

National Education Standards for New Zealand

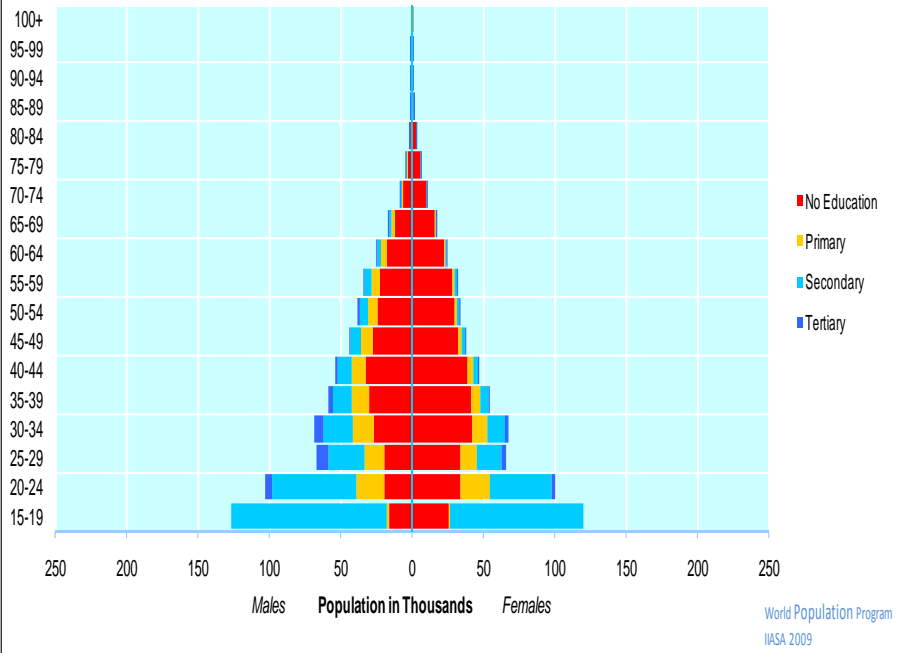
j.hattie@auckland.ac.nz

June 2010

1. *The place of NZ education in the world*

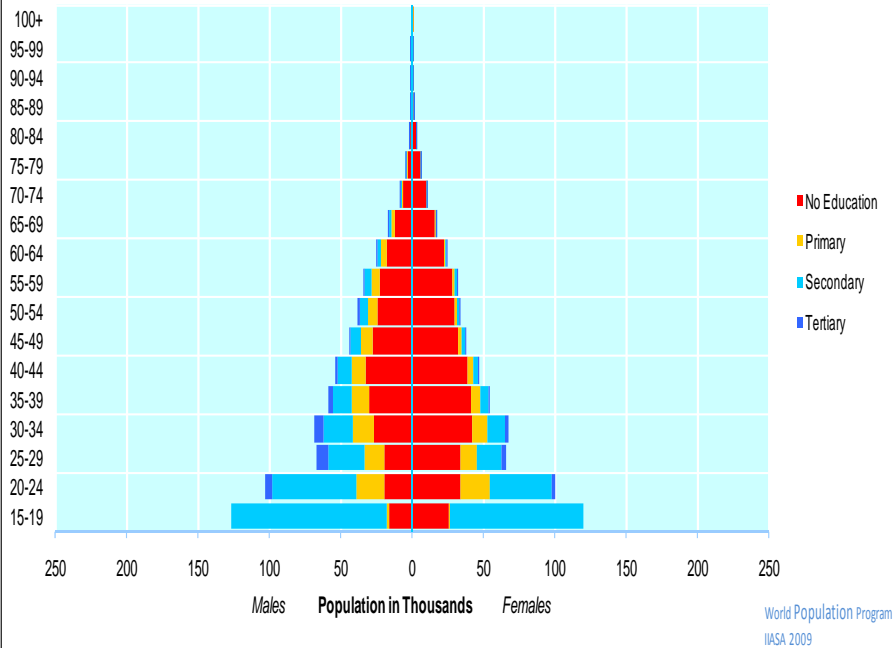
- **Internationally**
- **Future**

Singapore - Population by Age, Sex and Educational Attainment in 1970



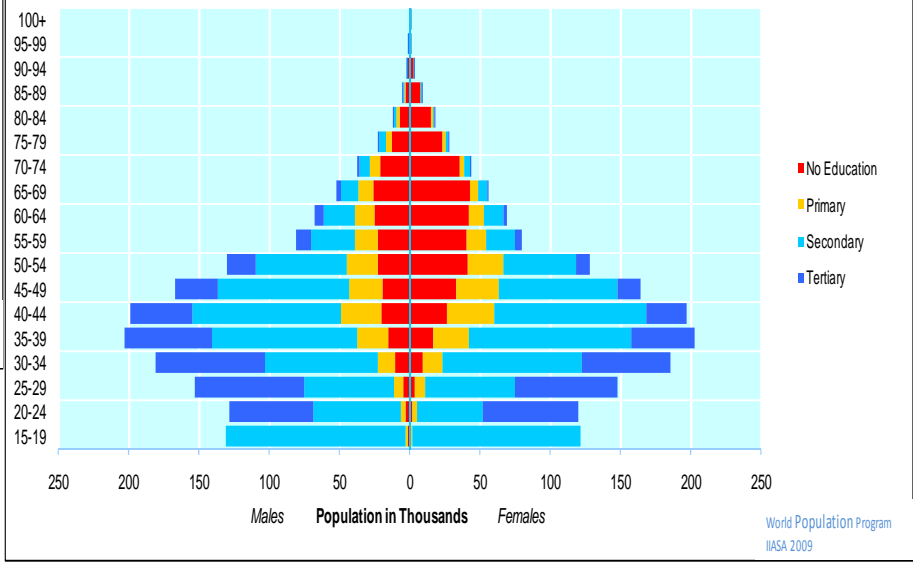
Singapore

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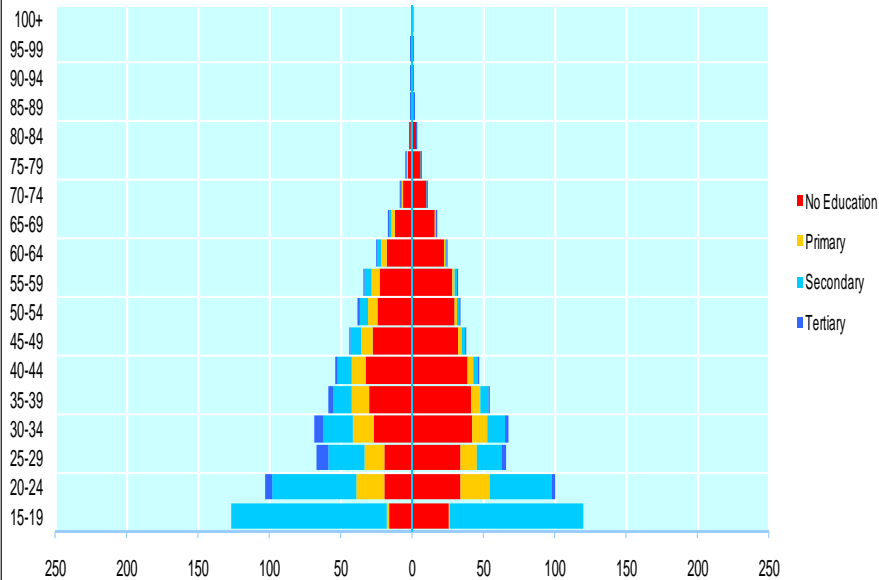


Singapore

Singapore - Population by Age, Sex and Educational Attainment in 2000 - Global Education Trend - Scenario

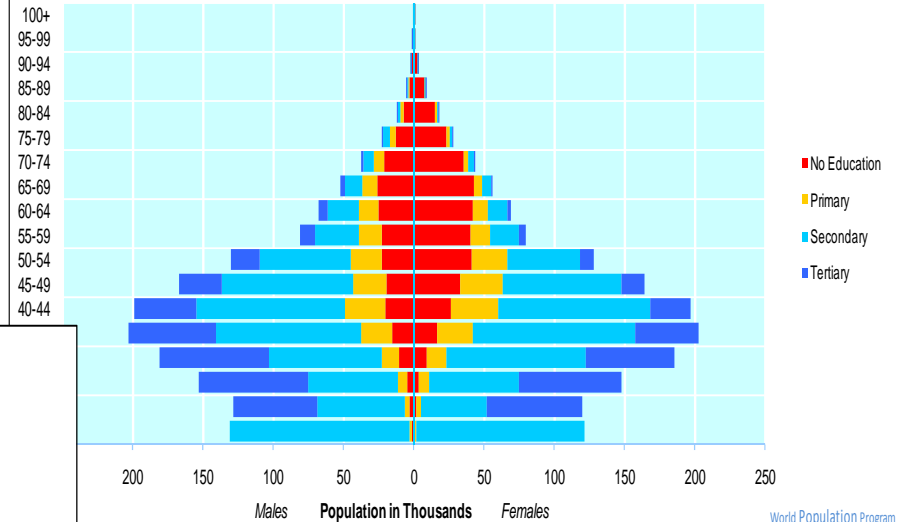


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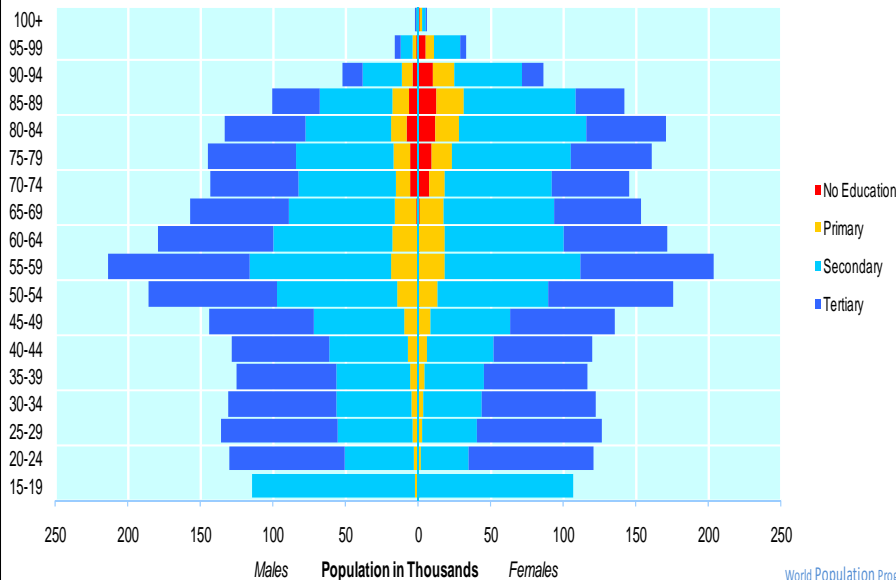
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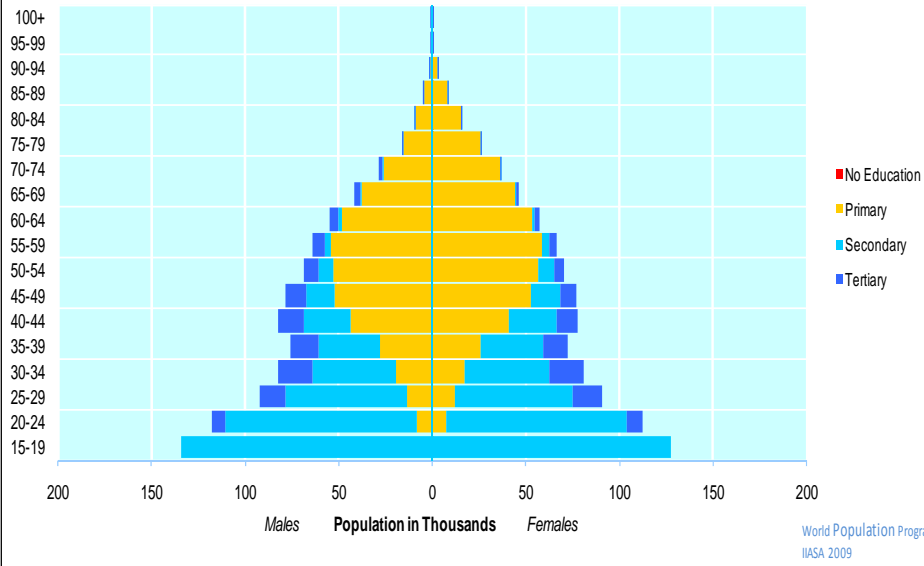
World Population Program
IIASA 2009

Singapore - Population by Age, Sex and Educational Attainment in 2050 - Fast Track - Scenario



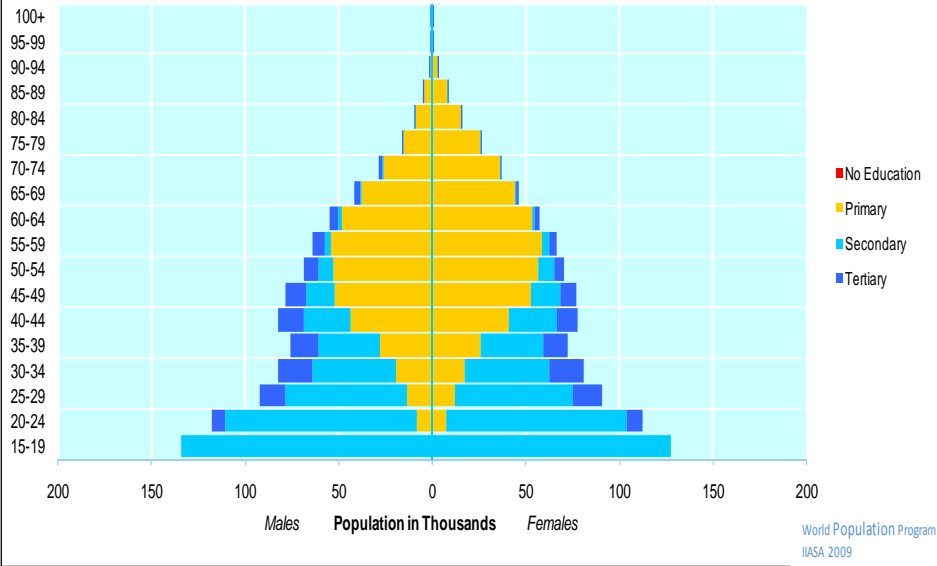
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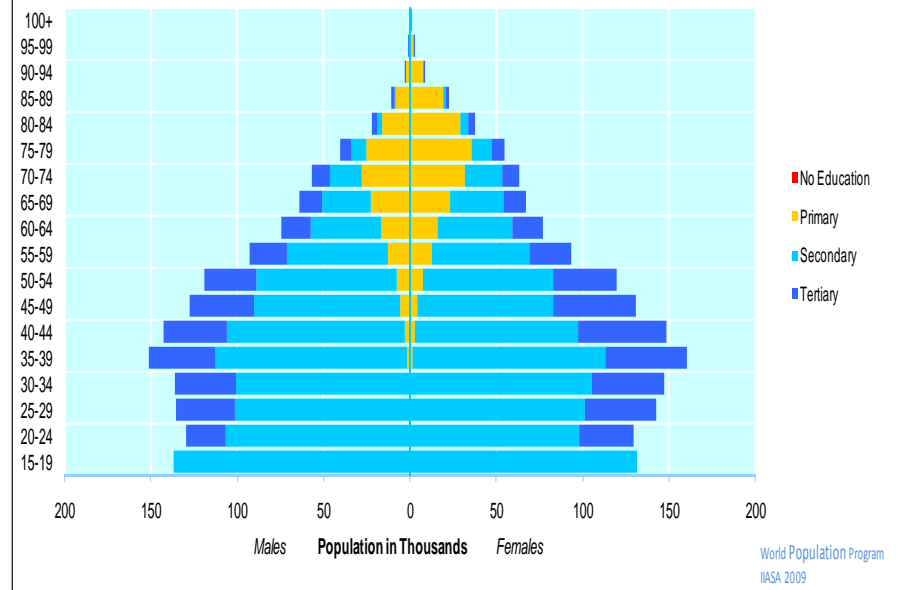
New Zealand

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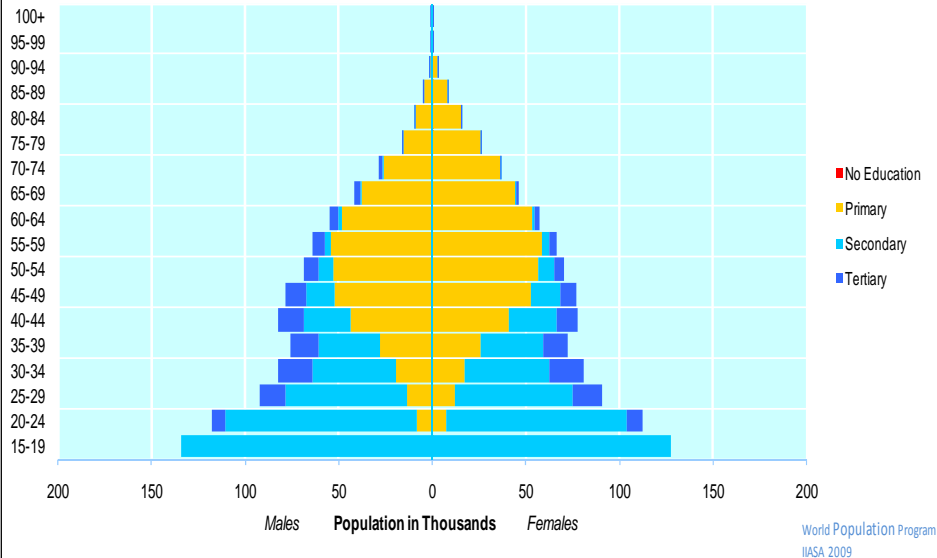
New Zealand

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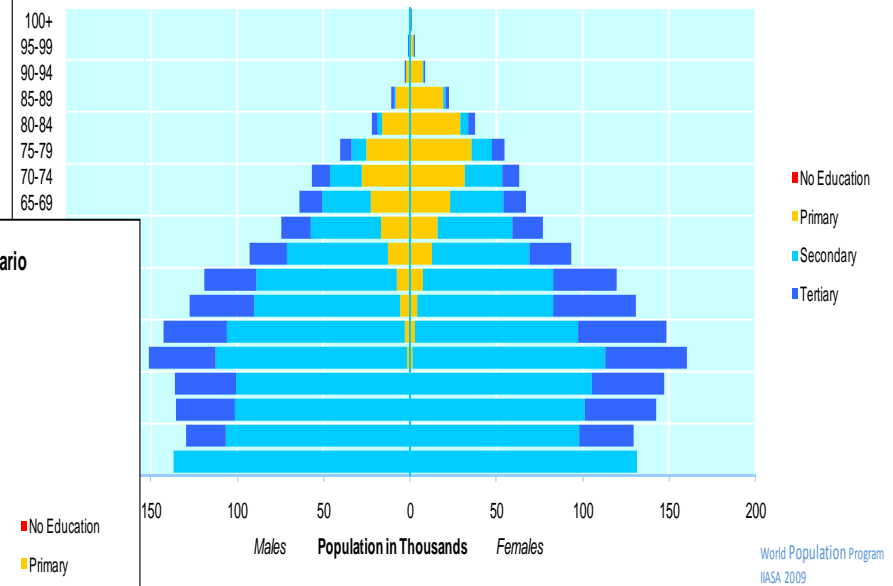


New Zealand

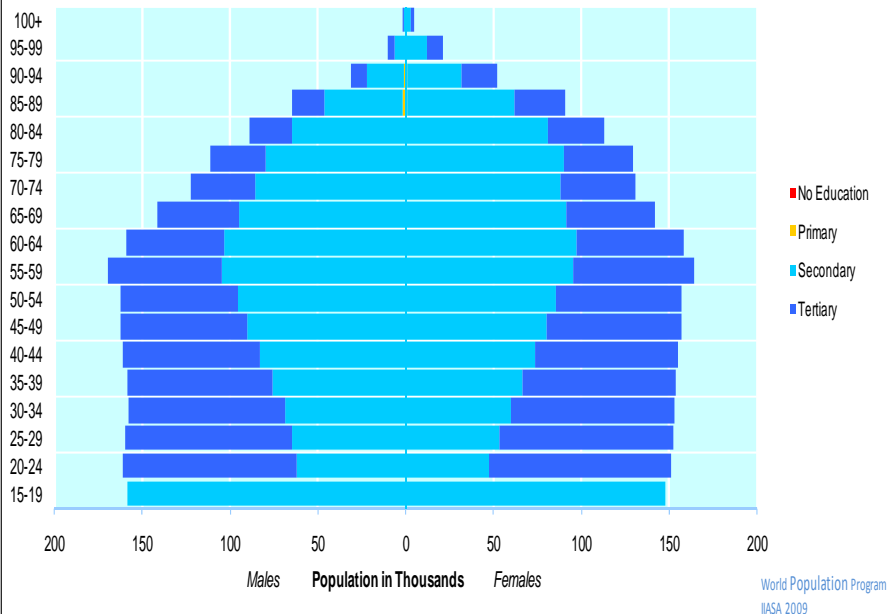
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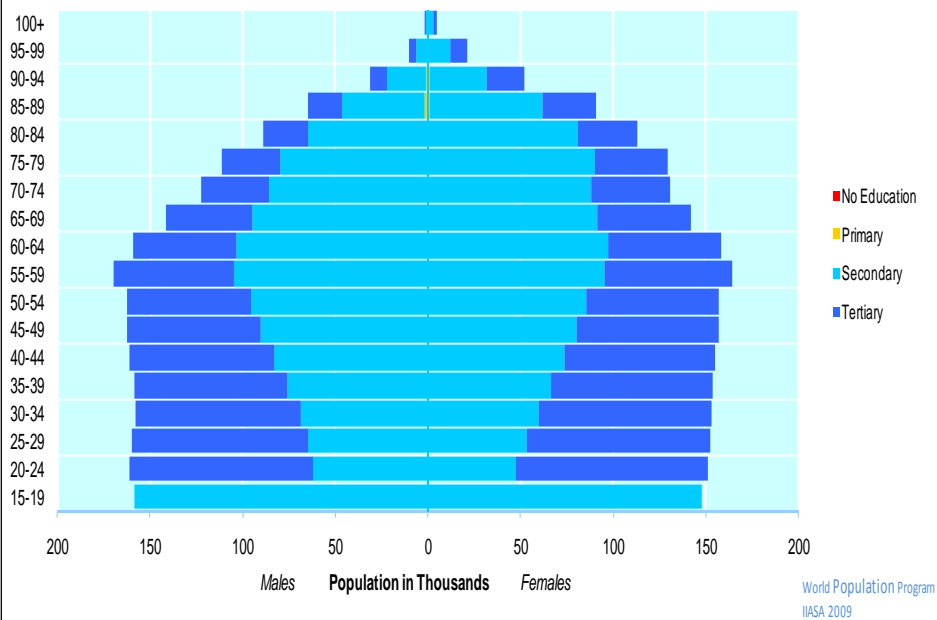
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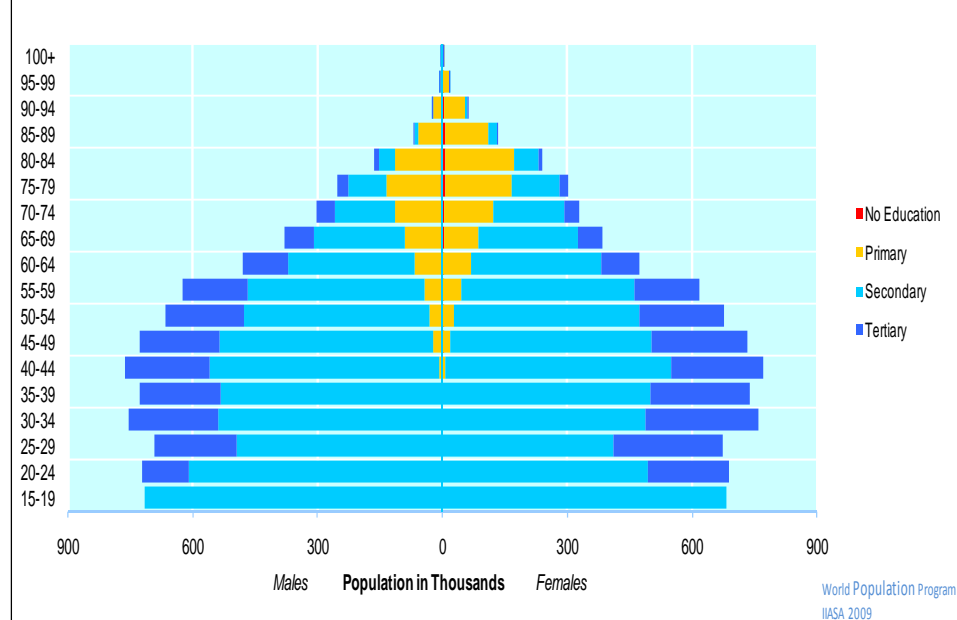
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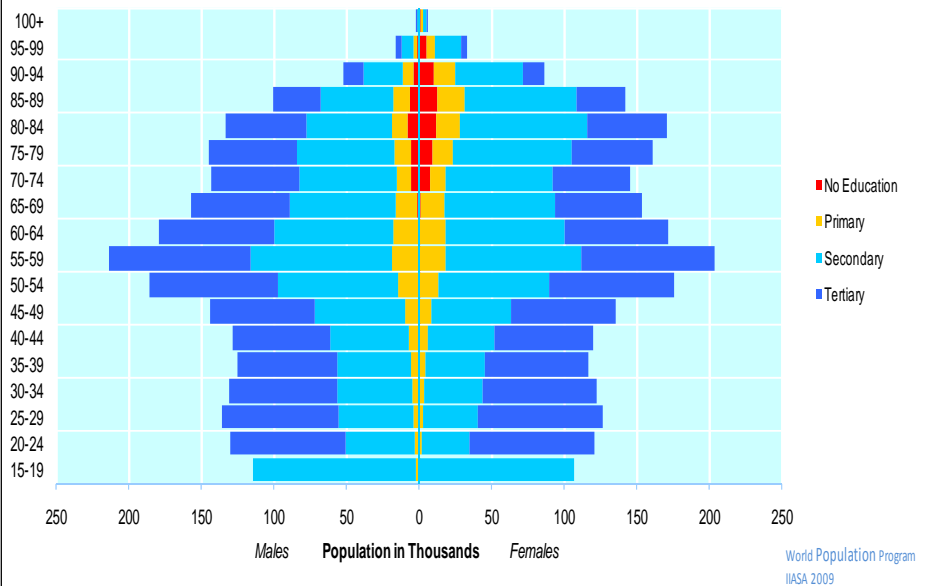
NEW ZEALAND



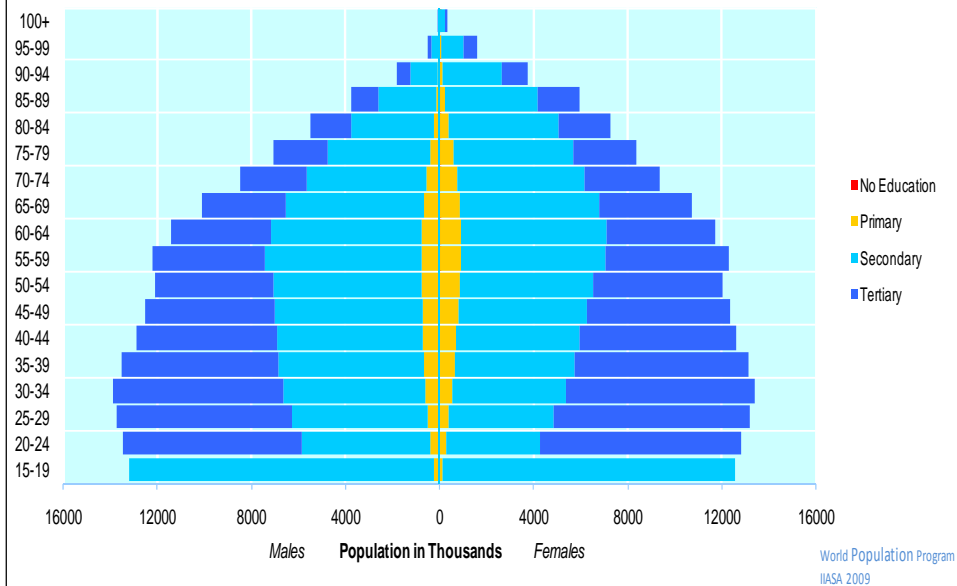
AUSTRALIA



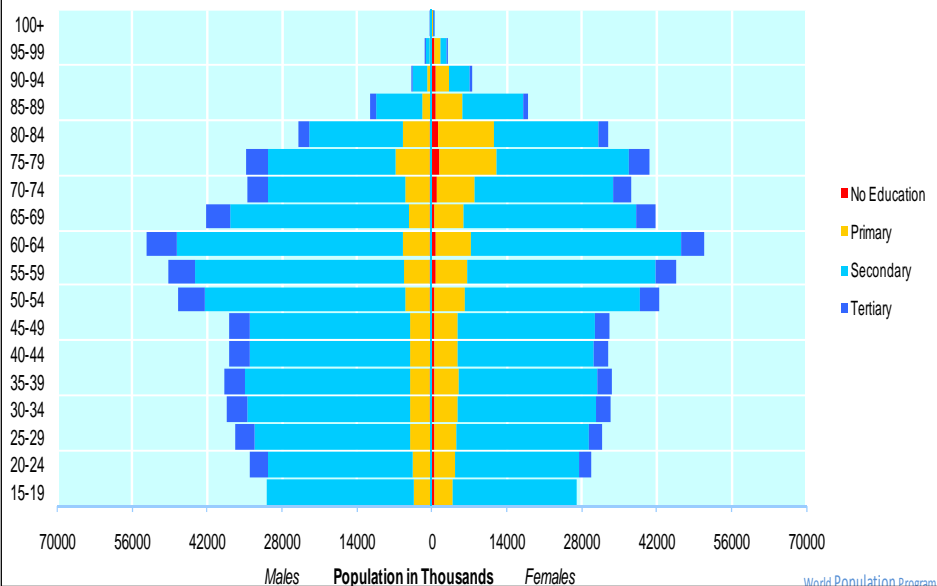
SINGAPORE



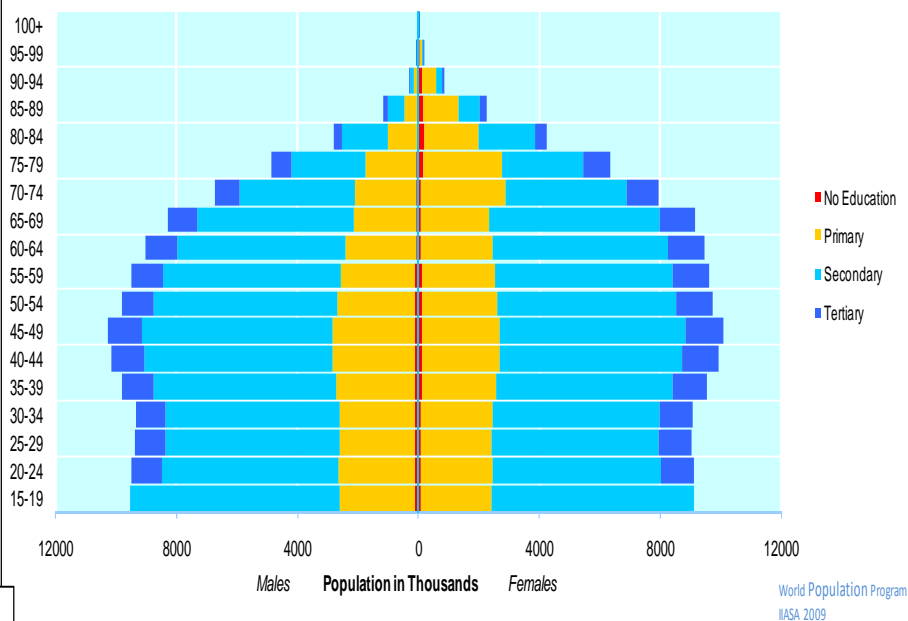
USA



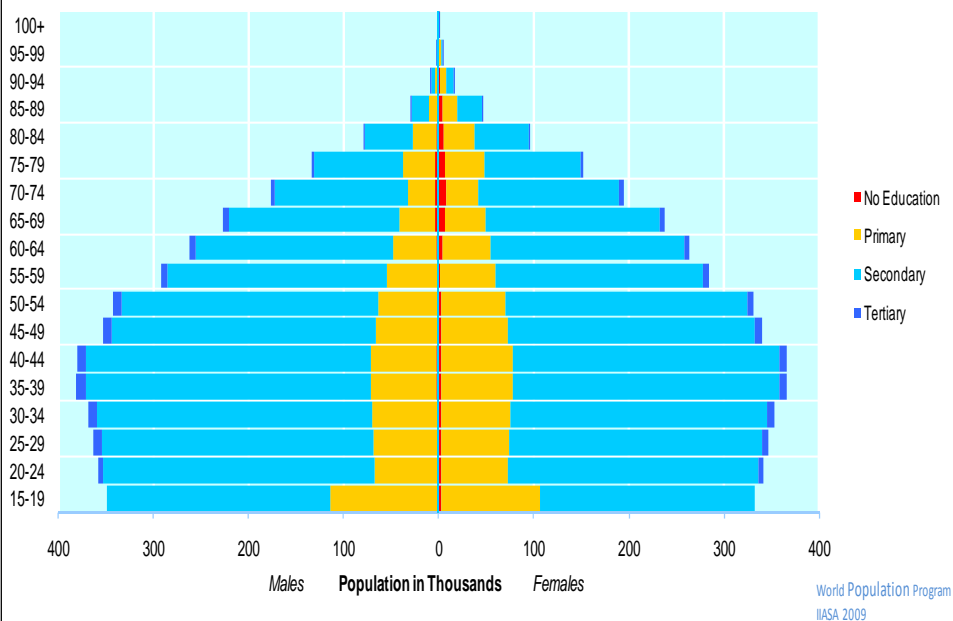
CHINA



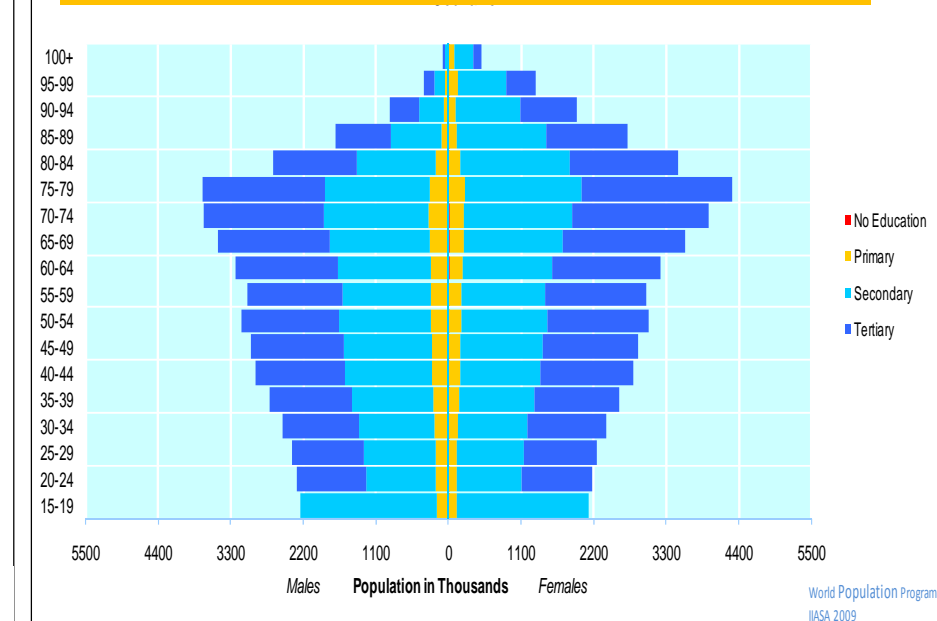
INDONESIA



JORDAN



JAPAN



1. *The place of NZ education in the world*
2. *Every country that now has national testing starting from a similar beginning*

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3. **History:**
 - 1944 Thomas Report**
 - 1964 Currie Commission**
 - 1989 Tomorrows Schools**
 - 2010 ??**

Current ailments from Tomorrows Schools

1. *Funding equity more than adequacy*
2. *There is no agency responsible for improvement*
3. *Schools need to become the unit of evaluation*
4. *The need for more independent evaluation of initiatives*
5. *Negative effect on career path of teachers*
6. *By empowering 2800 schools to be mini-markets, there is much wastage*
7. *Schools need to stop competing with each other*
8. *The effects on student learning have been minimal*

1. *The place of NZ education in the world*
2. *Every country that now has national testing starting from a similar beginning*
3. **History**
4. **The status of achievement**

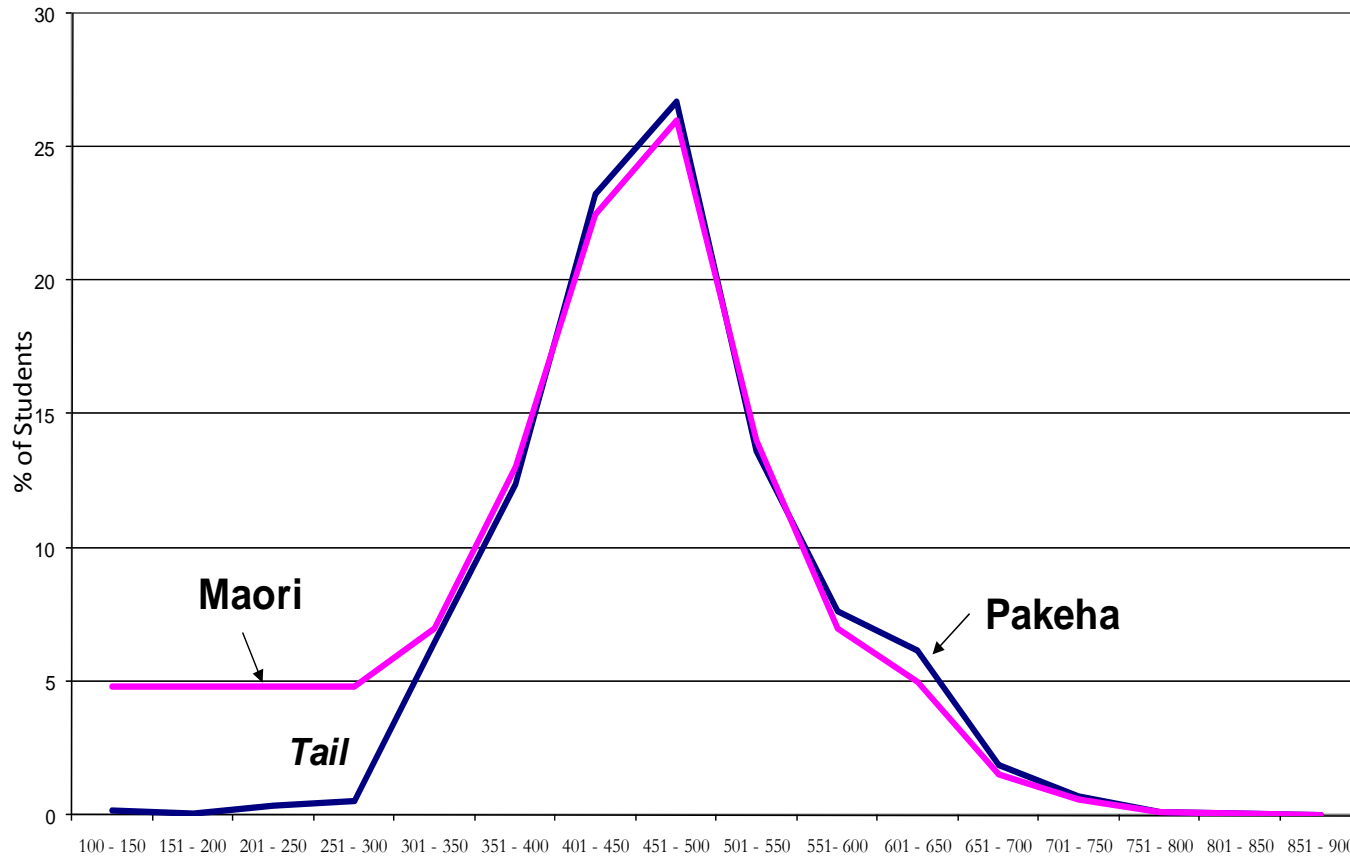
A normal curve

Mean has not changed in past 50 years

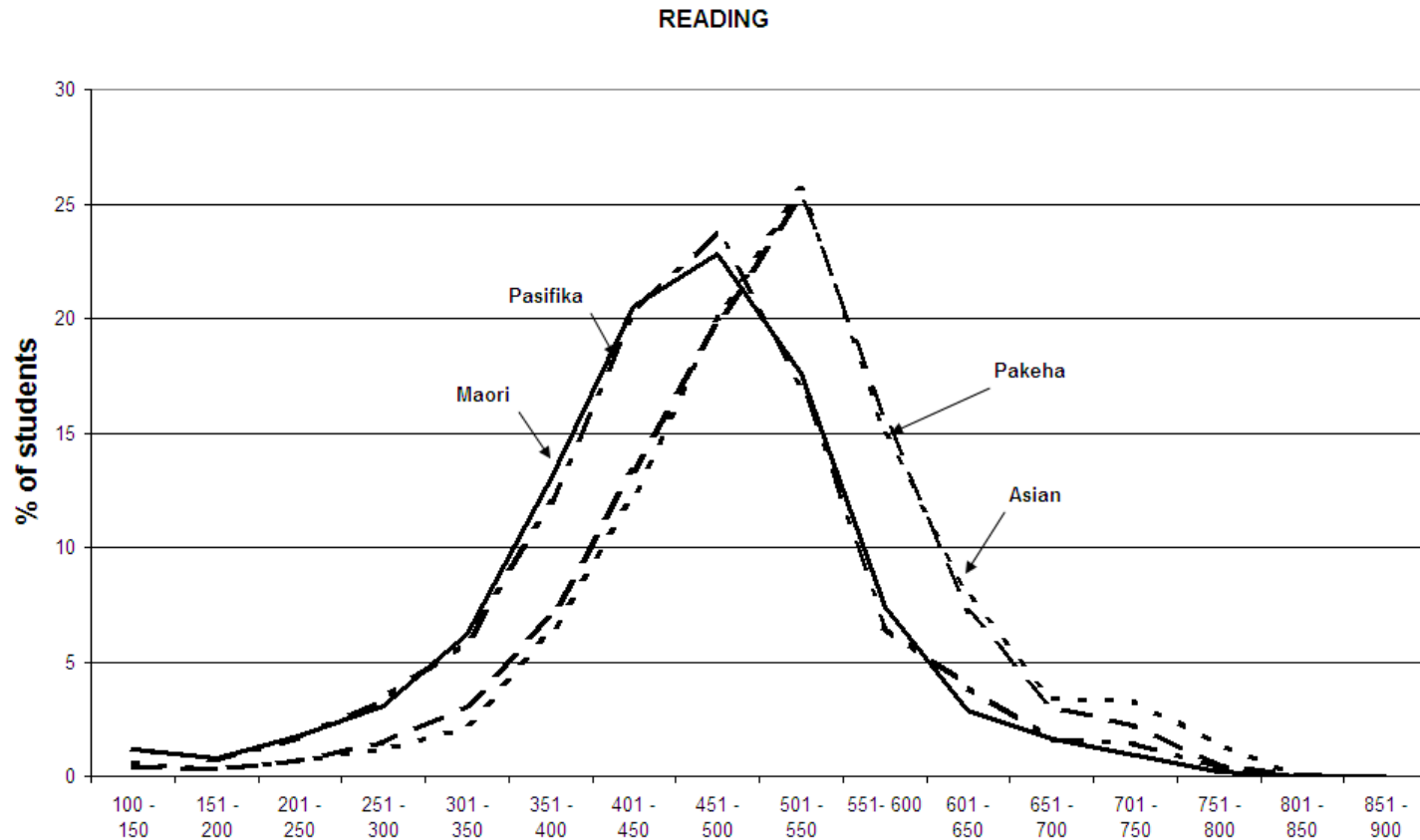
The tail

Reframing the Problem

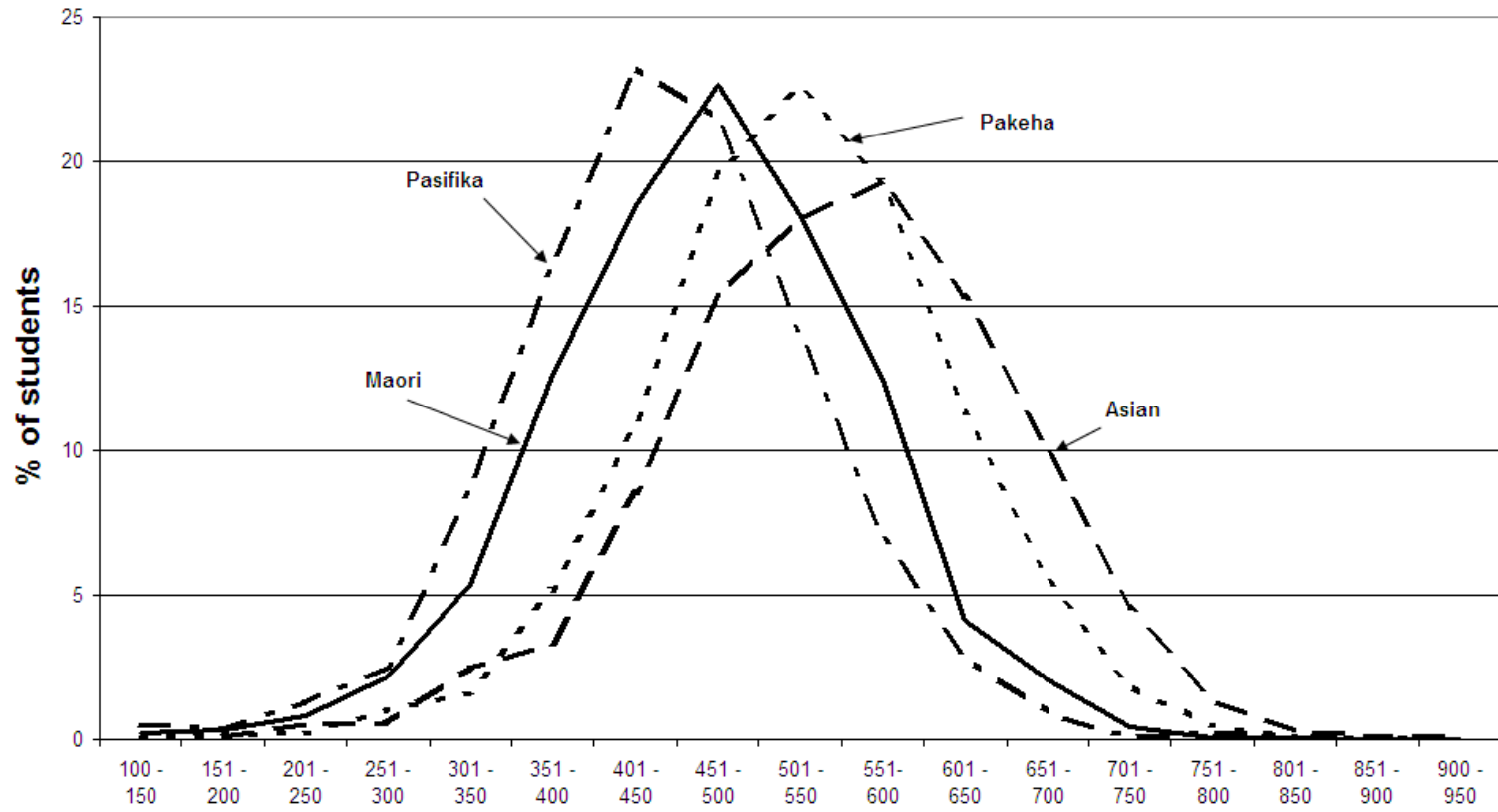
The tail - Closing the gap



Closing the Curves



MATHEMATICS



1. *The place of NZ education in the world*
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3. **History: in 2010??**
4. **The status of achievement**

A normal curve

Mean has not changed in past 50 years

The tail

High quality – low equity

Level 1 and Level 2 in NCEA

1. *The place of NZ education in the world*
2. *Every country that now has national testing starting from a similar beginning*
3. **History: in 2010??**
4. **The status of achievement**
5. **The profession**
 - **Involvement**
 - **School reports**

NCEA

- Rushed then delayed a year
- **Curriculum ideology**
- Unacceptably low levels of assessment reliability
- **Limited moderation or social moderation**
- Lack of comparability between schools, across subjects, & over time
- **The use of only four grades**
- Atomisation/ Backwash & teaching to the test/ Criteria cringe
- **Workload and assessment overload**
- Teachers minimize the damage to their students
- **Game playing to show success in league tables**
- No assessment expertise in the solution
- Theory of change – 1000 flowers bloom

NCEA vs. National Standards

- ~~Rushed then delayed a year~~
- **Curriculum ideology**
- **Unacceptably low levels of assessment reliability**
- **Limited moderation or social moderation**
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National Standards

- **A thin white washing of adding a layer to an older system**
- **No independent evaluation of the model but an attention to evaluating the implementation only**

What is the problem for which NS is the answer?

- **Levels** -- enhancing expectations
- **Progress** – assessment of progress
 - Common conception of progress
- **Closing the curves** – schools as places of learning for *all*
- **Student assessment capabilities**
- Teacher's **summative judgements** - OTJs
- Using **targets** and enhancing expectations of change
- **Retention** in secondary and schools as **inviting places to learn**
- Schools **self-evaluations** of success and progress
- Identifying **falling** schools before they fall too far (ERO, data, League tables)
- Schools **transparency** of outcomes
- Engaging in challenge – leading to **higher pass rates** at Level I into II
- Increasing % passing **literacy and numeracy** at level I
- The **best PD** for teachers and school leaders they have ever experienced
- Winning the **hearts and confidence** of the implementers
- **Transparency** in the process of implementation and **sharing** the solution space
- How to get more involvement from teachers in resolving the problems
 - they are brilliant critics and great at solving implementation problems
 - where is the national teacher champion?

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