

Reporting to Parents and Whānau

Background paper

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Introduction

Each child's parents and whānau are their first and most important teachers. Building learning focussed relationships and connections between parents, whānau and teachers and supporting all parents, students and teachers to act in ways that improve learning is therefore vital for each child's ongoing learning and success.

Joint interventions involving parents and teachers have the greatest impact on outcomes.

Robinson, Hohepa & Lloyd, 2009¹

In addition, children are the core participants in any learning environment and as such they need to be actively engaged in understanding their own activity and progress as learners.

This paper outlines a rationale and principles for developing information-sharing and reporting frameworks that strengthen learning focussed relationships between students, teachers, parents and whānau.

It begins by considering why schools should report to parents. Following this, it briefly discusses current issues. It then proposes a set of principles and information sharing processes that support effective reporting to parents and whānau. Annex 1 provides a summary of the framework that supports this paper. Examples and templates that illustrate the principles can be found [here](#).

Why should schools report to parents?

Schools report to parents for two key reasons. Firstly, schools report to parents because parents are key stakeholders in education. As such parents expect meaningful information about their child's progress and achievement in relation to learning entitlements set out in the New Zealand Curriculum and Te Marautanga o Aotearoa. Secondly, schools report to parents because parents, families, whānau and wider community have a valuable role to play in supporting their children's learning at and beyond school.

The ways schools report to parents can motivate and encourage parents to provide home learning environments that are associated with higher achievement. NZCER's Competent Children studies indicate that environments that are associated with higher achievement include positive contact and interaction with extended family/whānau, varied language and literacy experiences and meaningful mathematics experiences.²

1 Robinson, R. Hohepa, M. & Lloyd, C. (2009). School leadership and student outcomes: Identifying what works and why. Best Evidence Synthesis [BES]. Chapter 7.

2 Rivers, J. (2006) Growing Independence: Summary of Key Findings from the Competent Learners at 14 Project, NZCER
<http://www.educationcounts.govt.nz/publications/ECE/2567>

What are the issues?

It seems self-evident that school reporting processes should provide **meaningful information** about children's progress and achievement and should help **parents, families, whānau and wider community to become actively involved in supporting** the learning of their young.

While quality teaching is the biggest in-school influence on student learning, most children spend less than half of their time in formal education settings and research indicates that their home environment has a larger effect on their education success than a range of other inputs such as homework, reducing class sizes and small group learning.³

There are two key questions that influence whether or not parents engage in their child's school-based learning:

- Is it my role to get involved? (parental role construction)
- Can I make a useful contribution? (self-efficacy)⁴

Schools' reporting processes can impact on how parents and whānau respond to these questions.

Parents who participated in Evaluation Associates focus groups in 2013 and 2014⁵ indicated that they valued both the informal and formal information they received from teachers. In summary, most parents wanted clearer written information and more assistance with ways they could help at home. They also wanted their schools to check in with them more often to ensure that the school's formal and informal information-sharing processes were effective.

Ward and Thomas⁶ analysis of written reports indicates that the proportion of written reports that include information about the ways in which families can support their child's learning at home has been decreasing since 2010.

Proportion of reports that include information about the ways in which families can support their child's learning at home	
2010	61%
2011	55%
2012	53%
2013	46%

In addition, while **all** parents who participated in focus groups facilitated by Evaluation Associates (2014) wanted to be provided with information about their child's progress in ways that were easy to understand and **all** wanted to

³ Hattie, J. (2008) Visible Learning: A Synthesis of Over 800 Meta-Analyses Relating to Achievement

⁴ Hoover-Dempsey, K. V., Walker, J. M. T., Sandler, H. M., Whetsel, D., Green, C. L., Wilkins, A. S., & Closson, K. E. (2005). Why do parents become involved? Research findings and implications. *Elementary School Journal*, 106(2); 105-130

⁵ Evaluation Associates (2013 and 2014) Reports to the Ministry of Education (Unpublished)

⁶ Ward and Thomas (2014) Analysis of Four Hundred and Sixty-four Written Reports from 79 schools. NSSSME Report to the Ministry of Education.

know their child's next learning steps and how they could help at home, Ward and Thomas reported that in 2013:

- only 18% of written reports included information about student progress;
- only 45% of written reports were rated as clear and free of educational jargon;
- 27% of written reports did not include the child's next learning steps.

What constitutes an effective framework for reporting to parents and whānau?

To address the issues outlined above, this section outlines seven principles that underpin an effective framework for reporting to parents and whānau. These principles relate to: ako or reciprocal learning which is an overarching principle; appropriate focus and coverage; strengthening the foundations that have a multiplier effect on learning across the curriculum; student responsibility; motivation; making the most of available technologies; and checking in with parents. A summary of the framework that outlines these principles can be found [here](#).

1. Ako (overarching principle)

This overarching guiding principle is about **relationships and reciprocity**. It leads to reporting being reconceptualised as reciprocal formal and informal information sharing processes.

Reporting processes require a high level of responsiveness to unique learning and learner contexts. This includes collaborative exchanges of information between participants in a process of reciprocal learning or ako.

[Assessment Position Paper, Ministry of Education, 2011](#)

When ako is present, there are trusting three-way relationships between teacher, student and parents/whānau. Parents and whānau have the opportunity to share their expectations and the knowledge they value, as well as information about their child's interests, strengths, and learning needs. In a reciprocal way, teachers use information about students' identity, language, culture, interests and talents to explicitly build on what each child brings from home. When ako is present, students/ākonga know that their teachers respect who they are and there is evidence that school practices add to family practices and family practices add to school practices.

Effective schools listen to the aspirations that parents and whānau have for their children.

[\(ERO, 2014\)](#)

Reporting students' progress and achievement in ways that embody the principle of ako requires more than one-way transmission of information from teacher or student to parent. It requires meaningful, ongoing information sharing processes where the roles and expectations of students, teachers, parents, whānau and wider community are clear. The table below summarises the key differences between a one way reporting process and reporting that informs learning as part of an ongoing iterative process supported by ako.

From One Way Reporting of Achievement	To Information Sharing that Informs Learning
Teachers report to parents what their children have learnt or achieved.	Students, parents, whānau and teachers share and understand information about children's progress and achievement.
Focused on describing successes and failures.	Focused on describing what learning and progress has occurred.
Accurate labelling is the key purpose.	Ongoing learning (by students, parents and teachers) is the key purpose.
Once or twice a year only.	Continuous and timely with key times for more formal evaluation.
From school to parent.	Multi-layered and multi-directional with student, parent, whānau, teacher, community.
Essentially a one-way message. Take it or leave it.	Collaborating and co-constructing meaning and the way forward.
Reports sent home on paper.	Technologies support two way information flows and the quality and the richness of the information.

2. Focus and Coverage

This guiding principle is about providing **valid and fair information** about students' progress and achievement towards **valued learning outcomes across the breadth of the curriculum**.

Valid information communicates something important about the essence of the area being described. For example, in reading, valid information includes

more than the student's ability to decode text. It also includes information about the student's ability to respond, understand and use what they have read. In writing, valid information includes more than information about the student's ability to encode (e.g. planning, revising, or publishing). It also includes information about the student's ability to use writing for a variety of purposes across the curriculum.

Providing fair information means ensuring that teachers' unconsciously held attitudes and beliefs do not unfairly influence judgments made, or information provided. Unconsciously held attitudes and beliefs may include:

- preconceptions about a child's abilities due to their ethnicity or gender;
- teachers' knowledge of a student such as poor past performance;
- a feature of current performance e.g. handwriting, poor spelling, or behaviour influencing judgments in other curriculum areas.

When information is shared effectively, students, parents and whānau are all clear about what has been achieved and the progress the student has made across the breadth of the curriculum, including key competencies and the curriculum vision of confident, connected, actively engaged, life-long learners. Parents and whānau know how teachers view their child's strengths and talents and they know how they can support their child's identified learning needs. Parents and whānau also have insight into the extent to which their child has been present and engaged with classroom learning processes.

[I am keen to have more than just academic learning reported. e.g. how is my child on the marae, how are their values, and do they know how to conduct themselves?](#)

[Parent \(Evaluation Associates Focus Group, 2014\)](#)

The New Zealand Curriculum (2007) and Te Marautanga o Aotearoa (2008) set the direction for learning for New Zealand students and consequentially provide the broad framework for reporting to parents. Within this broad framework each school and kura decides how best to ensure that their reporting practices strengthen students' learning in relation to the New Zealand Curriculum vision of:

- confident;
- connected;
- actively involved;
- lifelong learners.

and/or Te Marautanga Graduate Profile:

A Wide Range of Life Skills will enable students to:

- develop a good work ethic;
- use their initiative;
- apply skills in multiple careers;
- have quality career choices.

and, High Levels of Educational Achievement will enable students to:

- achieve their individual potential;
- have successful educational outcomes;
- be proud to be Māori;
- contribute to the well being of whānau, hapū, and iwi;
- participate in te ao Māori me te ao whānui;
- confidently represent te ao Māori in other cultural settings.

3. Foundations for learning

This guiding principle is about sharing information that is focused on students' capabilities in areas that are likely to have a **multiplier effect** on their ongoing learning. These areas include literacy, numeracy and key competencies. There is a growing body of research that indicates that when a student's learning improves in literacy, numeracy and key competencies they are able to learn better in all other areas.⁷⁸ The Tertiary Education Strategy also signals the importance of literacy and numeracy in enabling students to fully participate in the modern world.

Basic skills in literacy, language and numeracy are a priority across the education system. Without these skills, adults are limited in all aspects of their lives.

[Tertiary Education Strategy 2014⁹](#)

In reviewing research that tracks the progress of competent children, Wylie and Hogen (2011)¹⁰ argue that to improve the proportion of students who gain NCEA Level 2, learning opportunities need to be framed to develop both cognitive and key competencies at the same time and that these opportunities need to be provided both in and out of school.

Most of the parents and whānau who attended focus groups facilitated by Evaluation Associates wanted teachers to provide them with a clear picture of their child's progress and achievement in reading, writing and mathematics, and there was also significant parent interest in knowing about how well their children were 'learning to learn' and how they could help at home.

We need to help our children get their priorities in order so they can focus on the things that will make a big difference for their future.

[Parent \(Evaluation Associates Focus Group, 2014\)](#)

7 Watkins, C. (2010) Learning Performance and Improvement, International Network for School Improvement, Research Matters 34, London.

8 For example also see 27 years of Melbourne PEEL project research www.peelweb.org

9 <http://www.minedu.govt.nz/NZEducation/EducationPolicies/TertiaryEducation/PolicyAndStrategy/TertiaryEducationStrategy2014-2019/Priority4ImprovingAdultLitNum.aspx>

10 Wylie, C and Hodgen, E (2011) Forming Adulthood Past, Present and Future in the Experiences and Views of the Competent Learners <http://www.educationcounts.govt.nz/publications/ECE/2567>

Effective information-sharing processes enable parents and whānau to clearly see that literacy, numeracy, key competencies and ‘learning-to-learn’ dispositions are learning enablers that have an impact on learning across the curriculum. This means that National Standards do not stand alone, rather, as the OECD’s 2012¹¹ review of evaluation and assessment in New Zealand recommended, National Standards should be embedded into schools’ work with the national curriculum.

4. Student responsibility

This guiding principle is about **students playing a legitimate and central role** as active and motivated participants in their own learning. Research indicates that this is fundamental to improved learning outcomes.¹² In addition, research on the [Tamaki Primary School’s Home-School Partnership](#) found that when children taught their parents, rather than the teachers leading the discussion, parental interest and involvement increased.

Reporting and information sharing processes benefit students/ākonga when each student takes increasing levels of responsibility for contributing ideas and possibilities to discussions about their learning. Students benefit when they report on their progress in ways that strengthen their view of themselves as learners and their understanding of what they have learnt. In this way they come to understand that they are in control of their own efforts to learn.

[Students learning in classrooms that emphasise self-regulation exhibit high levels of concentration and attitudes directed towards educational and personal progress. Even low-achieving students exhibit relatively high self-efficacy; they believe that they can learn and improve, and they do not shy away from more challenging tasks.](#)

[Duckworth et al, 2009¹³](#)

When reporting and information sharing processes are effective, students/ākonga will be clear about what they have learnt, which learning strategies were successful, what they need to focus on next and why it is important.

5. Motivation

This guiding principle is about reporting and **sharing information in ways that increase motivation to learn**. In effective reporting systems, information is shared in ways that enhance student, parent and whānau motivation and engagement. Reporting processes enable each and every child

¹¹ OECD Reviews of Evaluation and Assessment in Education: New Zealand, published in February 2012.

¹² Black, P et al (2002) Working Inside the Black Box: Assessment for Learning in the Classroom. Kings College, London.

¹³ Duckworth, K., Akerman R., et al (2009) Self Regulated Learning Literature Review Centre for Research on the Wider Benefits of Learning Institute of Education, University of London

to celebrate their progress towards their learning goals and they are designed to strengthen the relationships that are important for high motivation and achievement.¹⁴

I love seeing the home/school books and the written reports. It's a good combination, you see samples of their work, you see what they're working towards and you can celebrate with them.

Parent (Evaluation Associates Focus Group, 2014)

A key challenge is to share information in ways that ensure that students/ākonga who would normally 'switch off' when faced with low achievement, remain motivated. How schools share information and report on students who are below, or well below, a National Standard provides the real test of the quality of reports. These students are the ones who are likely to be fragile about their sense of themselves as learners, and about their ability to fully engage in learning. Reports about their progress and achievement can have a marked effect on their future success.

An example of a written report for a student who is achieving below the expected National Standard for their age can be found [here](#). The report in this [example](#) is clear that the student is working below the expected National Standard, and by how much, but it doesn't use the words 'below standard'. The teacher shows she shares the responsibility for lifting the student's achievement level and additional tutoring is described as supportive of the student's efforts. The gaps in the student's learning are described, along with a specific strategy to close those gaps, and the language used reflects shared responsibility.

6. Technologies

This guiding principle is about using available technologies to:

- make the indicators of each student's **progress more visible** to parents and whānau;
- **enhance reciprocal information-sharing** for teachers, students, parents and whānau; and
- engage **networks to support students'** further learning.

Effective reporting processes enable the sharing of important information in efficient and timely ways. Developments in technology and government investment in an ultrafast broadband and the school Network for Learning (N4L) mean that there are now a range of readily available technologies that can improve both information flows and the quality and the richness of information available to parents and whānau.

¹⁴ Pintrich, P. R. (2003). A motivational science perspective on the role of student motivation in learning and teaching contexts. *Journal of Educational Psychology*, 95(4), 667-686.

Facebook is popular and most of us feel comfortable and free to ask questions there. It's also useful for keeping ex-students positively connected to the school and helping current students.

Parent (Evaluation Associates Focus Group, 2014)

Digital technologies can also be used to enhance the rich social networks (virtual and physical) that are available to help children achieve their next learning steps. Rich social networks support the development of cultural identity and a sense of belonging that contribute to children's feelings of well being and they provide crucial support for parents in supporting their children's learning and achievement.¹⁵

The potential of new technologies to transform teaching and learning is heavily dependent on educators' abilities to see the affordances and capacities of ICT.

Bolstad, Gilbert et al, 2012¹⁶

The majority of parents who participated in focus groups facilitated by Evaluation Associates (ibid) had access to mobile phones, I-pads or computers, and nearly all parents valued the affordances digital technologies offered.

Almost all parents now have mobile phones; we find texting non-threatening.

Parent (Evaluation Associates Focus Group, 2014)

An example of an end of year report that is linked to ongoing online progress shown on learning progressions can be found [here](#). In this example learners upload evidence to support their achievement story on the progressions on an ongoing basis. Student evidence is provided in a rich variety of forms including graphics, images, voice recordings, and video. Evidence includes links to relevant Google docs, photographs of completed activities, ongoing reflection and thinking, and video clips illustrating their new learning. Parents and whānau access their child's progressions via an individual login to a Parent Portal. You can view a video clip about the process that supports reporting and online progressions at Stonefields School [here](#).

7. Checking in with parents

This guiding principle is about each school ensuring that their reporting and information sharing systems are effective, by carefully and sensitively evaluating their information-sharing processes and checking that they work

15 Biddulph, F., Biddulph, J., & Biddulph, C. (2003). The Complexity of Community and Family Influences on Children's Achievement in New Zealand: Best evidence synthesis. Wellington: Ministry of Education.

16 Bolstad, R., Gilbert, J., et al (2012) Supporting future-oriented learning and teaching - a New Zealand perspective, Ministry of Education New Zealand.

for their particular parents. The biggest mistake schools can make is not checking in with parents. Focus groups conducted by Evaluation Associates clearly indicated that parents wanted their views to be taken into account and wanted a meaningful respectful partnership with their child's teacher and school.

Our school changes the report forms nearly every year, but they don't ask us parents what we think about them.

Parent (Evaluation Associates Parent Focus Group, 2014)

Feedback from parent focus groups indicated that, in effective information-sharing systems, parents and whānau:

- are confident interacting with their children's teachers;
- feel their views are valued;
- understand where their children are at, what progress they have made and what they need to learn next;
- know where to access the information and resources they need to support their children's learning.

Schools with effective systems regularly inquire into and evaluate their information-sharing processes, and improvements in information-sharing policies, processes and practices are made as a result of listening to parents' and students' voices.

Effective self-review explores parental perceptions on matters such as the school's approachability, responsiveness, partnerships, consultation, the information received, and timeliness and accuracy of reports on students' progress.

ERO, 2014

Information-sharing processes and actions

Effective reporting involves sharing information with parents and whānau through both formal written reports and informal reciprocal exchanges of information. The key purpose of formal written reports is to **evaluate** each child's **learning, progress and achievement** in relation to **valued outcomes** and to **identify trends** that may be **supporting or inhibiting learning**.

Evaluative judgments on twice-yearly written reports strengthen learning focused relationships between students, teachers and parents and whānau because they :

- form the basis for important decisions that affect learning;
- enable personalised paths to be designed and personal support networks to be identified for each student;

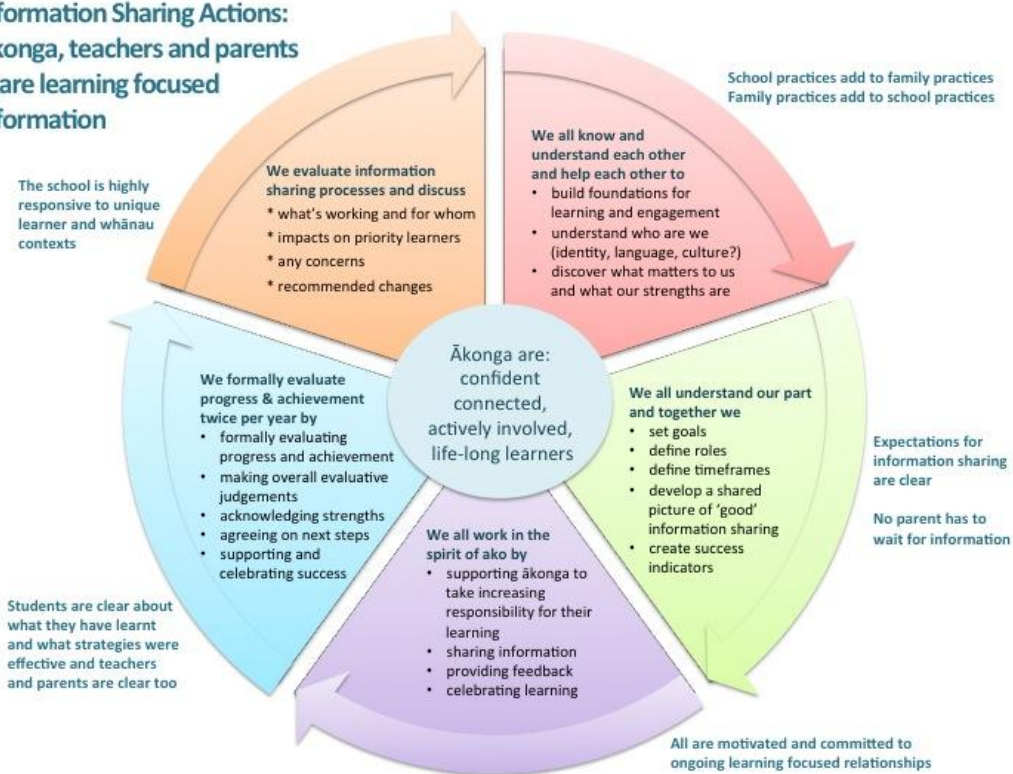
- inform discussion about learning strengths and talents, and any learning problems to be solved or barriers to be overcome;
- help focus attention on key areas such as literacy, numeracy and key competencies, where focused connected efforts are likely to have a multiplier effect across the curriculum;
- help clarify the roles of each person involved in the learning focused relationship in the next learning period;
- can be used by parents, teachers and students as part of a continuous process of inquiring, deciding, and adapting practice to improve learning.

Note: Schools that have students in years 1 to 8, are also required to follow the regulations set out in [NAG 2A](#) for National Standards reporting. This regulation allows flexibility for overall reporting practices to be designed in the light of each school's needs, interests, and circumstances. These written reports can take many [different formats](#). Further advice about reporting to parents on National Standards can be found [here](#).

Informal reporting and information sharing can also take many forms including: learners and/or teachers teaching parents key literacy and numeracy concepts; [informing parents about assessment tools](#) and assessment results; students sharing [portfolios](#) with their parents and whānau; [student led conferences](#); [three way interviews](#); parent [drop in centres](#), provision of [parental resource packs](#), and sharing learning through e-mails, texts, Facebook, blogs and websites.

The diagram below shows a range of formal and informal reporting and information-sharing actions that illustrate the principles described in this paper. These actions are designed to improve student learning. A modifiable version of this diagram is available [here](#).

**Information Sharing Actions:
Ākonga, teachers and parents
share learning focused
information**



Conclusion

The key contributors to learning classrooms are teachers, students, and parents and whānau. These contributors need to maintain close dialogue, share information, and work together if students are to be fully supported in their learning.

Assessment Position Paper, Ministry of Education, 2011

The Best Evidence Synthesis (BES) on *The Complexity of Community and Family Influences on Children's Achievement*¹⁷ found that genuine home/school collaboration could lift children's achievement significantly. This paper has outlined an evidence-based rationale and principles for further developing information-sharing and reporting frameworks that strengthen learning focussed relationships between students, teachers, parents and whānau. It has argued that student achievement will be enhanced when schools engage in meaningful, ongoing information-sharing processes that are supported by the overarching principle of ako. Examples and templates that illustrate the principles outlined in this paper in the context of written reports for years 1-8 can be found [here](#).

¹⁷ Biddulph et al, (2003) *The Complexity of Community and Family Influences on Children's Achievement in New Zealand*.

Annex 1: Reporting to Parents and Whānau Framework: Effective Information Sharing

<p>Principles <i>(In an effective reporting process, information sharing is guided by the following)</i></p>	<p>Evidence, Policy or Regulation that supports the principle</p>	<p>Evidence from Parent Focus Group Research</p>	<p>Outcomes <i>(If information is being reported and shared effectively, these are the likely outcomes)</i></p>
<p>1 Ako (overarching principle)</p> <p>Information sharing and reciprocal learning, or ako, underpin all reporting and information-sharing processes.</p> <p>Parents and whānau share their expectations, their child's interests, strengths, and learning needs and the knowledge they value.</p>	<p><i>Reporting processes require a high level of responsiveness to unique learning and learner contexts. This includes collaborative exchanges of information between participants in a process of reciprocal learning or ako. (Assessment Position Paper, Ministry of Education, 2011)</i></p> <p><i>Effective schools listen to the aspirations that parents and whānau have for their children. (ERO, 2014)</i></p> <p>Analyses of PISA data show better student reading performance can be achieved through genuine parent interest and active engagement. (PISA 2011)¹⁸</p>	<p>Parents want teachers to explicitly build on and extend the learning that their child brings from home.</p> <p>Parents want to know how the teacher/school sees their child.</p> <p><i>What talents does the school think my child might have?</i></p> <p><i>How is my child getting on with their friends and the teachers?</i></p> <p><i>I am keen to have more than just academic learning reported. e.g. how is my child on the marae, how are their values, and do they know how to conduct themselves?</i></p>	<p>School practices add to family practices and family practices add to school practices.</p> <p>Teachers know about their students' identity, language, culture, interests and talents.</p> <p>Students/ākonga know that their teachers respect who they are.</p>

¹⁸ <http://www.pisa.oecd.org/dataoecd/4/1/49012097.pdf>

<p>2. Focus and coverage</p> <p>Information sharing provides appropriate focus and coverage, and valid and fair information about students' progress and achievement towards valued learning outcomes across the breadth of the curriculum.</p>	<p><u>The New Zealand Curriculum</u></p> <p><u>Te Marautanga o Aotearoa</u></p> <p><u>National Standards</u></p> <p><u>The Māori education strategy: Ka Hikitia - Accelerating Success 2013 -2017</u></p> <p><u>Pasifika Education Plan 2013-2017</u></p> <p><u>Ministry of Education Assessment Position Paper</u></p>	<p>Parents want to know what their child should be learning and how they can help at home.</p> <p>Most also want a process that enables explicit sharing of knowledge and responsibility.</p> <p><i>I want to see what I can do at home with shorter follow-up times so we can work together.</i></p> <p><i>I need next steps in parent speak. I need something simple to work with.</i></p> <p>Parents want a picture of their child's progress and growth over time.</p> <p><i>I want to see my child is achieving and that they are moving forward. I want to see progress.</i></p>	<p>Parents and whānau are clear about what their child has achieved and the progress their child has made across the breadth of the curriculum, including the curriculum vision of confident, connected, actively engaged, life-long learners.</p>
<p>3. Foundations for learning</p> <p>Information sharing is clear about students' understandings and skills</p>	<p><i>National Standards need to be embedded into schools' work with the national curriculum. (OECD, 2012)¹⁹</i></p>	<p>Parents want to know about important foundations.</p> <p><i>I want to know what my son</i></p>	<p>Parents and whānau can clearly see students' progress and achievement in literacy, numeracy, key competencies and 'learning-</p>

¹⁹ OECD Reviews of Evaluation and Assessment in Education: New Zealand, published in February 2012.

<p>in areas that are likely to have a multiplier effect on their ongoing learning in all areas.</p>	<p><i>To improve the proportion of students who gain NCEA Level 2, learning opportunities need to be framed to develop both cognitive and key competencies at the same time and these opportunities need to be provided both in and out of school. (Wylie, C and Hodgen, E, 2011)</i></p> <p><i>Basic skills in literacy, language and numeracy are essential to participate fully in the modern world, and they are a priority across the education system. Without these skills, adults are limited in all aspects of their lives – including finding and keeping a job, raising their children, and following instructions. Tertiary Education Strategy 2014</i></p>	<p><i>should be doing to achieve the National Standard at the end of year 2.</i></p> <p><i>We need to help our children get their priorities in order so they can focus on the things that will make a big difference for their future.</i></p> <p><i>Key competencies are so important they should be at the front of the report. They are the things that will help our kids keep learning.</i></p>	<p>to-learn' skills.</p>
<p>4. Student responsibility Reporting involves and benefits students/ākonga . Each student takes increasing levels of responsibility for reporting on their own progress in ways that strengthen their view of themselves as a learner and their understanding of what they have learnt.</p>	<p><i>Motivation and achievement are enhanced when students reflect and see a direct link between their actions and an outcome and when they have some choice about whether or how to undertake tasks. (Ryan & Deci, 2000)²⁰</i></p> <p><i>Students learning in classrooms that emphasise self-regulation exhibit high levels of concentration and attitudes directed towards educational and personal progress. Even low-achieving students exhibit relatively high self-efficacy; they believe that they can learn and</i></p>	<p><i>Parents want to know about what kind of effort their child is putting in and how good they are at learning new things.</i></p> <p><i>My kids don't have to like everything but I want to know if they are prepared to give things a go.</i></p> <p><i>Kids' ability to cope with things outside their comfort zone is an</i></p>	<p>Students/ākonga are clear about what they have learnt, which learning strategies were successful, what they need to focus on next and why it is important.</p>

²⁰ Ryan, R. M., & Deci, E. L. (2000). Self-determination theory and the facilitation of intrinsic motivation, social development, and well-being. *American*, 55(1), 68-78.

	<p><i>improve, and they do not shy away from more challenging tasks. (Duckworth et al, 2009)²¹</i></p> <p><i>When children teach their parents about school, rather than the teachers leading the discussion, parental interest and involvement increases. (Tamaki Primary School's Home-School Partnership Research)²²</i></p>	<p><i>important thing to comment on.</i></p>	
<p>5. Motivation</p> <p>Information is deliberately designed to enhance student, parent and whānau motivation and engagement.</p> <p>Reports enable each and every child to celebrate their progress towards their learning goals.</p>	<p><i>Supportive, caring relationships are important for high motivation and achievement. (Pintrich 2003)²³</i></p> <p><i>Motivation is influenced by whether or not one feels capable of performing the task. (Bandura cited in Seifert, 2004)²⁴</i></p>	<p><i>I love seeing the home/school books and the written reports. It's a good combination, You see samples of their work, you see what they're working towards and you can celebrate with them.</i></p> <p><i>To be told in hard language that your child is not achieving is a blow and it makes it hard to give your kids encouragement and support, and to believe in them, especially if as parents we don't have the skills.</i></p>	<p>Student/ākonga, parent and whānau motivation to support learning is enhanced.</p> <p>Students/ākonga who would normally 'switch off' when faced with low achievement remain motivated.</p>

21 Duckworth, K., Akerman R., et al (2009) Self Regulated Learning Literature Review Centre for Research on the Wider Benefits of Learning Institute of Education, University of London

22 <http://home-schoolpartnerships.tki.org.nz/Schools-stories/Tamaki-Primary-School-s-home-school-partnership>

23 Pintrich, P. R. (2003). A motivational science perspective on the role of student motivation in learning and teaching contexts. *Journal of Educational Psychology*, 95(4), 667-686.

24 Seifert, T. L. (2004). Understanding student motivation. *Educational Research* (46)2, 137-149.

<p>6. Technologies</p> <p>Available technologies are used to:</p> <ul style="list-style-type: none"> • make the indicators of each student’s progress more visible • enhance reciprocal information-sharing for teachers, students, parents and whānau • engage networks to support students’ further learning. 	<p><i>The potential of new technologies to transform teaching and learning is heavily dependent on educators’ abilities to see the affordances and capacities of ICT. (Bolstad, Gilbert et al, 2012)²⁵</i></p> <p><i>Rich social networks support the development of cultural identity and a sense of belonging that contribute to children’s feelings of well being and they provide crucial support for parents in supporting their children’s learning and achievement. (Biddulph et al 2003)²⁶</i></p>	<p>Parents want to receive information in timely ways and through convenient technologies.</p> <p><i>Almost all parents now have mobile phones; we find texting non-threatening.</i></p> <p><i>Facebook is popular and most of us feel comfortable and free to ask questions there. It’s also useful for keeping ex-students connected to the school.</i></p>	<p>Parents and whānau can see their child’s progress on-line in real time.</p> <p>Parents, whānau and the wider community use a range of technologies to support their children’s learning.</p>
<p>7. Checking in with parents</p> <p>Schools regularly inquire into and evaluate the effectiveness of their information-sharing processes, and improvements in information-sharing policies, processes and practices are made as a result of listening to parents’ and students’ voices.</p>	<p><i>Joint interventions involving parents and teachers have the greatest impact on outcomes. (Robinson, Hohepa & Lloyd, 2009)²⁷</i></p> <p><i>Effective self-review explores parental perceptions on matters such as the school’s approachability, responsiveness, partnerships, consultation, the information received, and timeliness and accuracy of reports on students’ progress. (ERO, 2014)</i></p>	<p>Parents want their views to be taken into account and want a meaningful respectful partnership with their child’s teacher and school.</p> <p><i>Our school changes the report forms nearly every year, but they don’t ask us parents what we think about them.</i></p>	<p>Parents and whānau:</p> <ul style="list-style-type: none"> • are confident interacting with their children’s teachers • feel their views are valued • understand where their children are at, what progress they have made and what they need to learn next. • know where to access the information and resources to support their children’s learning.

25 Bolstad, R., Gilbert, J., et al (2012) Supporting future-oriented learning and teaching - a New Zealand perspective, Ministry of Education New Zealand.

26 Biddulph, F., Biddulph, J., & Biddulph, C. (2003). The Complexity of Community and Family Influences on Children’s Achievement in New Zealand: Best evidence synthesis. Wellington: Ministry of Education.

27 Robinson, R. Hohepa, M. & Lloyd, C. (2009). School leadership and student outcomes: Identifying what works and why. Best Evidence Synthesis [BES]. Chapter 7.

