

BRIEFING NOTE: Mapping the learning story to raise achievement

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Approved by:	Lisa Rogers, Deputy Secretary, Early Learning and Student Achievement	DDI:	04 04-463 7794

Purpose

1. The purpose of this briefing is to provide you with an overview of the next steps being taken, to develop capability to report on the learning story.
2. Evaluating a child's rate of progress is necessary for us all to focus effort, early and responsively, to ensure each child achieves at least the minimum qualification of NCEA Level 2, by the time they leave the education system.
3. Below we provide further information about the LPF, the PaCT, and the opportunity they provide to help us capture much more reliable, and timely, individual progress data.

The New Zealand Curriculum National Standards in Reading Writing and Mathematics

4. In December 2008, National Standards were established in these three key learning areas. The standards were to set clear expectations for progress and achievement in reading, writing and mathematics for students in years 1-8.
5. The standards-based framework allows us to collect and use information at all levels of the system. National Standards information contributes to what we know about the progress and achievement of our students, by classroom, school, regional authority and system wide. Good quality information provides the basis for communities, families, parents and whānau to engage and collaborate with schools and kura, and with other local stakeholders to support the achievement of their students.
6. Standards provide a common context and language for broadly considering, talking about and describing where progress and achievement sits, relative to where it needs to be. This supports the identification of the teaching and learning challenge ahead. Once this is understood, a response differentiated according to individual context and need, can be put in place. Where accelerated progress is needed, this can be identified early.
7. Currently, National Standards data provides us with a good point-in-time, or retrospective, snapshot of summative assessment. We need to build on this, to get the same accurate picture of formative assessment, and data at the individual level so that learning progress can be understood for each individual learner as they grow and move between education settings.
8. To support teachers to ensure their judgements are robust and reliable, and because we want teachers to focus on individual progress and what that looks like, we have built and tested key tools to help map that journey. These are:

- a) The Learning Progressions Framework (LPF); supported by
- b) The Progress and Consistency Tool (PaCT) and Te Waharoa Ararau (TWA)

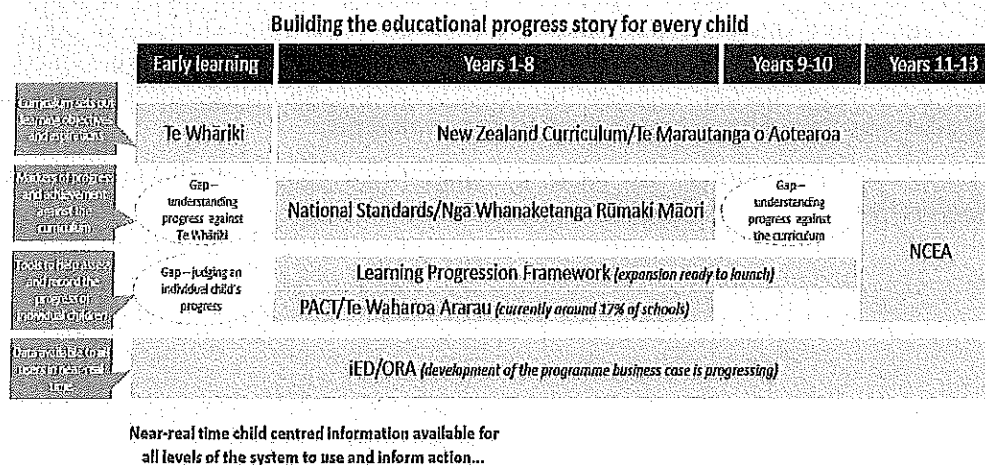
The extension of the Learning Progressions Framework to years 9 and 10

9. The LPF is a roadmap for reading, writing and mathematics that sets out what progress looks like, and contributes to teachers' understanding of the rate of progress. The framework demonstrates what a student needs to be able to do to progress through each level of the curriculum. The framework was developed initially in years 1 - 8 to support the implementation of National Standards and was used to develop the aspects within the PaCT. We have extended this framework into years 9 and 10 so it now spans levels 1-5 of *The NZC*.
10. We extended the framework as full primary and intermediate users of the PaCT have said it would be valuable to know what progress looks like at curriculum level 5 – both to help them with judgments on high achievers, and to help them work with secondary schools. The LPF frameworks enable, and contribute to, more seamless pathways of foundation learning across schools and Communities of Learning.
11. The LPF is a stand-alone resource and can be used by teachers at any time to understand progress, and to better develop teaching and learning programmes to support progress. The illustrations (exemplars) describe what good learning looks like at each step. Schools will have the ability to supplement the illustrations inside the LPF to ensure they are relevant to their local Communities of Learning as they develop their own curriculum.
12. These exemplars are set in the context of English, Science, and the Social Sciences. These three areas were selected because together they represent a broad coverage of the curriculum, so most teachers will be able to find areas that are relevant to their work. The Mathematics framework only contains the core Mathematics exemplars.
13. The LPF has not been developed to capture teacher judgments, and does not have the technical facility to measure progress. So while the LPF is helping to understand progress for years 9 and 10, it relies on individual teacher and school moderation practices.

The Progress and Consistency Tool and Te Waharoa Ararau

14. In years 1-8, the tools we have to do this are the PaCT in English medium settings, and TWA in Māori medium settings. They allow teachers to assess individual progress using aspects of the LPF that addresses years 1-8; referred to as the 'framework'. As National Standards and Ngā Whanaketanga Rumaki Māori data is valid, but not always reliable, the PaCT and TWA fixes this problem.
15. The PaCT and TWA enable us to increase consistency in OTJs much more quickly than a manual tool, which is open to interpretation. The tools provide much more reliable individual progress data.

Diagram: The Learning Story and its tools



National Certificate of Educational Achievement

16. In years 11-13, NCEA enables teachers to assess individual progress (although we know there are some issues to resolve with literacy and numeracy measurement¹).
17. We have proven our student-focused methodology at the senior secondary level using individual NCEA data to identify students at risk of not achieving, and meet their individual needs. With the increase in progress reporting through the PaCT and TWA, we will be able to target our support better across the entire student pathway.

Next steps to achieve critical mass

Launch of the Learning Progressions Framework

18. We will work with your office to arrange the launch of LPF, to help raise awareness of the overall learning story and the tools.

PaCT implementation

19. A draft data usage policy has been developed, *Using education data to deliver better outcomes* that outlines the direction of data use in education. This policy will be socialised with the sector to allay any concerns around how the Ministry collects, uses and releases schools' and students' data.
20. To embed the learning story, progress tools will be trialled in up to 21 Communities of Learning from term 3. Each of these CoL will be scheduled for a progress workshop which will look at reliable, consistent ways to share data about their individual student progress, achievement challenges, and how trusted data impacts on working relationships.
21. To encourage greater uptake of the tools in schools and Communities of Learning we will work with the sector to champion, inform and implement the learning story.
22. Direct support to schools will be provided to enable them to implement the PaCT in their school. The provider would provide customised learning to those schools that request it.

¹ Evidence has suggested that some learners who successfully achieve NCEA are not sufficiently literate or numerate to be successful in further study, work or life. We are investigating options for improving the robustness of the measures and will report to you on this in July. However, understanding and supporting learners progress across the pathway will ensure that when learners undertake their NCEA (and have their Lit/Num attested to in whatever form) they are better equipped to be successful.

23. Systematically supported PLD is the main lever that we have to shift teaching and leadership practices, and is a feature of all high performing education systems. PLD will help ensure teachers and leaders receive the right level and type of support and are being challenged to raise the achievement of every student. All schools who receive centrally funded PLD will be required to provide individual student progress reporting as part of the monitoring of student outcomes.
24. Current PLD providers will be asked to support the schools they're working with, to use the PaCT, TWA and the LPF.