revoke Ngā Whanaketanga Rumaki Māori and National Standards and remove related requirements in NAGs (amend NAG 2 and remove NAG 2A). Strengthen NAGs around progress as per option 1 above and in Annex 2. All kura, schools and Kāhui Ako required to shift to alternative approaches in early 2018, so that planning and reporting documents do not use Ngā Whanaketanga Rumaki Māori and/or National Standards. A second transition may be needed once decisions about a new approach are made. The Ministry will not make use of Ngā Whanaketanga Rumaki Māori and National Standards information at the system level and for performance reporting. Remove Ngā Whanaketanga Rumaki Māori and National Standards from national level systems and processes during early 2018. The Education Review Office will review the quality of the assessment practices used for teaching, learning and reporting purposes. The Ministry will provide guidance to the sector on quality assessment tools for 2018.

Option 3: Develop a replacement system of measuring progress before Ngā Whanaketanga Rumaki Māori and National Standards are removed.	Ngā Whanaketanga Rumaki Māori and National Standards are not revoked until a replacement approach is available. Schools and kura would be required to continue their current inquiry, planning and reporting processes until a new system is in place. The Ministry will continue to make use of Ngā Whanaketanga Rumaki Māori and National Standards information at the system level and for performance reporting, for the 2017 and 2018 years. Remove Ngā Whanaketanga Rumaki Māori and National Standards from national level systems and processes from 2019 when a new system is available.

15 Under all three options you also have the opportunity to require the Ministry to identify alternative measures of performance for reporting against Vote Education.

Option 1: Remove mandatory elements for 2018 and leave Ngā Whanaketanga Rumaki Māori and National Standards as an optional tool, and strengthen focus on progress in teaching, learning and reporting to parents

16 Annex 3 outlines the practical steps that need to be taken to remove reporting requirements relating to Ngā Whanaketanga Rumaki Māori and National Standards for the 2018 school year, and then remove Ngā Whanaketanga Rumaki Māori and National Standards from national level systems and processes during 2018. As part of this, the NAGs will also be amended to ensure a focus on progress, as well as achievement, in teaching, learning and reporting to parents.

17 This will incur approximately $1.2 million of costs that would need to be met within the Ministry's baselines for 2017/18, redirecting resources from other possible activities. This does not include costs associated with communicating the changes, Ministry support to kura and schools to transition to other assessments approaches, or the costs associated with renaming and repurposing the Progress and Consistency Tool (PaCT) and Te Waharoa Ararau (TWA) (refer para 50). Costs within the sector have not been quantified – we have assumed this will largely be met through business-as-usual activities. If this is your preferred option we will provide a more complete costing and our proposal for meeting these within baseline.

18 Kura and schools will already be preparing their end of year reporting to students and parents. Removing Ngā Whanaketanga Rumaki Māori and National Standards could result in some kura and schools changing their reporting for 2017, but we expect that kura and schools would not make changes until the 2018 school year.

19 There is a risk some students and parents perceive the removal of Ngā Whanaketanga Rumaki Māori and National Standards as reducing the quality of information available to them around progress and achievement. We will provide guidance to kura and schools on using alternative assessment information to provide sound reporting to students and parents.

20 There is an opportunity to strengthen the NAGs (see Annex 2) to ensure there is an emphasis on good quality assessment information, which draws on a range of evidence to evaluate the progress and achievement of students. This would also help mitigate the risk that kura and schools shift to a single assessment tool in their reporting. Most tools are only designed for specific purposes, and need to be used alongside other tools and evidence to build a comprehensive picture of student learning against the curriculum.

21 Kura and schools will already be preparing their 2018 school charters, which include priorities and targets based on Ngā Whanaketanga Rumaki Māori and National

Standards. Under existing NAG requirements, updated charters need to be submitted by 1 March 2018. Once the NAGs are changed we expect some kura and schools will begin to make use of alternative information for their charter goals, using currently available tools. However, some may wish to continue to make use of the current Ngā Whanaketanga Rumaki Māori and National Standards framework.

22 Kura and schools are required to send a statement with an analysis of variance against their school charter by 1 March each year. This will include Ngā Whanaketanga Rumaki Māori and National Standards results for 2017, and potentially 2018.

23 The removal of Ngā Whanaketanga Rumaki Māori and National Standards will have an impact on Kāhui Ako as outlined in the *Education Report – Endorsement of Communities of Learning | Kāhui Ako Achievement Challenges and High Level Plans* (METIS 1088794). Currently all Kāhui Ako with endorsed achievement challenges have set at least one target to increase the number of students 'At or Above' the National Standards/Ngā Whanaketanga Rumaki Māori.

24 Kāhui Ako work together for about a year to identify achievement challenges and develop a high level plan. A significant proportion of time is spent sharing and analysing achievement data across the Kāhui Ako. Therefore some of these Kāhui Ako, and others that are close to finalising their achievement challenge, may not wish to remove or replace Ngā Whanaketanga Rumaki Māori and/or National Standards data due to the amount of time already invested in this process.

25 We will work with all Kāhui Ako that want to remove Ngā Whanaketanga Rumaki Māori and/or National Standards from their achievement challenges and support them to find other ways to assess progress against their achievement challenges.

Option 2: Remove mandatory elements for 2018 and prevent voluntary use by kura and schools, and strengthen focus on progress in teaching, learning and reporting to parents

26 If you do not wish Ngā Whanaketanga Rumaki Māori and National Standards to be used at all, the Ministry of Education could actively work to support kura, schools and Kāhui Ako to use other sources of data in their planning and reporting processes. Other changes would be the same as *Option 1*.

27 This would likely have more cost and resource pressures than *Option 1*, including for kura and schools (depending on their individual circumstances). This option is likely to require training for teachers, leaders and other kura and school staff to move to different approaches, and the Ministry's costs to support the change will also be higher. This is because, for example, over 90% of all kura and Māori medium settings are using Ngā Whanaketanga Rumaki Māori within TWA for their own inquiry, planning and reporting. Within Kāhui Ako, common approaches would need to be agreed to enable aggregation for identifying and monitoring their achievement challenges. To date, few Kāhui Ako have found that all members are using the same assessment tools in the same manner, other than OTJs against Ngā Whanaketanga Rumaki Māori and/or National Standards. If you wish to explore this option we will provide further advice on these costs.

28 Kura and schools will already be preparing their 2018 school charters, which include priorities and targets based on Ngā Whanaketanga Rumaki Māori and National Standards. Under existing NAG requirements, updated charters need to be submitted by 1 March 2018. If you decide on *Option* 2, you will need to extend the deadline for submission of updated charters to the Secretary of Education, so that kura and schools have time to adjust their 2018 priorities and targets to use other sources of data. This

would require careful communications with the sector to avoid confusion about what they are required to do.

Option 3: Develop a replacement approach to measuring progress before Ngā Whanaketanga Rumaki Māori and National Standards are removed

29 Under *Option 1* and *Option 2* the ability to monitor the equity gap and whether the system is meeting the needs of all learners will be somewhat limited until a new approach is developed and in place, along with the ability to provide other system level insights. There will also be more limited ability to develop information sharing and analytical tools to support kura, schools and Kāhui Ako in their work.

30 Given the importance of addressing the equity challenges in the education system and ensuring that it meets the needs of all learners, you could defer the removal of Ngā Whanaketanga Rumaki Māori and National Standards until a replacement approach of measuring progress is in place. The earliest a new approach could be in place is 2019, depending on the options decided on.

31 In the interim, kura, schools and Kāhui Ako would continue to use Ngā Whanaketanga Rumaki Māori and National Standards in their planning and reporting.

Performance reporting for Vote Education

32 The Ministry's 2017/18 Output Plan has *Increase the proportion of enrolled students at or above National Standards* as one of six key indicators for the Ministry, with the 2017 results to be reported in the narrative part of the Ministry's 2018 Annual Report. This can be updated with your agreement.

33 The Vote Education Estimates for 2017/18 include a suite of Ngā Whanaketanga Rumaki Māori and National Standards related performance measures for the Non-departmental Primary Education Appropriation. If Ngā Whanaketanga Rumaki Māori and National Standards information is not available for 2017, we would look to replace them with alternative measures to demonstrate value from the investment in primary education. They would need to be updated through the Supplementary Estimates.

34 There will be an opportunity to update measures for 2018/19 as part of the Budget 2018 Estimates process.

Developing a new approach based on child progress and focusing on key competencies

35 We would like to discuss the scope of this work with you and what you intend by developing a new approach based on child progress and focusing on key competencies. We would like to understand whether you see the new approach focusing on:

i. providing frameworks for assessing progress across the curricula, to inform teaching and learning; and/or

ii. ensuring high quality reporting to students, parents and whānau; and/or

iii. providing clarity on what learning all students are expects to gain, by when, to ensure the education system is delivering equity and excellence; and/or

iv. a mechanism for making progress information available across the system, to inform inquiry and decisions at all levels.

36 Alongside the design of a new approach, delivering equity and excellence requires a continued focus on building teacher and leader capability to:

i. design and deliver local curriculum that provide learning opportunities that integrate knowledge, skills and key competencies

ii. personalise learning opportunities to meet the needs of all students, within an inclusive and culturally responsive learning environment

iii. understand and act on data for improvement.

37 [redacted]

38 Following discussion with you, we will provide you with further advice on the process for designing the new approach, including a draft terms of reference and membership for the Ministry's National and Regional Advisory Groups, and a draft plan for engagement with students, parents, whānau, iwi and the sector. There is an opportunity for the design of a new approach to form part of the agenda for the Summit series next year.

39 The earliest a new approach could be in place is 2019, depending on the approach decided on following engagement with students, parents, whānau, iwi and the sector.

Renaming and repurposing the Progress and Consistency Tool (PaCT) and Te Waharoa Ararau (TWA)

40 The PaCT and TWA are based on Learning Progression Frameworks and can be decoupled from National Standards and Ngā Whanaketanga Rumaki Māori.

41 The PaCT is designed as a tool to help teachers and schools understand students' progress and plan teaching programmes, while also ensuring reliable Overall Teacher Judgements (OTJs) against the New Zealand Curriculum. These OTJs can easily be decoupled from National Standards. Some schools use it alongside testing tools such as e-asTTle and PAT, but the PaCT can reduce the need for testing as teachers become more confident in using other evidence to create a comprehensive judgment of progress.

42 Around 30% of primary schools are using the PaCT currently. Enhancements to the PaCT to better support a focus on progress are already underway. There is an opportunity to redevelop this platform quickly to provide schools and Kāhui Ako with access to a tool that aligns with the New Zealand Curriculum and supports a focus on progress in mathematics, reading and writing. This could be done against the PaCT scale, curriculum levels and/or year levels.

43 In Māori medium, TWA is an online tool that collects and reports on information about student achievement, and is used by over 90% of all kura and Māori medium settings. It collates overall teacher judgements together in one place for te reo matatini (kōrero, tuhituhi and pānui) and pāngarau, and can generate reports at an individual, group or schoolwide level. It can also show progress over a period of time against kōrero, pānui,

tuhituhi and pāngarau levels, but does not have a calibrated progression scale for consistent and reliable OTJs.

44 While TWA has housed Ngā Whanaketanga Rumaki Māori information, this tool was developed firstly as a repository for individual kura information about pangarau, pānui, tuhituhi and kōrero progress. The reporting function against Ngā Whanaketanga Rumaki Māori was added later, and supported the original focus on monitoring the progress of students.

45 As discussed with you, there are already a range of enhancements planned to the PaCT and TWA to support a focus on progress. As part of this work we will also remove Ngā Whanaketanga Rumaki Māori and National Standards.

46 The PaCT enhancements include:

i. Removal of National Standards – delivery by mid-2018

ii. Extension of the PaCT to Curriculum Level 5 (Years 9 and 10) – delivery 2018

iii. Tailored reporting for students, parents, schools and BOTs – delivery 2019

iv. A growth index to be able to describe any level of acceleration required to successfully progress through the curriculum – delivery 2019

v. Kāhui Ako aggregated reporting – delivery 2019

vi. Initiative based reporting (tracking target groups over time) – delivery 2020.

47 The TWA enhancements include:

i. Removal of Ngā Whanaketanga Rumaki Māori – delivery by mid-2018

ii. Addition of Ngā Tupuranga for Te Marautanga o Aotearoa levels 1 - 8 (Learning Progression Frameworks to support a progress scale within TWA) – delivery 2020

iii. Tailored reporting for students, whānau, schools and BOTs – delivery 2019

iv. A growth index to be able to describe any level of acceleration required to successfully progress through the curriculum – delivery 2020

v. Kāhui Ako aggregated reporting – delivery 2019

vi. Initiative based reporting (tracking target groups over time) – delivery 2020.

48 These tools can also be readily renamed. This would help reduce their association with the Ngā Whanaketanga Rumaki Māori and National Standards. This renaming would need to occur alongside Ngā Whanaketanga Rumaki Māori and National Standards being removed from the tools. We are exploring a single name for both English and Māori medium tools. ‘Poutama’ has been suggested for learning progressions as the Poutama is a step pattern that literally looks like a progression upward and forward. ‘Mātainuku’ has been suggested for the PaCT and TWA. Literally this means to observe and guide a practice of moving forward. We are preparing advice for you on options and a communications plan for relaunching the tools.

49 Changes to PaCT and TWA described in this paper have already been budgeted over 2017/18, 2018/19 and 2019/20: $15.94 million opex, plus $2 million capex. [redacted]

Next steps

50 Once you have made decisions about the approach you wish to take with removing Ngā Whanaketanga Rumaki Māori and National Standards, we will prepare a draft Cabinet paper for your consideration. We will also provide you with a draft communications plan for announcing decisions.

51 If you decide to take option 1 or 2, we will immediately begin work to remove Ngā Whanaketanga Rumaki Māori and National Standards from our systems and processes. Costs for 2017/18 will need to be met from within the Ministry's baseline, so this will involve reprioritising existing staff and funding. The Gazette notice revoking Ngā Whanaketanga Rumaki Māori and National Standards and amending the NAGs can be issued in the immediate next edition of New Zealand Gazette following your decision. You may wish to seek Cabinet endorsement of your decision before the notice is issued.

52 A strategy session is being scheduled with your office on next steps for work to develop a new approach based on child progress and focusing on key competencies. Following discussion with you, we will provide advice on the process for designing the new approach. Costs for 2017/18 will need to be met from within the Ministry's baseline. [redacted]

53 We are preparing advice for you on options and a communications plan for relaunching the PaCT and TWA.

54 We will brief you separately on the collection and use of information across the different layers of the education system. As indicated in *Education Report – Implementing the Education Act (Update) Amendment Act 2017 – Key Decisions* (METIS 1089004) there may be opportunities to prevent information gathered by the Ministry being used to produce overly simplistic league tables.

Annexes

Annex 1: Uses of Ngā Whanaketanga Rumaki Māori and National Standards

Annex 2: Changes to National Administration Guidelines (option 1 and 2)

Annex 3: National Standards Transition (option 1) – Operational Plan

Annex 1: Uses of Ngā Whanaketanga Rumaki Māori and National Standards

System level	Examples of use	Alternatives
Information for learning - student and teacher	Learners and teachers need information about learner's progress and achievement to identify next learning steps for learners.	
	National Standards / Ngā Whanaketanga Rumaki Māori information is used by schools in curriculum implementation planning at the Kāhui Ako, school, kura, syndicate, classroom and individual child levels.	Teachers, schools and kura have access to alternative assessment tools to measure learner progress (eg. e-asTTle, PAT, Learning Progression Frameworks, Hopukina, Pānui Haere, Ngā Taumata Tuhituhi) to make judgements about individual learner progress against the national curricula. Information from these assessments can be aggregated to inform curriculum implementation planning for Kāhui Ako, school, kura, syndicate, classroom and individual child levels.
	Programmes for students The Ministry uses National Standards and Ngā Whanaketanga Rumaki Māori information to determine the allocation of programmes for students' resources (eg. Accelerating Learning in Mathematics (ALiM), Mathematics Support Teacher (MST) and Accelerating Learning in Literacy (ALL) programmes), and *Mauri Tū Mauri Ora programmes* (the Māori medium equivalent of *Programmes for Students*).	The Ministry would need to rely on historic data or else use alternative information to inform the allocation of these resources to individual schools and kura. These allocation decisions could potentially be informed by ERO reports about individual schools and kura or analysis of variance reporting.
	Iwi contracts Currently we have 29 iwi contracts across the country where iwi support to individual children to make progress against National Standards / Ngā Whanaketanga Rumaki Māori.	Iwi already jointly identify their target learners with kura and schools for these contracts and iwi, kura and schools jointly measure these learners' progress using a range of measures. Iwi would still be able to identify and report on the numbers of learners they worked with who made progress.
School syndicates / school leadership team	Kura and schools use information about learner progress to identify where additional support is needed across their school and curriculum.	
	Professional Learning and Development allocation The Ministry uses National Standards / Ngā Whanaketanga Rumaki Māori information to prioritise the allocation of professional learning and development resources to regions, and also uses this information to analyse the impact of professional learning and development. Kāhui Ako, schools and kura make use of National Standards / Ngā	Regional allocation for the 2018 schools year has already been determined. The Ministry would need to rely on historic data or else use alternative information to inform the future allocation of these resources. These allocation decisions could potentially be informed by ERO reports about individual schools or school charter variance reporting.

System level	Examples of use	Alternatives
	Whanaketanga Rumaki Māori information to identify: • Achievement Challenges from which they make decisions about how to tackle those challenges including employing teachers and leaders in the new roles • Professional Learning and Development needs.	Teachers, schools, kura and Kāhui Ako will be able to make use of their own assessment data to identify Professional Learning and Development needs.
Parent, family, whānau, iwi	Kura and schools need to provide meaningful reporting to parents and whānau on student progress and need to provide information to their community about how they are supporting learners, including priority learners.	
	Reporting to parents and whānau Schools and kura are required to report twice yearly to parents (usually term 2 and term 4 each year) on learners' progress and achievement against National Standards / Ngā Whanaketanga Rumaki Māori.	Schools could provide learner progress information to parents based on teacher judgements supported by assessment information using currently available tools.
	Community and Regional Information (PAI) The Ministry currently publishes National Standards / Ngā Whanaketanga Rumaki data at an iwi and regional level as part of the Public Achievement Information (PAI). This information is used by iwi and regions to target support to children.	The PISA and NMSSA studies provide some national system level information for achievement against the New Zealand Curriculum but analysis of sub-groups of the populations is limited. They do not cover Māori medium education. NMSSA currently assesses each learning area once every 5 years, year 4 and year 8 only. There is the potential for NMSSA to be scaled up to provide more frequent and more detailed information. Note however that NMSSA does not include information for students in Māori medium.
Boards of Trustees (Governance)	Boards of Trustees need to meet their obligations under the Education Act.	
	Kura and school charters School charters needs to set out aims, objectives, directions, priorities, or targets. This document is the equivalent of the Statement of Intent, meeting schools' obligations as Crown Entities. This will include targets in relation to Ngā Whanaketanga Rumaki Māori and/or National Standards for year 1-8 kura and schools.	Kura and schools have access to alternative assessment tools to measure learner progress (eg. e-asTTle, PAT, Learning Progression Frameworks, Hopukina, Pānui Haere, Ngā Taumata Tuhituhi) to make judgements about individual learner progress against the national curricula. Information from these assessments can be aggregated to inform targets for inclusion in school charters.
	Analysis of variance A statement providing an analysis of any variance between the kura or school's performance and the relevant aims,	Analysis of variance on 2017 charters will need to use Ngā Whanaketanga Rumaki Māori and/or National Standards where

System level	Examples of use	Alternatives
	objectives, directions, priorities, or targets set out in the school charter.	those have been used to set targets unless an exception is created through amendment of the NAGs. Once charters are updated to remove Ngā Whanaketanga Rumaki Māori and/or National Standards references, the analysis of variance would align to the alternative assessment data used for their target setting.
Ministry of Education Information for stewardship	The Ministry of Education uses National Standards / Ngā Whanaketanga Rumaki information to provide stewardship advice across the system.	
	Interventions Framework NS/NRWM data is used by the interventions framework to provide evidence of risk to the educational performance of students, to determine if statutory intervention is needed.	The Ministry would need to use alternative sources of information to provide evidence of risk to the educational performance of students, to determine if statutory intervention is needed. Other measures could include: numbers of learners at a school who are classified as 'at risk' in the IDI, rates of stand down and suspensions, staff turn-over.
	Annual achievement targets Education Advisors use NS/NWRM data to help determine if annual achievement targets set out in school/kura charters are targeting the right cohort of students and provide advice to schools/kura.	The Ministry would need to use alternative sources of information to provide advice to schools about their annual achievement targets. In 2018 this could include 2017 achievement information.

Annex 2: Changes to National Administration Guidelines (option 1 and 2)

National Administration Guideline 1

Each board of trustees is required to foster student achievement by providing teaching and learning programmes which incorporate The National Curriculum as expressed in *The New Zealand Curriculum 2007* or *Te Marautanga o Aotearoa*.

Each board, through the principal and staff, is required to:

a. develop and implement teaching and learning programmes:
   i. to provide all students in years 1-10 with opportunities to progress and achieve for success in all areas of the National Curriculum;
   ii. giving priority to student progress and achievement in literacy and numeracy, especially in years 1-8;
   iii. giving priority to regular quality physical activity that develops movement skills for all students, especially in years 1-6.
b. through the analysis of good quality assessment information* evaluate ~~a range of assessment practices, gather information that is sufficiently comprehensive to enable~~ the progress and achievement of students ~~to be evaluated~~; giving priority first to:
   i. student progress and achievement in literacy and numeracy, especially in years 1-8; and then to
   ii. breadth and depth of learning related to the needs, abilities and interests of students, the nature of the school's curriculum, and the scope of The National Curriculum as expressed in *The New Zealand Curriculum* or *Te Marautanga o Aotearoa*;
c. ~~on~~ through the analysis ~~basis~~ of good quality assessment information*, identify students and groups of students:
   i. who are not progressing and/or achieving;
   ii. who are at risk of not progressing and/or achieving;
   iii. who have special needs (including gifted and talented students); and
   iv. aspects of the curriculum which require particular attention;
d. develop and implement teaching and learning strategies to address the needs of students and aspects of the curriculum identified in (c) above;
e. in consultation with the school's Māori community, develop and make known to the school's community policies, plans and targets for improving the progress and achievement of Māori students; and
f. provide appropriate career education and guidance for all students in year 7 and above, with a particular emphasis on specific career guidance for those students who have been identified by the school as being at risk of leaving school unprepared for the transition to the workplace or further education/training.

National Administration Guideline 2

Each board of trustees, with the principal and teaching staff, is required to:

a. develop a strategic plan which documents how they are giving effect to the National Education Guidelines through their policies, plans and programmes, including those for curriculum, ~~Ngā Whanaketanga Rumaki Māori and/or National Standards*,~~ aromatawai and/or assessment, and staff professional development;

b. maintain an on-going programme of self-review in relation to the above policies, plans and programmes, including evaluation of good quality assessment information* on student progress and achievement; and
c. on the basis of good quality assessment information*, report to students and their parents on the progress and achievement of individual students, and to the school's community on the progress and achievement of students as a whole and of groups (identified through NAG 1(c) above) including the progress and achievement of Māori students against the plans and targets referred to in 1(e) above.

* Good quality assessment information-draws on a range of evidence to evaluate the progress and achievement of students and build a comprehensive picture of student learning across the curriculum.

~~*Schools that have students in years 1–8 that use The New Zealand Curriculum must use National Standards for those students and schools that have students in years 1–8 that use Te Marautanga o Aotearoa must use Ngā Whanaketanga Rumaki Māori for those students.~~

~~National Administration Guideline 2A~~

~~Where a school has students enrolled in years 1–8, the board of trustees, with the principal and teaching staff, is required to, in alignment with requirements set in NAG 1, use Ngā Whanaketanga Rumaki Māori and/or National Standards to:~~

~~a. report to students and their parents on the student's progress and achievement in relation to Ngā Whanaketanga Rumaki Māori and/or National Standards. Reporting to parents in plain language in writing must occur at least twice a year;~~
~~b. report to the Secretary for Education by 1 March school-level data on Ngā Whanaketanga Rumaki Māori and/or National Standards under four headings:~~
~~i. school strengths and identified areas for improvement;~~
~~ii. the basis for identifying areas for improvement;~~
~~iii. planned actions for lifting achievement; and~~
~~iv. how students are progressing in relation to Ngā Whanaketanga Rumaki Māori and/or National Standards.~~
~~c. report to the Secretary for Education by 1 March on the numbers and proportions of students achieving Manawa Toa, Manawa Ora, Manawa Āki, Manawa Taki in relation to Ngā Whanaketanga Rumaki Māori and/or at, above, below or well below National Standards, including by Māori, Pasifika, European/Pākehā, Asian, gender, and by year level.~~
~~d. report the NAG 2A (b) and NAG 2A (c) Ngā Whanaketanga Rumaki Māori and/or National Standards information in the format prescribed by the Secretary for Education from time to time.~~

National Administration Guidelines 3 to 8 would be unchanged.