

# What's the good in 'good' in meeting English New Zealand quality standards?

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## 1.1f

The school provides a **coherent** professional development **programme** that addresses the needs of the organisation, teachers - both experienced and novice – and learners, and ensures that learners receive informed and effective language teaching.

## 1.1h

The school provides induction and professional development for non-academic staff

# Non-Compliance might look like

- Ad hoc external PD opportunities, followed up through staff meetings
- No PD for admin staff

# Compliance might look like

- List of PD workshops and topics for at least one year
- Teaching and admin staff can describe regular PD workshops when asked
- Staff meeting minutes show evidence of PD discussions
- New staff can describe induction process
- Induction manual, staff handbook, professional development records, seminars attended, training budget, admin meeting minutes

# Exceeding compliance might look like

- There is an overview/plan that shows the elements of a PD programme, perhaps how they link, and the outcomes expected.
- PD policy describes induction process and PD direction & topics aligned to strategic plan for school
- Staff handbook/Operations manual describes PD policy
- Regular appraisals and observations of teaching staff – calendar shows process
- Observation notes, peer observation schedule, performance appraisal examples show alignment to PD policy
- School supports staff to gain higher ELT qualifications
- Employment contracts or other documents show clear career steps and increments awarded for gaining higher qualifications and senior teacher responsibilities
- Staff and DOS can describe PD policy, direction and process when asked
- PD workshop file contains notes and attendance records of workshops

# Benefits of exceeding compliance might include

## Students

Quality teaching, learning and assessment experience, Excellent pastoral and academic support, Students feel you care

## Staff

Have a sense of programme, Feel supported and have a clear career path

## Governance/Management

Greater student satisfaction, Greater staff satisfaction & loyalty, Greater assurance of quality and compliance, Repeat business, Lower staff turnover, Positive school culture

## Agents/Parents

School reputation built through high quality provision, Confidence when recommending school to others

## ELT sector (inc English NZ)

High trust in quality of school, Builds reputation of English NZ

## NZ Government

Good practice results in robust outcomes for KEQs in EER, High EER rating – builds trust from stakeholders

# English New Zealand and NZQA EER

- Letter of Agreement September 2016
- Developments since then
- Possible next steps

2.2a

The school has appropriate instruments and procedures to assess the English language ability of students for placement in the school, and subsequently place them in an appropriate class.

2.2c

The school has instruments and procedures which are used to carry out on-going formative assessment of students' progress, which reflect the content of the courses that precede them, and which are used to provide feedback to learners and to adjust programmes as appropriate.

2.2d

The school formally assesses all students at least once every six weeks.



# Non – compliance might look like

- Placement test does not adequately assess proficiency
- Inappropriate placement
- Insufficient classes to offer a range of levels
- Formative assessment ad hoc and not documented
- Student progression not evidence-based
- No evidence of feedback to learner or changes made to programmes as a result of assessment data
- Formal summative assessment less than 6-weekly; assessment instruments not fit for purpose

# Compliance might look like

- Placement test, request for change of class form, appropriate tools for measuring progress and achievement, statistical data from test reviews, discussion with students, discussion with staff, discussion with DOS, staff handbook
- Examples of progress reports, staff handbook, staff meeting minutes

# Exceeding compliance might look like

- Assessment policy/procedures
- Formal assessment review schedule
- Evidence of changes made to assessment as a result of reviews
- Clear description of formative assessment tools and procedure
- Evidence of records kept from above, feedback given to learners and changes to programmes
- Clear school definition of student achievement and progress; collection and analysis of data to track this, evidence of maintenance/improvement of student achievement/progress
- Summative assessment tools establish gains in proficiency; clear use of this data in decisions for progression to higher levels
- Evidence of graduate destination data being collected (eg pathway programmes enrolled in; student success/achievement in pathway programmes)

# Benefits of exceeding compliance might include

## Students

Quality teaching, learning and assessment experience, Clear sense of direction in their learning journey, Excellent academic support, Students feel you care

## Staff

Understand the organisation policy on assessment and their role in it, Gain more understanding of assessment principles and practice

## Governance/Management

Greater knowledge of student achievement/progress, Positive school culture

## Agents/Parents

School reputation built through high achieving students, Confidence when recommending school to others

## ELT sector (inc English NZ)

High trust in quality of school, Builds reputation of English NZ

## NZ Government

Good practice results in robust outcomes for KEQs in EER, High EER rating – builds trust from stakeholders

## 2.1i

There is **regular, systematic** review of teaching and learning processes and outcomes and the resources to support them, and **improvements are made** as necessary.

## 2.2l

The school has **policy and procedures** for the **systematic review** and **refinement** of its student assessment and reporting practices.

## 4.1

The school has a **systematic** programme of **self-assessment**, **including** an annual self-assessment audit to verify compliance with the English New Zealand Standards.

# Non-compliance might look like

- No or inadequate review of teaching & learning & assessment
- No evidence of changes/improvements made
- Self-assessment missing or not completed annually; not referenced to ENZ standards

# Compliance might look like

- Syllabus documents, verbal teacher reports, reports from DOS/ADOS and Directors, feedback/survey questionnaires and processes, Operations folder with procedures outlined for school functions and activities
- Description of testing review process, statistical data from test review
- Annual self-assessment document, records of action taken to ensure any non-compliance is remedied, samples of student concerns on file, and follow up action and letters, student reports of action taken following their reports to teachers or management

# Exceeding compliance might look like

- Coherent and documented organisation-wide self assessment policy and process, including, eg:
  - Curriculum & assessment review schedule/calendar
  - Self assessment referenced to English New Zealand standards and mapped to NZQA KEQs
- Evidence of issues identified, ongoing changes and improvements made as a result of self-assessment, and impact of changes/improvements
- Involvement of all stakeholders in self assessment (students, staff, pathway providers, agents, accommodation providers etc)



# Benefits of exceeding compliance might include

## Students

Feel involved in running of the school, Have a voice in ongoing development, Feel listened to

## Staff

Feel involved in running of the school, Have a voice in ongoing development, Feel listened to

## Governance/Management

Confidence in overall self-assessment, Greater assurance of compliance, Positive school culture

## Agents/Parents/Homestay providers

Feel involved in the school, Have a voice in ongoing development, Feel listened to, Confidence when recommending school to others

## ELT sector (inc English NZ)

High trust in quality of school, Builds reputation of English NZ

## NZ Government

Good practice results in robust outcomes for KEQs in EER, High EER rating – builds trust from stakeholders