



## Briefing Note: Curriculum and assessment package narrative and implementation plans

<b>To:</b>	Hon Jan Tinetti, Associate Minister of Education		
<b>Cc:</b>	Hon Chris Hipkins, Minister of Education Hon Kelvin Davis, Associate Minister of Education – (Māori Education) Hon William Aupito Sio, Associate Minister of Education		
<b>Date:</b>	8 June 2022	<b>Priority:</b>	Medium
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<b>Messaging seen by Communications team:</b>	No	<b>Round Robin:</b>	No

### Purpose of Report

As requested by your office, this paper provides a narrative that draws together the components of the curriculum and assessment package in Budget 2022, including initial information about how initiatives will be implemented.

### Summary

- The curriculum and assessment package is driven by the Government's vision to build a world-class, inclusive public education system that gives every child and young person the best chance to succeed. It is important that our education system continues to evolve and remains focussed on delivering equitable and excellent outcomes for all tamariki and rangatahi in Aotearoa New Zealand.
- Curriculum and assessment have a key role to play in realising this vision, with te reo matatini, pāngarau, literacy, communication, and maths being fundamental skills and knowledge that children need to unlock the wider curriculum and thrive in learning and life. Hei Raukura Mō te Mokopuna (te reo matatini and pāngarau strategy) and the Literacy & Communication and Maths Strategy set out an ambitious programme of work designed to produce transformational shifts in teaching and learning during early learning and schooling in te reo Māori and English education pathways.
- Situated within Te Mahau, Te Poutāhū | Curriculum Centre is the leader of the national curriculum. The establishment of Te Mahau is designed to provide more responsive, accessible, and integrated frontline curriculum support for early learning and schooling.

- The curriculum and assessment package in Budget 2022 builds on a significant programme of work already underway. The package comprises two initiatives: “Teaching, learning and assessment for progress in literacy and maths” and “Te reo matatini, pāngarau and aromatawai research, tools, resources and supports for workforce and ākonga.” These initiatives provide additional investment that will help Te Poutāhū | Curriculum Centre and Te Mahau to progress the action plans for the strategies.
- Implementation planning is underway, indicative planning information (including delivery highlights and indicative timeframes) is provided in Annex 1 and Annex 2.

## Proactive Release

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**Agree** that Te Tāhuhu o te Mātauranga | The Ministry of Education release this briefing. Any information which may need to be withheld will be 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**

08/06/2022



Hon Jan Tinetti  
**Associate Minister of Education**

12/06/2022

## System narrative on curriculum and assessment

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### What is our overall system vision for curriculum and assessment?

1. The Government's overarching vision for education reflects the important role our early learning and schooling system plays in enabling every child and young person to learn and excel, to help whānau and communities thrive, and to build a productive and sustainable economy, in an open and caring society.
2. Proficiency in te reo matatini, pāngarau, literacy, communication, and maths are foundational to this vision, which is why priority 4 of the National Education and Learning Priorities is focussed on ensuring every ākonga gains these skills. The ability to gain skills and knowledge in these areas is valued highly by ākonga, whānau, hapū, iwi, and wider society.
3. Transformational shifts in teaching and learning during early learning and schooling are required to prepare all tamariki and rangatahi with te reo matatini and pāngarau, literacy, communication, and maths skills and knowledge needed to thrive in learning and life. Hei Raukura Mō te Mokopuna and the Literacy & Communication and Maths Strategy set out key changes to system settings that over time will create sustained improvement along the learning pathway.

### How will we achieve this vision?

4. Te Tāhuhu o te Mātauranga (Te Tāhuhu) | The Ministry of Education is positioning itself to better support the sector to provide high-quality teaching, learning, and assessment for progress. Key to this approach is the establishment of Te Mahau, a separately branded business unit within a redesigned Te Tāhuhu. Te Mahau will work closely with the sector, giving priority to local and regional voices and improving information and feedback loops. The role of Te Mahau is to grow capability and confidence in relation to curriculum, leadership, culture, and relationships with communities.
5. Within Te Mahau, Te Poutāhū | Curriculum Centre leads the design, development, and provision of curriculum services for teachers, kaiako, leaders, ākonga, their whānaū and communities that reflects their identities, languages, and cultures. Te Poutāhū connects the design and governance of the national curriculum with those who deliver it and considers the needs of the education sector, tailoring the support services and resources provided.
6. The way we work with the education sector has the potential to be a powerful driver of change. In particular, Te Poutāhū can support change by providing system leadership of curriculum, pedagogy, and assessment. This includes work signalled by Hei Raukura Mō te Mokopuna and the Literacy & Communication and Maths Strategy to:
  - a. Strengthen guidance, resources, and capability supports for quality teaching practice appropriate for each learner and their whānau.
  - b. Provide assessment tools that help teachers and kaiako notice and respond to learners' progress, and deliver additional supports that meet the diversity of learner needs.
  - c. Foster educationally powerful connections between places of learning and families and whānau, mana whenua, iwi, and communities.

- d. Establish research and evaluation mechanisms to strengthen feedback loops, embed best practice, and drive a “system that learns.”
7. Hei Raukura Mō te Mokopuna aligns strongly with the redesign of *Te Marautanga o Aotearoa* and Te Tamaiti Hei Raukura as the underpinning conceptual framework, Hei Raukura Mō te Mokopuna is a renewed call to reclaim the original intent of te reo matatini and pāngarau that better reflects Māori succeeding as Māori. The strategy reflects a holistic view of ākonga and recognises mokopuna as “raukura” (leaders of tomorrow).
8. Hei Raukura Mō te Mokopuna is underpinned by three guiding principles that work in unison to deliver curriculum that focuses on mokopuna, te reo matatini and ako/mātauranga; *Ko te mokopuna kei te toi o ngā whakaaro, Te Reo Matatini and Mātauranga*. The strategy also supports the system to realise excellent outcomes for ākonga, build and strengthen a workforce made up of confident and competent kaiako and contribute to the revitalisation, ongoing development and sustainability of te reo and mātauranga Māori into the future: *kia rangatira te mokopuna, kia rangatira te kaiako, kia rangatira anō te reo Māori*.
9. At the universal level, the strategies recommend actions which will put in place the expectations and system of supports to better enable teaching and learning to meet the needs of each ākonga and their family. At the targeted level, they have a focus on improving wellbeing, learning, and post-school outcomes for those population groups least well-served by the education system – particularly ākonga Māori and their whānau, Pacific learners and families, and children with disabilities and their families.
10. Creating effective and sustained system shifts requires Te Tāhuhu to collaboratively design actions with kaiako, teachers, leaders, ākonga, families, whānau, hapū, iwi, and the wider communities. Implementation of the strategies will build a cohesive teaching and learning pathway from early learning through to the end of secondary schooling.
11. Key strategies and approaches which help guide the work of Te Poutāhū with the sector include:
  - a. The National Education and Learning Priorities.
  - b. The refresh of *The New Zealand Curriculum* | redesign of *Te Marautanga o Aotearoa*.
  - c. The NCEA Change Programme, including new corequisites in te reo matatini me pāngarau | literacy and numeracy.
  - d. The Early Learning Action Plan 2019–2029.
  - e. The Learning Support Action Plan 2019–2025.
  - f. Ka Hikitia and Tau Mai Te Reo.
  - g. The Action Plan for Pacific Education 2020–2030.
  - h. The engagement strategy (currently under development).

### **How does Budget 2022 support our vision and approach?**

12. Building on Budget 2021 investments in the reform of Tomorrow’s Schools, including work to strengthen the national curriculum and establish Te Mahau, the initiatives in

the Budget 2022 curriculum and assessment package help step us towards an education system that consistently realises excellent and equitable outcomes across te reo Māori and English education pathways.

13. While existing funding and reprioritisation within Te Tāhuhu baseline has allowed us to get initial work on the strategies underway, the Budget 2022 funding provides the investment in te reo matatini and pāngarau, literacy & communication and maths to progress the phased implementation of the action plans.

*Strengthening te reo matatini and pāngarau in te reo Māori education pathways*

14. Te reo matatini, pāngarau, and aromatawai are learning disciplines that transfer across all learning and are fundamental to understanding and responding to ākonga learning needs, progress, and educational success. Te reo matatini, pāngarau and aromatawai are foundational for quality learning outcomes and success, Hei Raukura Mō te Mokopuna will align to the redesign of *Te Marautanga o Aotearoa*, and inform the development of progress tools, and development of Tīrewa Ako (learning progressions), and He Ara Kōkiri (record of learning).
15. The 2022 Budget provides funding to support the phased implementation of Hei Raukura Mō te Mokopuna. Te Poutāhū will **develop up-to-date evidence of quality te reo matatini, pāngarau and aromatawai practices** to inform the development of the wider te reo matatini, pāngarau and aromatawai work programme over the next four years. This will include up-to-date evidence about effective te reo matatini and pāngarau learning and teaching practices, and effective aromatawai practices across the curriculum founded in te ao Māori, to help drive education success for learners of te reo Māori as Māori. Te Poutāhū will also develop the te reo matatini and pāngarau research and evaluation framework.
16. The funding provided through the 2022 Budget will also support Te Poutāhū to **develop a national aromatawai strategy based on Rukuhia Rarangahia (the current position of Te Tāhuhu on aromatawai), and develop an evidence-based national monitoring programme**. The national aromatawai strategy will focus on the conceptual approach to assessment in the context of Māori-medium education, which will be based on Māori values, beliefs and aspirations. The evidence-based national monitoring programme is expected to span across the next four years so that there is sufficient time to design, develop, test and implement, this timing also aligns with the redesign of *Te Marautanga o Aotearoa*.
17. Te Poutāhū will also **develop up-to-date evidence-based, fit for purpose te reo matatini, pāngarau and aromatawai tools and resources**. Te Poutāhū will first review the tools and resources to understand the suite that is currently available to kaiako and ākonga, following this exercise will be the development and implementation of tools and resources that are fit for purpose. The tools and resources will ensure ākonga in te reo Māori education pathways receive the learning and teaching they need to maximise learning success.
18. Budget 2022 funding will **enable the development of specialist in-school te reo matatini, pāngarau and aromatawai practitioners and supports, and strengthening curriculum leadership**. Te Poutāhū will ensure that in-school specialist te reo matatini, pāngarau and aromatawai practitioners will be available to kura and kaiako. The regional support hubs are also intended to provide further support to kaiako with reo ā-iwi and mātauranga-ā-iwi which directly link to te reo matatini, pāngarau and aromatawai learning of ākonga. Additionally, Te Poutāhū will develop a strategy for the ITE provision to explicitly include te reo matatini, pāngarau and

aromatawai. Following the strategy, we will design and develop supports for curriculum leadership capability at all levels.

*Strengthening literacy & communication and maths in English education pathways*

19. A key step towards ensuring teachers and leaders better serve ākonga is reducing the element of chance. Budget 2022 provides funding to develop an evidence-based **common practice model** that will create greater coherence and consistency across the education system in literacy & communication and maths teaching and learning.
20. 9(2)(j)
21. Budget 2022 also provides funding to establish an ongoing **evidence base** which will ensure that Te Poutāhū is responsive to new knowledge about teaching and learning to improve ākonga experiences and outcomes. In addition, this funding will help establish **evaluation and system-monitoring processes** to ensure shifts in expected practice continue to reflect a shared and growing knowledge base about what works for whom, when, and in what contexts.
22. Funding through Budget 2022 provides resource to **review additional supports**. This work will provide assurance that our supports align with the approaches and guidance in the common practice model and respond appropriately to the diverse needs and aspirations of learners and their whānau.
23. The table below sets out the components in the curriculum and assessment package to support high-quality teaching and learning. The confirmed funding in this table reflects final Budget 2022 decisions from the Minister of Finance.

Title	Confirmed funding	Comments
Te reo matatini, pāngarau and aromatawai research, tools, resources and supports for workforce and ākonga	OPEX 30.150m	<p>This initiative will support implementation of Hei Raukura Mō te Mokopuna (te reo matatini me pāngarau) and aromatawai (assessment for learning) strategies, ensuring coherence with <i>Te Marautanga o Aotearoa</i> redesign.</p> <p>Funding will purchase: research and evaluation on quality te reo matatini me pāngarau learning, teaching and aromatawai practices; te reo matatini, pāngarau and aromatawai resources, specialist te reo matatini, pāngarau and aromatawai practitioners, and regional support hubs; and ongoing capability for Te Poutāhū   Curriculum Centre to support te reo matatini and pāngarau learning, teaching and aromatawai practices.</p>

Teaching, learning and assessment for progress in literacy and maths	OPEX 31.836m	<p>This initiative supports implementation of the actions of the Literacy &amp; Communication and Maths Strategy and strengthening the ongoing capability of Te Poutāhū   Curriculum Centre.</p> <p>This includes: developing an evidence-based common practice model; supporting ongoing research and evaluation; development of a business case for e-asTTle; and review and collaboratively design additional supports to meet diverse learner needs and develop networks and services to strengthen workforce capability.</p>
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### Indicative implementation information

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24. Implementation planning for initiatives in the curriculum and assessment package is underway. An initial view of delivery is attached to this paper, including delivery highlights and indicative timeframes. These are subject to change as implementation planning continues.

### Annexes

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- Annex 1: Funding focus and delivery highlights overview
- Annex 2: High-level implementation timeframes for curriculum and assessment initiatives (*attached separately*)

## Annex 1: Funding focus and delivery highlights overview

Initiative	Te Poutāhū funding focus	Delivery highlights
<i>Te reo matatini, pāngarau and aromatawai research, tools, resources and supports for workforce and ākonga</i>	<ul style="list-style-type: none"> <li>Research and evaluation on quality te reo matatini me pāngarau learning, teaching and aromatawai practices, to enable development of fit for purpose reo matatini, pāngarau and aromatawai resources and tools, and development of a National Aromatawai Monitoring Programme.</li> </ul>	<p>2022/23:</p> <ul style="list-style-type: none"> <li>Develop te reo matatini and pāngarau research and evaluation framework</li> <li>Develop national monitoring programme and evaluation</li> </ul> <p>2023/24:</p> <ul style="list-style-type: none"> <li>Develop and implement te reo matatini, pāngarau and aromatawai practices</li> <li>Design and develop the evaluation process for te reo matatini</li> <li>Test national monitoring programme</li> </ul> <p>2025/26:</p> <ul style="list-style-type: none"> <li>Implement national monitoring programme</li> </ul>
	<ul style="list-style-type: none"> <li>Specialist te reo matatini, pāngarau and aromatawai practitioners, and regional support hubs.</li> </ul>	<p>2022/23:</p> <ul style="list-style-type: none"> <li>Establish national Aromatawai Expert Advisory Group</li> <li>Business cases for regional hubs and specialist te reo matatini, pāngarau and aromatawai practitioners</li> </ul> <p>2023/24:</p> <ul style="list-style-type: none"> <li>Establish regional specialist te reo matatini, pāngarau hubs and aromatawai practitioner hubs</li> <li>Develop strategy for ITE provision</li> </ul> <p>2024/25:</p> <ul style="list-style-type: none"> <li>Develop support material for curriculum leadership</li> </ul>
	<ul style="list-style-type: none"> <li>Ongoing capability for the Curriculum Centre to support implementation and ongoing maintenance of te reo matatini and pāngarau learning, teaching and aromatawai practices.</li> </ul>	<p>2022–26:</p> <ul style="list-style-type: none"> <li>Ongoing FTE to support implementation and maintenance of te reo matatini and pāngarau learning, teaching and aromatawai practices</li> </ul>



Initiative	Te Poutāhū funding focus	Delivery highlights
<i>Teaching, learning and assessment for progress in literacy and maths</i>	<ul style="list-style-type: none"> <li>- Develop an evidence-based common practice model in collaboration with the sector (This will be used to provide clear and detailed literacy &amp; communication and numeracy progressions aligned to new teaching, assessment and learning guides to help teachers use evidence informed approaches to their teaching)</li> </ul>	<p>Terms 2–4, 2022 – development of draft common practice model. The draft common practice model is being advanced in alignment with the NZC refresh, particularly work underway to update the English and Mathematics &amp; Statistics (Maths) learning areas [METIS 12895958 refers].</p> <ul style="list-style-type: none"> <li>- We are currently preparing draft content for the refreshed English and Maths learning areas.</li> <li>- We are also developing learning progression frameworks for literacy &amp; communication and numeracy, in parallel with draft progress outcomes for English and Maths learning areas.</li> <li>- In June 2022 we are fast-testing the refreshed English and Maths learning areas. Findings will feed into the development of the common practice model.</li> <li>- We will be integrating the Early Learning Practice and Progress Tools to create a whole-of-pathway approach through to senior secondary.</li> </ul> <p>Terms 1 &amp; 2, 2023 – wider collaborative development of the common practice model and consultation with sector and key stakeholders, including Initial Teacher Education (ITE) providers</p> <p>Terms 3 &amp; 4, 2023 – developing implementation supports for teachers, kaiako and leaders on the common practice model</p> <p>Term 1, 2024 – the common practice model will be available for introduction to the sector and embedded across Te Poutāhū capability supports</p> <p>Term 3, 2025 – a common practice model will be embedded in ITE</p>

	<ul style="list-style-type: none"> <li>- 9(2)(j)</li> </ul>	9(2)(j)  9(2)(f)(iv)
	<ul style="list-style-type: none"> <li>- Establish an evidence base and ongoing research and evaluation to ensure Te Poutāhū is responsive to new knowledge about teaching and learning. (This will improve ākonga experiences and outcomes and underpin the design of all literacy &amp; communications and maths resources, supports, guidance, tools and companion evaluation approaches)</li> </ul>	2022–23 – research programme designed (i.e. process, methodology and measures)  2024 – new evidence base / research / evaluation approach and reporting implemented. (This will be continually reviewed and improved)
	<ul style="list-style-type: none"> <li>- Review and collaboratively design additional supports to meet diverse learner needs and develop networks and services to strengthen workforce capability which contributes to the overall coherence of the NZC refresh</li> </ul>	2024 – review existing additional supports  2025 onwards – trial and introduce new additional supports