



Briefing Note: Update on Work on Understanding Curriculum Progress

To:	Hon Jan Tinetti, Associate Minister of Education		
Cc:	Hon Chris Hipkins, Minister of Education Hon Kelvin Davis, Associate Minister of Education Hon Aupito William Sio, Associate Minister of Education		
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Purpose of Report

This paper provides you with information on how we are advancing the work that builds the progressions approach, assessment for learning and aromatawai tools and practices, and the pathway to determine a digital solution for the Record of Learning and He Ara Kōkiri.

Summary

- We have a comprehensive work programme to update and develop quality assessment and aromatawai practice and tools across the education pathways to ensure people have the tools, support and information they need to understand and respond to ākonga progress. This includes the development of a Record of Learning (ROL) (for use with the *New Zealand Curriculum (NZC)*) and He Ara Kōkiri (for use with *Te Marautanga o Aotearoa*).
- A visual overview of the Assessment Work Programme for Te Whāriki and the *NZC*, 2022-2025 is attached as Annex One. Annex Two provides a written narrative of this work. A visual guide to the aromatawai resources available for *Te Marautanga o Aotearoa* is attached as Annex Three. A written narrative for the aromatawai work programme is attached as Annex Four.

Background

1. The development of a common approach to records of learning was one of the initial actions agreed by Cabinet in response to the advice of the Curriculum, Progress and Achievement Ministerial Advisory Group (MAG) [SWC-19-MIN-0101 refers].
2. The intent of records of learning is to enable ākonga to capture, share and celebrate their learning, progress and achievement with others, including parents and whānau, in real time, ensure information can travel with ākonga across the pathway and avoid over assessment. They will help support an effective 'system that learns', noting that use of information will be subject to data security and privacy protections, and reflect the principle of upholding Māori data sovereignty.
3. The MAG had stressed the criticality of rebuilding and sustaining trust in relation to the collection and use of information on ākonga learning progress, post the removal of National Standards and Ngā Whanaketanga Rūmaki Māori.

4. 9(2)(f)(iv)

Progress towards quality information and records of learning

5. Ensuring quality information in records of learning requires significant redevelopment / upgrading of our assessment and aromatawai tools to bring them into alignment with the curriculum changes.
6. The comprehensive current work programme for developing assessment tools and practices for Te Whāriki and the NZC is attached as Annex One. The narrative for this work programme is described in detail in Annex Two. Timing of the ROL design work is aligned to the work programme for refreshing the NZC as well as the work of the Literacy & Communication and Maths strategy.
7. He Ara Kōkiri will be developed alongside the principles of *Hei Raukura Mō Te Mokopuna* and the re-design of *Te Marautanga o Aotearoa*. A visual guide to the aromatawai resources available for *Te Marautanga o Aotearoa* is attached as Annex Three. A written narrative for the aromatawai work programme is attached as Annex Four.
8. Alongside this, we are working to ensure the approach to professional learning and development for leaders and kaiako is fit for purpose and will continue to build their assessment for learning and aromatawai expertise and practice based on evidence and will be of consistent quality.
9. We are proceeding with plans to gather detailed requirements for the records of learning. For the NZC, schools will be trialling the ROL concept in Terms One and Two, 2022. If you would like to see the concept wireframes for the ROL that we are trialling, we will work with your office to find a suitable time. Wireframes for He Ara Kōkiri are still in development.

10. Findings from concept testing will inform:
 - a. The technical design requirements – specification for the build of the ROL and the He Ara Kōkiri joint platform, and
 - b. Implementation approaches and planning for how we introduce the ROL and He Ara Kōkiri, and the ongoing support needed.
11. The concept testing will enable us to better understand how to engage in further co-design (and build the prototype) and complete the detailed business case which may have future budget implications.
12. Due to the reset of the Te Rito programme, we have begun work to assess, against the critical success criteria for the ROL and He Ara Kōkiri, 9(2)(j) [REDACTED]
[REDACTED]
[REDACTED]
13. Once we have completed our analysis of the possible digital options, we will come back to you after July 2022 with a recommended way forward. Our analysis will require balancing the benefits and constraints of each option – each proposes different challenges in upholding trust, Māori data sovereignty, budget, timeliness, commercial viability, and manageability of the digital solution for leaders, kaiako, whānau and ākonga.

Annexes

Annex One: Overview of Assessment Work Programme 2022-25

Annex Two: Assessment Narrative

Annex Three: Visual Guide to Aromatawai resources

Annex Four: Narrative for the Aromatawai Work Programme

Annex 2: Assessment Narrative

There is a significant work programme underway to improve how we assess ākonga progress and achievement and ensure assessment is aligned with the curriculum refresh.

Importance of assessment

- Assessment is a crucial part of teaching and learning. It enables kaiako and teachers to assess how ākonga are progressing and recognise their achievements. The information supports schools and kura understand how well they are doing in meeting the community's aspirations for ākonga.
- Effective approaches involve kaiako, teachers, ākonga and whānau having a say about learning experiences and how these are understood in terms of ākonga progress and achievement.
- To achieve equity and excellence, people need clarity and a shared understanding about the things that really matter and cannot be left to chance – the things that all ākonga need to *understand, know, and do* at each stage of their learning, informed by strong national curriculum, and experienced through their local curriculum. If progress is not happening as expected, this needs to be noticed and responded to early and effectively.
- There is currently inconsistency and variability in approaches to assessment, how progress is understood and noticed, and how ākonga and whānau access and contribute to information about their progress, needs and aspirations. Ākonga may also be assessed more often than is needed as information doesn't always follow them as they move through the system. Ākonga need trusted information on their progress and achievement to travel with them across settings.

Ensuring tools, support, and information to understand and respond

- Through the curriculum and assessment work programme, we are ensuring leaders and kaiako have the tools, and information they need to understand, respond, and report individual learners progress across their learning pathway from early learning to Year 13.
- We are putting in place:
 - Clear expectations for learning progress in the refreshed curricula. This will lead to common understanding of what progress looks like across the whole curriculum at each stage of learning.
 - Updated and new assessment practices and tools to ensure progress and achievement is noticed and responded to across the curriculum.
 - Curriculum services and supports to help leaders and kaiako be confident using assessment for learning.
 - New achievement standards that provide quality pathways for young people. This includes new, robust NCEA co-requisites for Literacy and Numeracy.
 - Cohesive and regular information sharing with parents, whānau and caregivers. This will include rich narratives and information about the progress of ākonga, next learning steps, and how they can help them.
- Together, these changes are intended to address inconsistency and variability in the system in how learning progress and achievement is understood and responded to, better enabling people to work together to ensure no ākonga misses out on the teaching and learning they need to succeed.
- We are progressing this work collaboratively with the education community and whānau to ensure we have quality assessment information and a strong evidence base to inform our work.

Early Learning

- Te Whāriki was updated in 2017 to make progress outcomes clearer. We are supporting kaiako to use the updated curriculum through the development of 'Kowhiri Whakapae' - Practice and Progress tools. These tools will help kaiako understand and attend to children's progress and development in the early years, initially in social-emotional learning, oral language and literacy and will, in turn, help improve the quality of information parents have available to share with their child's new entrant teacher.

Schooling

- Creating clear progress outcomes across the refreshed NZC is the first step. They will explain what learners should understand, know and do as they progress through their schooling. The refreshed curriculum will be supported by a coherent suite of assessment tools and practices for teachers.
- The new literacy & communication and numeracy progressions will:
 - Replace the Learning Progression Framework for reading and writing and the Literacy Learning Progressions with one progression within the curriculum that shows the sequence of learning for literacy & communication.
 - Replace the Learning Progression Framework for mathematics with a progression within the curriculum that shows the sequence of learning for numeracy.
 - Support ākonga to be ready to take the NCEA Literacy and Numeracy co-requisites.
 - Include exemplars which explicitly outline the sequences of learning and bundles of concepts learners will need to progress and access learning across the curriculum.
 - Underpin assessment tools, including an updated e-asTTle, the School Entry Kete (SEK), and new NCEA co-requisites for Literacy and Numeracy.
 - Provide a rich picture of ākonga strengths and needs to help inform specific planning for successful transitions through different contexts and mediums.

Quality, consistent suite of assessment tools

- We will be working with the sector to identify a recommended range of tools that support quality assessment for learning along the pathway. This includes updating current tools such as the Assessment Resource Banks (ARBs) and developing new tools such as Better Start Literacy Approach (BSLA) monitoring assessments and the SEK. Assessments that are no longer fit-for-purpose will be archived.

School Entry Kete

- The SEK is being developed to deliver a kete of research-informed tools that will support teachers to *notice*, *recognise* and *respond* to learning strengths and needs of ākonga as they enter school. The tools focus on the areas of Relationships for Learning, Self-regulation and Empathy, Literacy & Communication, and Numeracy and will work together to produce a rich learner profile and a holistic picture of a child's capabilities. The SEK will enable teachers to strengthen their classroom practice through targeting their teaching responses accordingly and identifying opportunities for early support and intervention.

e-asTTle

- We are exploring options for updating and strengthening e-asTTle and its provision of both formative and summative assessment to align with the refreshed curriculum. Teachers will be able to understand progress and make formative judgements in literacy & communication and numeracy. We are also exploring whether e-asTTle can be expanded to other areas of the curriculum.

NCEA

- The NCEA Change Programme includes new Achievement Standards and supporting teaching and assessment resources for each subject across the curriculum to support young people achieve meaningful qualifications. Work is also underway to support teachers assess readiness for the NCEA co-requisites through existing tools and approaches.

Record of Learning

- The Ministry is developing comprehensive, rich Records of Learning for each learner to enable a holistic picture of learner strengths and aspirations and capture trusted assessment and progress information that will follow them through their learning journey. It will:
 - Capture learner progress in literacy and communication, numeracy and social-emotional learning as well as the wider curriculum.
 - Be collaboratively generated and enhance positive and reciprocal learning relationships between teachers, learners and their families through open communication and real time information sharing.

Existing Mechanisms to Understand Progress

- These changes will all take time to put in place, and in the meantime, schools will continue to use current assessment and curriculum progress tools to notice learning progress and support their reporting to parents and caregivers.
- Guidance to support good quality practices and decisions about tools is available via Assessment Online. Schools looking for more support to improve their practices can also access regionally allocated PLD through the Assessment for Learning national priority.
- The Ministry will continue to use a range of information to understand what is happening for students across the system.
- Our National Monitoring Study of Student Achievement (NMSSA) provides student achievement information across all learning areas of the NZC. The design of this will be reviewed to align to the refreshed curriculum and create a stronger focus on insights for classroom teaching practices.
- There are also a number of international studies that enable us to track system performance over time, as well as insights from Education Review Office reviews and the New Zealand Council of Educational Research.

Annex Four: Narrative for the Aromatawai Work Programme

Aromatawai is an approach that uses all of the senses and the environment to ensure learners and communities can be served in a way that can help transform their educational outcomes and meet their aspirations. Effective aromatawai supports ākonga to strengthen their own capabilities to grow into powerful, self-determining leaders.

Currently the following aromatawai guidelines, tools and initiatives are in place for ākonga learning in and through te reo Māori:

Rukuhia, Rarangahia

- [Rukuhia, Rarangahia](#), the Ministry's position paper on aromatawai, focuses on ākonga, what they can do, their learning journey and experiences, the relationship between kaiako and ākonga and how that information can support learning instantly and over time.
- It identifies the following eight positions of what aromatawai is and provides a solid foundation from which kaiako can understand ākonga learning, their progress and successes.
- It is important to understand that aromatawai:
 - emanates from ako
 - focuses on ākonga as learners
 - focuses on teacher competence and confidence
 - focuses on teacher inclinations and dispositions
 - is authentic
 - captures ākonga, whānau, hapū, and community voice
 - captures ākonga potential and talent
 - informs planning and required targeted assistance.

Existing Tools and Initiatives

- The existing suite of tools used in kura to support aromatawai are predominantly for te reo matatini and pāngarau. These tools enable the monitoring of individuals and groups at a class level. Kura also use this information to monitor progress of cohorts across the school and to identify where there is specific need for support, resourcing and acceleration.
- These tools are largely developed and based on equivalent tools used in English medium settings for example Pūkete Kōrero, Pānui Haere, Poutama Tau. 'He Mātai Mātātupu' is a school entry tool that is a reconstruction of the Six Year Net. Kaiako use these tools to support their teaching and planning to meet the individual learning needs of ākonga.
- He Manu Tuhituhi, the programme for the learning and teaching of tuhituhi, is one of the few resources that has been developed from a te ao Māori perspective. The guidelines provide clear indicators of achievement and explain the aromatawai approach that kaiako should take when using the programme. He Manu Tuhituhi has been used to inform the development of the tuhituhi tīrewa ako.

- Ngā Kete Kōrero, is a framework for pānui which indicates reading levels. Like He Manu Tuhituhi, the Ngā Kete Kōrero framework has been used to inform the development of the pānui tirewa ako.
- We plan to review the range of tools currently being used in kura to ensure they align with the redesigned *Te Marautanga o Aotearoa*, and the soon to be launched Hei Raukura Mō te Mokopuna. The scope of this work is dependent on our Te Reo Matatini, Pāngarau and Aromatawai budget bid.
- In addition to the above, providers of our Mauri Tū, Mauri Ora programmes use a range of aromatawai tools. Mauri Tū, Mauri Ora programmes aim to accelerate and raise the achievement of ākonga who have been identified by kaiako as needing support to improve and or accelerate progress in te reo matatini and or pāngarau. There are currently six providers who work directly with kura and ākonga to implement a programme of support, build internal capability of kaiako and help plan for sustainable progress. They use a range of aromatawai tools specific to their programme and unique mode of delivery. They provide the Ministry with regular updates.

Aromatawai Professional Learning and Development (PLD) Priority

- Aromatawai is one of the key PLD priorities to develop kaiako competency and confidence to create and use appropriate aromatawai practices (of learning and for learning) which are important if Māori educational success as Māori is to be fully realised. Since the PLD priorities changed in October 2020, 106 schools/kura have been allocated PLD which includes aromatawai as a priority (note that applications often request support in more than one priority).
- This PLD, with aromatawai as a priority, has been approved 118 times, which means some of the 106 schools/kura have been allocated this PLD more than once. When broken into years, the number of times aromatawai has been approved is as follows:

2020	21
2021	96
2022	1

- The 2022 term one PLD round has not yet been completed, hence there is currently only 1 application for aromatawai confirmed, of the 11 applications submitted. Those additional 11 are waiting to be processed and may add to the total number of requests for aromatawai PLD.

New Tools and Considerations

- Since 2020, the Ministry has engaged a group of Māori medium experts to develop a set of progressions for te reo matatini and pāngarau which are now known as tirewa ako. The purpose of the tirewa ako is to clarify for kaiako and ākonga, the things driven from the marautanga that are critical for learning.
- The theory behind the tirewa ako is that learning areas like pāngarau have central concepts, big ideas, ways of thinking and ways of doing that can be considered hierarchical from simple to more complex and students will progress through them generally from one to the next. As they master one, they will move to another. The tirewa ako model the progress a learner goes through when they engage in learning.

- We have draft tīrewa ako for pāngarau, reo ā-waha, tuhituhi, pānui and te takanga o te wā. We are continuing to work with the group of expert developers to ensure the tīrewa ako are strongly aligned to Te Tamaiti Hei Raukura. We are also exploring how each of the tīrewa ako relate to each other so that ultimately learning areas will not work in isolation to each other but form a holistic view of learning.
- We are currently enhancing Te Waharoa Ararau (a monitoring and reporting tool used by kaiako and kura to report progress) to include the tīrewa ako for te reo matatini and pāngarau. These will support kaiako aromatawai practice by capturing progress information and rich narratives. The capturing of rich narratives is a new function for this tool. Te Waharoa Ararau is not accessible to whānau and ākonga, however kaiako are able to generate individualised reports for ākonga while also providing aggregated information and reports for kura leaders and boards of trustees. The enhanced tool will also have a new feature that enables kura to use a tagging feature to monitor progress and achievement of Te Tamaiti Hei Raukura and their marau ā-kura goals.
- We are preparing to work with current users of Te Waharoa Ararau, and will introduce them to the newly developed tīrewa ako. This group will provide valuable insights into how the frameworks work with the tool and our approach for wider implementation.
- The review of AKA Urunga ā-kura (School Entry Assessment) will progress alongside the redesign of *Te Marautanga o Aotearoa* and the development of tīrewa ako to ensure our tool supports coherence and is fit for purpose for te reo Māori pathways. A core component of AKA will be Te Tamaiti Hei Raukura, as it is a framework that promotes an ākonga centred, holistic and future focussed curriculum grounded in te ao Māori.
- Upholding Māori Data Sovereignty has been identified as an essential design principle for the upcoming curriculum codesign activities including the review of the AKA tool and the design of He Ara Kōkiri. This principle needs to be upheld across both English and Māori medium pathways, regarding data pertaining to ākonga Māori. The risk of not doing so will risk alienation and disengagement of whānau, kaiako and kura across both Māori and English medium pathways.
- He Ara Kōkiri will provide an opportunity to share ākonga aspirations and progress across the redesigned Te Marautanga o Aotearoa. Based upon Te Tamaiti Hei Raukura principles, it will provide a holistic view of an ākonga progress based on a broader definition of success than previously captured.
- The NCEA Change Programme includes new achievement standards and supporting teaching and assessment resources for all of *Te Marautanga o Aotearoa* learning areas to support young people achieve meaningful qualifications. Work is also underway to support kaiako to assess readiness for the NCEA co-requisites through existing tools and approaches in te reo matatini and pāngarau.
- There is a need for an evaluation of existing aromatawai tools to ascertain whether these are fit for purpose for implementing Rukuhia Rarangahia (The Ministry's aromatawai position) and the redesigned *Te Marautanga o Aotearoa* with Te Tamaiti Hei Raukura as the underpinning conceptual framework.