

Education Report: Release of the Common Practice Model – Phase 1

To:	Hon Jan Tinetti, Minister of Education		
Date:	9 March 2023	Priority:	High
Security Level:	In Confidence	METIS No:	1303343
Drafter:	Campbell Birch	DDI:	9(2)(a) [REDACTED]
Key Contact:	Pauline Cleaver	DDI:	9(2)(a) [REDACTED]
Messaging seen by Communications team:	N/A	Round Robin:	No

Purpose of Report

This paper seeks your agreement to Te Poutāhū | Curriculum Centre releasing initial elements of the Common Practice Model for literacy & communication and maths, and it updates you on our planned approach to support sector engagement.


Summary

1. A priority action for the Literacy & Communication and Maths Strategy is the collaborative development of the Common Practice Model (CPM). This will provide guidance on the principles, pedagogical approaches, and practices for the effective teaching and learning of literacy & communication and maths across early learning and schooling.
2. Over recent months, Te Poutāhū has developed the CPM in partnership with a range of experts and representatives from the sector. This paper seeks your agreement to Phase 1 release, which includes the principles and pedagogical approaches (Annex 1). It also updates you on our planned approach to support sector engagement and provides you with supporting communications materials (Annexes 2, 3, 4) that, in line with your decisions, we intend to release on 17 March 2023 alongside the CPM.
3. Sharing initial elements of the CPM provides the sector with visibility of the direction of travel and will support people to begin to reflect on how the CPM will inform teaching and learning. It also aligns with and supports engagements planned to begin on 17 March 2023 on *Te Mātaiaho* (the refreshed framework for *The New Zealand Curriculum*) and progress steps for the refreshed Mathematics & Statistics and English learning areas, as outlined in a companion paper provided to you alongside this one [METIS 1304330 refers].
4. Work is about to begin on the development of the evidence-informed practices for the CPM. 9(2)(f)(iv) [REDACTED]

Recommended Actions

Te Tāhuhu o te Mātauranga | The Ministry of Education recommends you:

- a. **Note** that Te Poutāhū | Curriculum Centre has developed initial elements of the Common Practice Model for literacy & communication and maths in partnership with a range of experts and representatives from the sector. **Noted**
- b. **Agree** that Te Poutāhū share the Common Practice Model principles and pedagogical approaches (Annex 1) with the sector from 17 March 2023. **Agree / Disagree**
- c. **Note** that this release schedule aligns with the proposed sector engagement on *Te Mātaiaho* (the refreshed framework for *The New Zealand Curriculum*) and the progress steps within the refreshed Mathematics & Statistics and English learning areas. **Noted**
- d. **Note** the planned approach for supporting sector engagement on the initial components of the Common Practice Model, which includes Ministry-led videos, pre-recorded webinars, and supporting communications materials (Annexes 2, 3, 4). **Noted**
- e. **Note** that, if you wish to participate in the Phase 1 release of the Common Practice Model this month, we will work with your office to identify opportunities for your involvement. **Noted**
- f. **Note** that work is about to begin on the development of the evidence-informed practices for the Common Practice Model, 9(2)(f)(iv) **Noted**
- g. **Agree** that this report is proactively released as part of any communications activities associated with the release of the Common Practice Model. 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


Hon Jan Tinetti
Minister of Education

09/03/2023

10/03/2023

Background

1. In December 2021, Cabinet agreed to Hei Raukura Mō te Mokopuna and the Literacy and Maths Strategy [SWC-21-MIN-0211 refers]. The strategies were launched in March 2022, and the draft action plan for Hei Raukura Mō te Mokopuna and the Literacy & Communication and Maths Action Plans were released in August 2022 [METIS 1281489 and 1290571 refer].
2. This paper updates you on the Literacy & Communication and Maths Strategy (the Strategy), specifically work to develop the Common Practice Model (CPM). 9(2)(f)(iv)
3. The Strategy is designed to address persistent inequities and lift ākonga progress and achievement outcomes along the early learning and schooling pathway – so every ākonga reaches their potential, secure in their identities, languages, and cultures. It aligns with and supports Te Poutāhū's wider curriculum and assessment work programme, including the refresh of *The New Zealand Curriculum* (NZC), changes to strengthen NCEA, and the implementation of the Early Learning Action Plan.
4. An initial priority for the Strategy is the collaborative development of the CPM, which is supported by funding received through Budget 2022 [METIS 1287759 refers]. This responds to what we have heard clearly from teachers, kaiako, and leaders – that they desire more evidence-informed guidance and support to help them deliver consistent, high-quality teaching and learning experiences to all ākonga.

The Common Practice Model

5. The intent of the CPM is to bring clarity and consistency to the way that educators teach literacy & communication and maths. It will provide guidance on the *principles*, *pedagogical approaches*, and *practices* for the effective teaching and learning of literacy & communication and maths across early learning and schooling. Over time, the CPM will also underpin initial teacher education (ITE) and be embedded across the supports and resources, professional learning, and additional learning supports provided by Te Poutāhū.

Collaborative development of the Common Practice Model

6. The development of *principles* and *pedagogical approaches* has been undertaken by Te Poutāhū in partnership with 24 expert contributors who were selected through a formal procurement process [METIS 1298169 refers]. You attended the first hui with the CPM Contributors Group on 31 October 2022 [METIS 1298169 refers].
7. While the expert contributors come from diverse backgrounds and represent a wide range of perspectives, they are united in their desire to improve literacy & communication and maths teaching and learning in Aotearoa New Zealand. Conversations have been robust but productive and have resulted in the attached principles and pedagogical approaches (Annex 1), which the contributors are confident will make a meaningful difference for ākonga progress and achievement.
8. Alongside the Contributors Groups, regular hui with focus groups of approximately 60 kaiako, leaders, and Resource Teachers of Literacy have provided valuable insights that have helped to shape the content and direction of the CPM. Members of the focus groups are generally supportive of the principles and pedagogical approaches,

agreeing that key approaches for effective literacy & communication and maths teaching and learning have been captured.

9. Through the ITE forum, co-convened between the Teaching Council and Te Poutāhū, we have been engaging quarterly with ITE providers, informing them of our work to date on the Strategy and the refresh of the NZC, including next steps. The response from ITE representatives has been highly positive to date, with a number already indicating that they would be interested in trialling the CPM once it has been finalised.

Supporting sector engagement on the Common Practice Model

10. We are taking a phased approach to releasing the CPM, and plan to share elements of it with the sector to engage with as and when they become available. This approach will help to manage the amount of change that we are introducing and support teachers, kaiako, and leaders with the shifts in practice that the CPM will entail. The phases are outlined in the table below:

PHASE 1: March 2023
<ul style="list-style-type: none"> • Principles that guide teaching literacy & communication and maths across the learning pathway from early learning to senior secondary – these are essential and enduring, and reflect the visions and principles of <i>Te Whāriki</i> and the NZC. • Pedagogical approaches that form theoretical frameworks to teaching, and are informed by evidence of how ākonga learn. • Progress steps that indicate essential, time-sensitive aspects of literacy & communication and numeracy progression — <i>Note that you are receiving a companion paper which contains the progress steps for the refreshed Mathematics & Statistics and English learning areas</i> [METIS 1304330, Annexes 2 & 3 refer].
PHASE 2: March–August 2023
<ul style="list-style-type: none"> • Evidence-informed pedagogical practices that are purposeful acts of teaching – these will correspond to the pedagogical approaches. • Design of professional learning supports aligned with the CPM.
PHASE 3: November–December 2023
<ul style="list-style-type: none"> • Teaching, Assessment and Learning Guide for literacy & communication and maths in schooling – this will provide teachers and kaiako with clear, evidence-informed guidance on how to teach literacy & communication and numeracy; how to meet the needs of diverse learners; and when to seek additional support. • Strategic Leadership Guide for curriculum leaders, boards, and leadership teams to embed the CPM.

11. A second tranche of Curriculum Lead roles are now in place. A nationally led team based in the regions, these roles will work closely with places of learning in 2023 to support them to engage with the CPM, and then to implement the CPM from 2024.

12. From 2024, a full suite of supports for teachers, kaiako, and leaders will be introduced to enhance the implementation of the CPM. Supports will include resources, guidance, and professional learning opportunities.

Phase 1 release of the Common Practice Model

13. We seek your agreement to Te Poutāhū sharing the principles and pedagogical approaches with the sector from 17 March 2023. Earlier that week, a feature interview in which you discuss the CPM will be published in the Education Gazette. Releasing these initial elements of the CPM provides people with visibility of the direction of travel and will support teachers, kaiako, and leaders to begin to reflect on what it means for them and how the CPM will inform teaching and learning.
14. If you agree, we plan to release the CPM on our website on 17 March 2023. We will use our Curriculum Leads, Curriculum Newsletter, and usual social media and communications channels to promote the release of the CPM and issue a call to action – encouraging people to read the CPM and consider how their current practices may align with the pedagogical approaches it outlines. We will also release supporting communications materials that offer context to the CPM and ways for people to engage with it (Annexes 2, 3, 4).
15. Accompanying the CPM and supporting material, Ministry-led videos will be released on our website, providing a high-level overview of the CPM. The videos:
 - a. highlight the sector experience and expertise that informed the development of the principles and pedagogical approaches; and
 - b. outline how the CPM connects to other important work underway (such as the refresh of the NZC and NCEA changes).

Note that protected links to two videos have been provided to your office.

16. The videos will be supplemented by pre-recorded webinars targeted to primary schools, secondary schools, and early learning settings. These webinars are designed to step people through the CPM, with a focus on unpacking the pedagogical approaches, including why some are shared between literacy & communication and maths, and why some are specific to one area or the other.
17. The pre-recorded webinars will also inform viewers about the next steps that are planned, including when people are likely to be able to engage with the Phase 2 release of the CPM, which will contain the evidence-informed teaching *practices* (and examples of what they look like in learning environments) that will make a difference for ākonga progress and achievement.
18. If you wish to participate in the Phase 1 release of the CPM this month, we will work with your office to identify opportunities for your involvement.

Progress steps for literacy & communication and numeracy

19. The timing for the release of the CPM supports and aligns with sector engagement planned to begin on 17 March 2023 on *Te Mātaiaho* and the progress steps within the refreshed Mathematics & Statistics and English learning areas. The first of the additional Teacher-Only Days to support the curriculum and assessment changes can be held during the first two weeks of Term 2, 2023, which presents an opportunity for schools to engage with these materials alongside the CPM.

20. We have now developed a full set of progress steps for the first phase of learning (Years 0–3) of the English learning area and the first two phases of learning (Years 0–3 and 4–6) of the Mathematics & Statistics learning area. At each phase of learning, progress steps provide clarity and detail about curriculum expectations for literacy & communication and numeracy, describing the *generic* and *learning area-specific* literacy & communication and numeracy learning that is essential for progress.
21. We plan to ‘fast test’ the progress steps in March 2023; this timing aligns with the Phase 1 release of the CPM. As noted above, you are receiving a companion paper that updates you on the progress steps for the refreshed Mathematics & Statistics and English learning areas [METIS 1304330, Annexes 2 & 3 refer].
22. As part of our communications and engagement approach, Te Poutāhū will be supporting teachers, kaiako, and leaders to understand how the progress steps for literacy & communication and numeracy sit alongside the principles and pedagogical approaches set out in the CPM.

Risks and mitigations

23. Public interest in literacy & communication and maths achievement remains strong and responses to the CPM from various groups or individuals may attract media attention. There are a range of views on approaches to literacy & communication and maths teaching and learning, and it is possible that some people may expect to see a particular pedagogical approach emphasised. We also anticipate that people will be eager to see and understand the additional detail that will be provided, later this year, by the evidence-informed practices.
24. Our communications approach will reinforce that the principles and pedagogical approaches have been developed collaboratively and reflect sector experiences, the latest research findings, and the range of perspectives represented by experts in our Contributors Groups. We will also continue to emphasise that further engagement on the evidence-informed practices is planned this year, which will allow us to refine and finalise the CPM – making sure that it works effectively to guide teachers, kaiako, and leaders to meet the needs of their diverse learners in their respective contexts.

Next Steps

25. We will keep you updated on the response to the release of the principles and pedagogical approaches, as well as progress to develop the evidence-informed practices that will be the key addition to the CPM in the Phase 2 release.
26. The timeline for work on the CPM this year is provided below:

<ul style="list-style-type: none"> ▪ Release of principles and pedagogical approaches ▪ Release of progress steps 	17 March 2023
<ul style="list-style-type: none"> ▪ Development of evidence-informed pedagogical practices and professional learning supports 	March–August 2023
<ul style="list-style-type: none"> ▪ Feedback from early learning centres, schools, and kaiako on the CPM 	September–October 2023
<ul style="list-style-type: none"> ▪ Publication of guidance on the CPM for teachers, kaiako, leaders, and boards 	November–December 2023

<ul style="list-style-type: none"> ▪ CPM ready for early learning services and schools to use ▪ Rollout of suite of professional learning and supports for teachers, kaiako, and leaders 	January 2024 onwards
--	----------------------

9(2)(f)(iv) [Redacted]

[Redacted]

[Redacted]

Annexes

- Annex 1: The Common Practice Model – Phase 1: Principles and Pedagogical Approaches *(attached separately)*
- Annex 2: The Common Practice Model: Pedagogical Approaches for Literacy & Communication and Maths *(attached separately)*
- Annex 3: Teachers, kaiako and leaders: Shaping the future of education *(attached separately)*
- Annex 4: What does the Common Practice Model mean for me? *(attached separately)*