



Briefing Note: Further information on the removal of Ngā Whanaketanga Rumaki Māori and National Standards

To:	Hon Chris Hipkins, Minister of Education		
Date:	22 November 2017	Priority:	High
Security Level:	In Confidence	METIS No:	1092253
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Messaging seen by Communications team:	N/A		

Summary

- This briefing provides you with additional advice on possible reporting requirements following the removal of Ngā Whanaketanga Rumaki Māori and National Standards.
- This will inform drafting of a Cabinet paper to seek agreement to a process and timeline for removing National Standards and Ngā Whanaketanga Rumaki Māori from the system.
- This briefing also provides additional advice on enhancements to the Progress and Consistency Tool and Te Waharoa Ararau and their repurposing as a tool for understanding progress against the curricula.
- A meeting to discuss the draft Cabinet paper has been scheduled with your office for Thursday, 23 November.



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22/11/17

Background

1. You are intending to seek Cabinet agreement to a process and timeline for removing National Standards and Ngā Whanaketanga Rumaki Māori from the system.
2. You have decided to propose Option 1 from *Education Report: Removing Ngā Whanaketanga Rumaki Māori and National Standards* [METIS 1089041]. This would see mandatory elements removed for 2018 and leave Ngā Whanaketanga Rumaki Māori and National Standards as an optional tool. This option also strengthens a focus on progress in teaching, learning and reporting to parents.
3. This briefing provides advice on your requests that:
 - a. the March 2018 reporting requirements are also removed; and
 - b. there is clear guidance to kura and schools on reporting progress to students and parents.
4. This briefing also provides additional advice on enhancements to the Progress and Consistency Tool and Te Waharoa Ararau and their repurposing as a tool for understanding progress against the curricula.

March 2018 reporting requirements

5. You have asked that the March 2018 reporting requirement also be removed. There are currently two March 2018 reporting requirements.
6. The first, in NAG 2A, is specific to National Standards and Ngā Whanaketanga Rumaki Māori. This includes the requirement to provide data to the Ministry. This will be removed when the amended National Administration Guidelines are issued in the New Zealand Gazette. Communications with the sector will make clear that this reporting is no longer required.
7. The second requirement, in NAG 8, requires each board of trustees to provide a statement providing an analysis of any variance between the school's performance and the relevant aims, objectives, directions, priorities, or targets set out in the school charter. Schools and kura with year 1-8 students are likely to have 2017 targets based on National Standards and Ngā Whanaketanga Rumaki Māori. To meet their obligations under the Education Act 1989, kura and schools will still need to report against these targets in their analysis of variance for the 2017 school year (which has been completed).

Guidance on reporting progress to students, parents and whānau

8. You have asked that there is clear guidance to kura and schools on the need to report progress to students, parents and whānau, as per your amendments to the National Administration Guidelines. Your amendments make clear that reporting need to include progress, as well as achievement, and that reporting needs to be based on good quality assessment and aromatawai information that builds a comprehensive picture of student learning across the curricula.
9. Guidance is being prepared to be available at the same time announcements are made, and promotion of this guidance will be integrated into the ongoing communications plan to support kura and schools to provide quality reporting to students and parents.
10. If you wish, you could specify minimum requirements for this reporting to parents that could

be included in your amendments to NAG 2(c).

- a. Retaining some of the NAG 2A requirements intended to support quality reporting to parents and whānau, namely: "Reporting to parents in plain language in writing must occur at least twice a year".

We recommend that you include this in your amendments to provide certainty that parents and whānau get at least what they are getting now, but note that evidence suggests that effective practices need to go further than this. This will be reflected in our good practice guidance.

- b. Requiring reporting on progress in foundational learning areas (eg. literacy and numeracy and te reo matatini and pāngarau) against the achievement objectives set out in the New Zealand Curriculum and Te Marautanga o Aotearoa.

This would ensure that parents continue to get reporting on numeracy and literacy, pāngarau and te reo matatini (as they have with National Standards and Ngā Whanaketanga Rumaki Māori), but could be seen as perpetuating the perceived risk that National Standards and Ngā Whanaketanga Rumaki Māori narrows the taught curriculum.

11. These options represent a small change from current reporting practices and would impose a relatively light burden on schools. We do not recommend that you go any further than either of these two options without consultation. This can form part of work beginning in 2018 with experts and the sector to improve assessment across the system. This work will focus on:

- Ensuring that the curriculum is fit for the future and that the learning that is valued are measured across all levels of the system.
- Determining a way to meaningfully report on progress and achievement across all aspects of the New Zealand Curriculum, and Māori medium graduate qualities and characteristics in Te Marautanga o Aotearoa for success in life, learning and work. We will work with the sector to consider and develop meaningful indicators for understanding progress in the curriculum and competencies.
- Determining a way to reliably report on student wellbeing. Research with parents tells us that this is really important to them, but further work is needed to develop good practice guidance on what effective reporting could look like at the individual level.

12. There is a need to shift reporting away from being a once or twice a year accountability mechanism. The focus should be on supporting timely and meaningful information sharing with students, their parents and whānau to support educationally powerful partnerships between home and school, whānau and kura. Information sharing also needs to provide confidence that every student is getting the support and opportunities to learn they need to be successful.

13. Our guidance supports kura and schools to make this shift, but we recommend that there is engagement with students, parents, whānau, iwi and the sector before specifying minimum reporting requirements that could better enable students and parents to be active partners in their learning progress and next steps. Part of this work needs to build a common understanding of what learning matters most and why as children progress, to help parents and whānau make sense of reporting.

14. You could also ask the Education Review Office to strengthen their focus on the quality and effectiveness of school's reporting and information sharing practices, based on the

The Progress and Consistency Tool (PaCT) and Te Waharoa Ararau (TWA)

15. The Progress and Consistency Tool (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 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.
16. Those who use the PaCT find it is useful for teaching and learning, and that it removes some administrative burdens associated with reporting to parents and Boards of Trustees. When children and young people move schools, progress and achievement information in the PaCT can go with them. Because the information can be trusted, it reduces the need for reassessment so schools can focus more quickly on supporting each child's and young person's next learning steps.
17. 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 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.
18. In Māori medium, Te Waharoa Ararau (TWA) is an online tool that collects and reports on information about student progress and 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, kura or school level. It can also show progress over a period of time against kōrero, pānui, tuhituhi and pāngarau levels, but does not yet have a calibrated progression scale for consistent and reliable OTJs. As with the PaCT, TWA removes some of the administrative burdens associated with reporting to parents and Boards of Trustees.
19. There is a risk that NZEI continue to encourage their members to boycott the PaCT and TWA due to their association with Ngā Whanaketanga Rumaki Māori and National Standards. The planned repurposing and enhancements to the tools, and the removal of requirements to report information captured to the Ministry of Education, address their stated rationale for their opposition. Alongside this, there is a need for clear communications and wide engagement with the sector to ensure that changes lead to increased uptake and ongoing investment in PLD to ensure good use is made of the tools to improve teaching and learning. We are preparing advice for you on the renaming and relaunching of these tools, which we recommend happens after they are decoupled from Ngā Whanaketanga Rumaki Māori and National Standards.
20. Enhancements to the PaCT and TWA that are underway will extend coverage to level 5 of the curricula in reading, writing and mathematics, te reo matatini and pāngarau (making the tools more useful for years 9 and 10), but not into other areas of the national curricula [METIS 1089041 refers].
21. The new digital technology | Hangarau Matihiko curriculum is built on progress outcomes and could be incorporated into the PaCT and TWA with further investment, as could the existing progressions for food and nutrition. We recommend, however, that the possible inclusion of these in the PaCT and TWA is explored as part of work with experts and stakeholders in 2018. The design and implementation of Ngā Whanaketanga Rumaki Māori and National Standards has clearly demonstrated that developing something quickly

and forcing it on the sector is not an effective way to support teachers to improve their practice so that they are better meeting the learning needs of all students, or to realise the potential benefits of a system wide approach.

22. As part of work with experts and stakeholders we will need to explore the potential to take a learning progressions approach across the whole of the national curricula. Consideration will need to be given to how a new system can avoid being overly complex, while also ensuring that all students get necessary breadth and depth of learning across the curricula as they progress along their education pathway.

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