

Briefing Note: Announcement event at Johnsonville School for the new Common Practice Model

To:	Hon Jan Tinetti, Minister of Education		
Date:	16 August 2023	Priority:	High
Security Level:	In Confidence	METIS No:	1316037
Drafter:	Parani Te Moana-Foai	DDI:	04 463 8868
Key Contact:	Pauline Cleaver	Mobile:	9(2)(a)
Messaging seen by Communications team:	Yes	Round Robin:	No

Purpose of Report

This paper provides you with information to support your announcement in relation to the use of the new Common Practice Model to support the Literacy & Communication and Maths Strategy Action Plans.

Summary

- You have made decisions about setting clear expectations for quality teaching of literacy and maths which were considered by the Cabinet Business Committee on 7 August 2023 [CBC-23-MIN-0017 refers] and are due to be considered by Cabinet on 14 August 2023.
- These decisions include requiring the use of the refreshed English and Maths Learning Areas and the practice model for literacy & communication and maths (Common Practice Model) and the timeframe for this.
- The communication clarifies, for Māori Medium Bi-lingual and Rumaki units, the timelines for the use of the Te Reo Māori and Pāngarau wahanga ako areas in Te Marautanga o Aotearoa along with the Ako framework. Further discussion with Kaupapa Māori organisations will take place to determine how the regulations might apply in these settings.
- You are planning to announce this decision at Johnsonville School on 21 August 2023.
- A run sheet for the announcement (Annex 1), a draft media release (Annex 2), talking points (Annex 3) and reactive Q&As (Annex 4) are attached.

Proactive Release

Agree that the Ministry of Education releases this briefing in full once the announcement has been made after 21 August 2023, with any information needing to be withheld done so in line with the provisions of the Official Information Act 1982.

☒ Agree / ☐ Disagree



Ellen MacGregor-Reid
Hautū | Deputy Secretary
Te Poutāhū | Curriculum Centre

16 / 08 / 2023



Hon Jan Tinetti
Minister of Education

21 / 08 / 2023

Proactively Released

Background

1. In December 2021, Cabinet agreed to Hei Raukura Mō te Mokopuna and the Literacy & Communication and Maths Strategy [SWC-21-MIN-0211 refers]. Rt. Hon. Hipkins (as then Minister of Education) and Hon. Tinetti launched both strategies in March 2022 at The National Library of New Zealand.
2. The Government has a multi-year work plan to refresh and redesign the National Curriculum and strengthen leadership and support for improving the quality of teaching and assessment. Within this work programme, the Government has prioritised strong literacy and numeracy, te reo matatini and pāngarau skills as foundational learning through early learning and schooling.
3. The Common Practice Model (CPM) is an important part of the Literacy & Communication and Maths Strategy and Action Plans. The CPM is being developed in partnership with kaiako/teachers, leaders and sector experts. It describes the principles, evidence-informed pedagogical approaches, and practices that support teaching and learning in literacy, communication, and maths through Te Whāriki, the early childhood curriculum and Te Mātaiaho, the refreshed New Zealand Curriculum.
4. The Common Practice Model supports Te Mātaiaho | the refreshed NZ curriculum and makes clear the high-level expectations for practice across and the expected learning outcomes and progress for literacy, communication and maths. This will support what teachers need to notice, recognise, and respond to. This provides direction for the design, delivery and review of school curriculum which represent each kura and school's longer-term plan for students' learning journeys.
5. New expectations for quality teaching are also being introduced. From 2026 all teachers will teach maths, literacy & communication, in a consistent, best-practice way using CPM. The core teaching requirements contained in the CPM add to teachers' existing expertise by giving them evidence-informed, practical guidance that will help them plan lessons and track students' progress.
6. The prioritisation of maths, literacy & communication and the introduction of core teaching requirements, will help students succeed and learn across the whole curriculum. This sets them up well for their future, giving them more choice about future study and work opportunities.
7. The Ministry will be providing a range of supports to help schools and kura meet these requirements. This includes frontline support (e.g., recently introduced Curriculum Leads and Leadership Advisers), guidance, access to professional learning, assessment tools, and resources for teaching and learning. A suite of supports is already available, and more will be added over time, with a particular focus over the next two years on supports for the implementation of the Common Practice Model as leaders and teachers test and use it in their classrooms. Additional teacher only days have also been provided for schools and kura to support their implementation of the changes.
8. We will work with your office to finalise the release on the Ako Framework.

9. The following officials from the Ministry and two members from the contributor's group will be in attendance:

- Pauline Cleaver, General Manager – Strategy & Integration
- Kiritina Johnstone, General Manager – Te Uepū Reo Māori (TBC)
- Roy Sye, Director of Education – Wellington
- Dr Naomi Ingram, Maths Expert – Otago University
- Felicity Fahey, Literacy & Communication Expert – Deputy Principal, Kaiapoi North School
- Giles Panting, Senior Manager – Literacy, Communications & Maths Strategy
- Grace Marsh, Senior Manager – Foundational Curriculum – Te Uepū Reo Māori (TBC)
- Tara Taylor-Jorgensen, Director – Integrated Delivery (if required)

Risks

10. As noted previously [METIS 1312167 refers], there may be push back from the sector regarding pace of change, despite the phased approach, particularly as this is the first time there will have been this much direction regarding classroom practices. Schools may manage time constraints by only focussing on the practice model, and not the other changes to curricula that they need to plan for.

School Information

JOHNSONVILLE SCHOOL (2866)

Contact Name:
(At institution)

Tania Cohen
9(2)(a)

Address:
Johnsonville
Key People

Morgan Street, Johnsonville

Principal:

Tania Cohen
9(2)(a)

Ministry Officials:
027 836 4850

Roy Sye, Director of Education for Wellington

Profile Information

Authority	State
School Type	Contributing (1-6)
School Gender	Co-Educational
Education Medium	English
Equity Index Rating	389
Electorate	Ohariu
Te Mahau Region	Wellington

The July 2022 breakdown of roll information by ethnicity is shown below:

July 2022 Roll	Number	Percentage (%)
European/Pākehā	134	40.9
Asian	118	36.0
Māori	41	12.5
Pacific	19	5.8
Other ethnicity	16	4.8
International	0	0
Total	328	100%

School Context

11. Johnsonville School has a reasonably stable roll. It's a very cosmopolitan and ethnically diverse school with a high percentage of migrant families.
12. The school has a large learning support space called Korowai (which is being refurbished) and a high contingent of teacher aides as a result. There are ^{s9(2)(a)} students receiving funding through the Ongoing Resourcing Scheme.
13. The school has two new classrooms and there is still some building work to be delivered.
14. The school are part of the RTLB Cluster 26.

Education Review Office

15. Johnsonville School was last visited by the Education Review Office (ERO) in August 2019 where ERO recommended that the school, for sustained improvement and future learner success, priorities for further development are in:
 - continuing to take deliberate action to promote acceleration and reduce disparities for groups of learners.
 - developing a coherent approach to implementing processes and systems and promote consistent, effective practice for accelerating learning.
 - building a shared understanding and clear processes for internal evaluation to inform strategic priorities and actions, and to help monitor the impact of initiatives for ongoing improvement.

Kāhui Ako I Communities of Learning

16. The school belongs to Te Kāhui Ako o Tarikākā | Northern Suburbs Kāhui Ako. There are ten schools in the Kāhui Ako, these are: Amesbury School, Cashmere Avenue School, Churton Park School, Crofton Downs Primary School, Johnsonville School, Khandallah School, Ngaio School, Onslow College, Raroa Normal Intermediate, St Brigids School (Johnsonville).

Learning Support

17. The school is part of the Wellington Northern Suburbs Kāhui Ako which was not allocated Learning Support Coordinators (LSC) in Tranche 1, 2019.

18. 9(2)(a)

School Donations Scheme

19. The school has not opted-in to the School Donations scheme.

Ka Ora, Ka Ako | Healthy School Lunch Programme

20. The school is ineligible for the programme based on the equity index.

Ikura | Manaakitia te whare tangata – Period products in schools initiative

21. The school has opted-in to the programme and to date has ordered products.

Creatives in Schools

22. The school has not applied for any round of the Creatives in Schools projects.

Better Start Literacy

23. The school is participating in year one of BSLA – The principal has reported that they have achieved excellent results – especially their ELL students.

Impact of COVID-19

24. The school struggled with staffing during the pandemic and were forced to roster year levels home at certain times.

Property

25. 9(2)(a)

26. The Ministry's project team meets with the school on a regular basis and has a good relationship.

27. The property management capability of the school is good, and the overall property condition is fair-to-good.

28. The Ministry has also supported the school with additional funding to address essential infrastructure renewals and weather-tightness remediation.

29. There is currently a new teaching block (7 teaching spaces) due to be completed in March 2024. This will provide 4 roll growth classrooms and replace 3 existing classrooms.

30. The school have a number of learning support property modifications planned or underway that increase student accessibility. Existing AMS/5YA funding has been prioritised to improve the learning support teaching spaces under construction.
31. There are no known risks or issues.

Annexes

The following are annexed to this paper:

- Annex 1: s9(2)(g)(i)
- Annex 2:
- Annex 3:
- Annex 4: