



## Briefing Note: Curriculum Advisory Group: finalising membership

<b>To:</b>	Hon Jan Tinetti, Associate Minister of Education		
<b>Cc:</b>	Hon Chris Hipkins, Minister of Education		
<b>Date:</b>	8 July 2021	<b>Priority:</b>	Medium
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<b>Messaging seen by Communications team:</b>	No	<b>Round Robin:</b>	No

### Purpose of Report

The purpose of this paper is to:

- Update you on the establishment of the Curriculum Advisory Group (CAG). It provides you with a list of the 12 CAG members and the key qualifications which informed their selection.
- Provide you with next steps for the formal establishment of the CAG.
- Update you on the progress of establishing the Te Whakaruruhau.

### Summary

- As you know, work has been underway on the establishment of the CAG. With the recent confirmation of Sarah Martin, Principal of Stonefields School, as Chair, we are tracking well to launch the group and convene the inaugural meeting/s in late August.
- We have notified the 12 successful candidates and are initiating formal checks and confirmations. (Each candidate's appointment will be subject to an ERO review and Ministry of Justice Criminal Record Check.)
- **9(2)(g)(i)**
- We also attach the criteria used which kept our selection decisions fair and consistent (appendixes 3 and 4). These criteria also helped us understand how the group will function collectively and how it might establish a constructive and collaborative kaupapa.

- We have identified six suitable candidates for Te Whakarurhau. We will invite all six proposed candidates to meet with us as a group before formally requesting their participation.

## Recommendations

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It is recommended that you:

- a. 9(2)(g)(i) [REDACTED] **Noted**
- b. **Note** that we have worked with the CAG Chair to directly approach a Pasifika education expert from outside the expressions of interest process; **Noted**
- c. **Note** the Ministry has notified successful candidates and begun relevant due diligence activities (ERO check and Ministry of Justice Criminal Record Check); and **Noted**
- d. **Note** the Ministry's progress of establishing the Te Whakarurhau. **Noted**

  
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Early Learning and Student Achievement

08/07/2021



Hon Jan Tinetti  
Associate Minister of Education

10/07/2021

## Background

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1. As you know, work has been underway on the establishment of the CAG. With the recent confirmation of Sarah Martin, Principal of Stonefields School, as Chair, we are tracking well to launch the group and convene the inaugural meeting/s in late August.
2. The Ministry iteratively worked through the 243 expressions of interest (EOI) we received from curriculum experts across Aotearoa. We sought candidates with the right knowledge, capabilities and dynamic to mahitahi effectively across the breadth of the curriculum pathways.

## CAG Membership

3. 9(2)(g)(i) We aimed to strike a balanced representation across the full breadth of curriculum pathways and mediums. Each candidate brings strong and relevant expertise – often in more than one of our priority areas.
4. 9(2)(g)(i) along with the criteria used to keep our decisions fair and consistent (appendixes 3 and 4). These criteria also helped us understand how the group will function collectively and how it might establish a constructive and collaborative kaupapa.
5. The Ministry does not want to lose sight of the other sector experts (unsuccessful candidates) who have expressed interest in helping us strengthen our approach to curriculum. We will look at other opportunities for them.

## Key Risks and Benefits

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6. Despite a wide-reaching expressions of interest (EOI) process, we received a limited number of applicants with strong strategic curriculum experience in a Pacific education context.
7. As a result, we worked with Sarah Martin to directly approach Melini Fasavalu, Principal of Waimahia Intermediate, to strengthen expertise in this area. There is some risk that this will be perceived as unfair to unsuccessful candidates, as we have deviated from our EOI process. However, it was determined that approaching Ms Fasavalu would ensure the CAG better considers the needs of our Pacific ākonga.
8. There is a risk that, once we begin to notify unsuccessful candidates, there may be challenges to the decisions made. Proactive and reactive communications are being prepared to demonstrate how we ran the process fairly. This will include a high-level description of our selections criteria.

## Next Steps

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### Due diligence

9. Having notified the 12 successful candidates, we are initiating formal checks and confirmations. (Each candidate's appointment will be subject to an ERO review and Ministry of Justice Criminal Record Check.)
10. We hope to formally confirm the membership by Friday 9 July 2021.

## **Announcements**

11. We will notify your office and any relevant peak bodies in advance of public announcements.

## **Other Relevant Information**

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### **Te Whakaruruhau**

12. As we have previously updated you, it is the Ministry's intention to simultaneously establish a rōpū whakaruruhau to provide us with free and frank culturally premised advice. Their advice will canvas how the Ministry's development of curriculum should consider cultural authenticity, cultural capital and cultural nuancing in all the work we lead.
13. At a level complementary to the CAG, Te Whakaruruhau will be comprised of expert mātauranga Māori practitioners whose subject matter expertise will provide a te ao Māori lens through which to guide the evolution and application of the national curriculum.
14. The establishment of Te Rōpū Whakaruruhau will not limit the scope of the advice of the CAG, particularly the role of CAG in relation to Te Marautanga o Aotearoa. Instead, the work of Te Whakaruruhau will supplement CAG's advice by providing an additional depth of expert knowledge in mātauranga Māori.
15. We have identified six suitable candidates for Te Whakaruruhau. We will invite all six proposed candidates to meet with us as a group before formally requesting their participation.

## Annexes

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Annex 1: 9(2)(g)(i) [REDACTED]

Annex 2: 9(2)(g)(i) [REDACTED]  
[REDACTED]

Annex 3: Key knowledge and performance indicators which informed our selection process.

Annex 4: Key leadership and behavioural indicators which informed how the CAG might function collectively.

Proactively Released

**Purpose:** 9(2)(g)(i). These are key indicators for the particular knowledge and expertise we require across the breadth of curriculum and priority areas. This is not intended to be exhaustive but should capture the most critical bits of knowledge which we agree the CAG must hold.

We know that the CAG must:

- (1) hold both deep and broad knowledge and experience of curriculum in Aotearoa New Zealand
- (2) draw on both innovative research (incl. international theory and praxis) as well as experiential knowledge of the ‘enacted’ curriculum to effectively enhance the Ministry’s design work.

While emphasis should be on experience (especially for practitioner candidates), we are thinking also about emergent leaders – helping both to understand fresh thinking but to also grow tomorrow’s curriculum experts

We are also giving additional privilege in our advice to candidates who can bring cross-system expertise (i.e. knowledge of two or more of these areas). We believe this will help us bring together a cohesive, collaborative CAG.

We are thinking about the candidate’s demonstrated approach to academic research and evidence – we need to ensure that the CAG can draw on international evidence but are not shackled to it when solutions are unworkable for our contexts.

Key knowledge indicators

Curriculum/priority area	Indicators
Te Marautanga o Aotearoa	<ul style="list-style-type: none"><li>Knowledge of the history of the development of TMOA</li><li>Understanding of the diversity of Māori medium settings ie. TKKM, NKAI, Kura Motuhake Rumaki and Reo Rua</li><li>How marau ā-kura are developed and used in Māori medium settings</li><li>Indigenous education expertise</li><li>Second language acquisition expertise</li><li>Indigenous Language revitalisation expertise</li><li>Strategic thinking expertise to prepare for a marau that will serve at least 30% of all ākonga Māori in 2040</li><li>Cognisant of CPA MAG recommendations for Māori medium including pursuing equity, building trust and ensuring coherence across the system in responding to an ākonga centred curriculum</li><li>Proven educational expertise and experience in a Māori setting</li></ul>
New Zealand Curriculum	<ul style="list-style-type: none"><li>Knowledge of the vision of the CPA MAG for building a ‘system that learns’ – equity, trust, coherence &amp; clarity, trust, information needs, collaborative networks, capability. [We may adjust course as we go and learn, but don’t want to re-set the direction]</li><li>Knowledge of the history of the development of The NZC</li><li>Understanding of the diversity of educational settings eg, primary, intermediate, contributing, secondary, small and isolated, special education, health schools and alternative education</li><li>Experienced at leading local curriculum design and implementation, including in the context of delivering NCEA</li><li>The importance of transitions, supporting a pathway of learning and the connections between Te Whāriki, The New Zealand Curriculum, Te Marautanga o Aotearoa and post-school outcomes</li><li>Strategic thinking expertise to prepare for a curriculum that will serve all learners</li><li>Knowledge of the vision of the CPA MAG for building a ‘system that learns’ – equity, coherence, trust, clarity information needs, collaborative networks, capability.</li><li>Proven educational expertise in national curriculum design</li></ul>
Te Whāriki	<ul style="list-style-type: none"><li>Good grasp of <i>Te Whāriki</i> (bicultural and indigenous pathways)</li><li>Up to date with current evidence base and can advise on patterns of curriculum implementation and children’s learning across the system</li><li>Awareness of regulatory and licensing requirements and other agencies mandate, role and responsibility ( e.g ERO, Teaching Council)</li><li>Process of local curriculum design and implementation as it relates to learning and development of infants, toddlers and young children</li><li>Knowledge of the early learning sector (service type and characteristics and current issues that the sector is focused on)</li><li>The importance of transitions, supporting a pathway of learning and the connections between The New Zealand Curriculum and Te Marautanga o Aotearoa</li><li>He taonga te tamaiti, every child a taonga, Early learning action plan 2019-2029 (ELAP)</li></ul>
Te Whāriki a te Kōhanga Reo	<ul style="list-style-type: none"><li>Awareness of the indigenous pathway and the important role of the Te Kōhanga Reo National Trust and its leadership role of this pathway.</li></ul>
Te Tiriti	<ul style="list-style-type: none"><li>Education Training Act 2020 change: school Boards to give effect to Te Tiriti o Waitangi :<ul style="list-style-type: none"><li>Advice to give effect to the fact that schools will take all reasonable steps to make instruction available in tikanga and te reo Māori;</li><li>AND ensure schools’ plans, policies and local curriculum reflect local tikanga, mātauranga Māori and te ao Māori;</li></ul></li></ul>
Mātauranga and Te Ao Māori	<ul style="list-style-type: none"><li>Expertise, understanding and knowledge of interweaving of te ao Māori and mātauranga maori into traditionally western education paradigms.</li></ul>
Te Reo Māori	<ul style="list-style-type: none"><li>Tau Mai Te Reo and its outcomes</li><li>Knowledge of Te Ahu o Te Reo and it’s goals</li><li>Second language acquisition expertise</li><li>Indigenous language revitalisation expertise</li><li>Understanding of a future Aotearoa where te reo Māori is normalised</li><li>Strategic thinking expertise to prepare for a system and marau that will serve at least 30% of all Māori students, learning through te reo Māori at least 80% of the time in 2040</li><li>Understanding of the implications for future workforce ready to deliver on the aspirations for te reo Māori</li></ul>
Ākonga Māori in English-medium settings	<ul style="list-style-type: none"><li>Ka Hikitia – Ka Hapaitia</li></ul>
Inclusive education	<ul style="list-style-type: none"><li>Knowledge of inclusive practice and design.</li></ul>
He Taimaiti Hei Raukura	<ul style="list-style-type: none"><li>See TMOA indicators.</li></ul>

**Purpose:** In addition to holding requisite knowledge and expertise, we know that the CAG must work cohesively and collaboratively, both internally and with the Ministry (as well as with other advisory groups). This page identifies key behavioural, leadership indicators which we believe every member of the CAG must be able to demonstrate.

We know that the role of the CAG is to:

Effectively work collaboratively with the Ministry

Effectively work collaboratively with Te Whakaruruhau and other advisory/working groups

Access innovative research

Access practitioner insight

Influence across respective networks

Key behavioural and leadership indicators

Behaviours	Description	Indicators
Mana	<i>To have the necessary respect, honour and admiration; applies high level of individual knowledge</i>	<ul style="list-style-type: none"><li>Have the vision, energy, expertise and credibility to bring others into the conversation and stay with us on the journey to strengthen inclusion and equity through curriculum.</li><li>Are an integral and influential person in the fabric of our curriculum system, highly respected by Māori, the sector and wider community as a leader of curriculum and as a change maker.</li></ul>
Leadership	<i>Manages a degree of certainty while remaining open-minded in vision and conversation; understands direction and intentions of group to inform best way forward</i>	<ul style="list-style-type: none"><li>Take broad evidence base into practice – identifying what and how things need to change, and can bring that to life in the practice of themselves and others in ways that recognise and respond to different contexts.</li><li>Understand the particular ‘gnarly issues’ within our system from a curriculum perspective, and can prioritise and think about those in the context of the whole system (rather than in silos) and in different contexts.</li><li>Can walk on the bridge between Treaty partners, are comfortable being uncomfortable, and can respectfully weave te ao Māori into the systems and practices of a diverse workforce.</li></ul>
Autonomy	<i>Acts objectively; aware of one’s position and perspectives, especially in representing a particular group or learning pathway</i>	<ul style="list-style-type: none"><li>Have and bring to life (in their own practice and that of others) an educational philosophy that has made a difference for students’ learning and wellbeing, and supports the education system vision.</li></ul>
Connection	<i>Respectful of Kaupapa and tikanga, understands importance of collective agreement, remains connected in objectives and decision-making with wider group and sector</i>	<ul style="list-style-type: none"><li>Think deeply about equity and inclusion, what that really means for the system and practice and what is holding us back from achieving it.</li><li>Challenge norms and assumptions in the system and in practice, are able to work with others to break through issues and keep things moving closer to the vision of an inclusive &amp; equitable system which honours Te Tiriti.</li><li>Understand the system as a system and the critical role of curriculum in it – understands the different parts and how they inter-relate, the diversity of contexts and types of provision, how the system works to grow and spread curriculum knowledges, how it connects to other systems (tertiary, employment, community, iwi...).</li><li>Are empathetic to the workforce, understand the complexity of the work and diversity of contexts and are able to think through how people can be better enabled, empowered and supported to deliver a responsive curriculum that engages and supports the learning of diverse students.</li><li>Are curious connectors that avoid and break through binary thinking, seeking insight and understanding from a broad evidence base and range of knowledges, perspectives and experiences, including international. Learns from the past, in the now, for the future.</li></ul>
Fairness	<i>Impartial in advice and decision making, honours ToW, strives towards equitable outcomes</i>	<ul style="list-style-type: none"><li>Are committed to Te Tiriti and appreciate the shifts needed in our system and curriculum to honour it – they understand what it means to be ‘bicultural and inclusive’ and are actively progressing the Kaupapa.</li></ul>