

Briefing Note: Briefing Note: Social and Emotional Learning in *The New Zealand Curriculum*

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| To: | Hon Tinetti Associate Minister of Education | | |
| Cc: | Hon Chris Hipkins, Minister of Education | | |
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| Messaging seen by Communications team: | No | Round Robin: | No |

Purpose of Report

The purpose of this paper is for you to:

- **Note** progress and next steps for work underway to make it easy to notice and respond to Social and Emotional Learning in *The New Zealand Curriculum* through the 'Managing Self' and 'Relating to others' key competencies.
- **Agree** that this Briefing will be proactively released.

Agree / Disagree

Summary


1. Social and emotional learning (SEL) has short and long-term impacts on academic, pro-social and economic outcomes for all learners, including mental health. Like numeracy and literacy, SEL is important foundational learning, and quality teaching and learning of SEL cannot be left to chance.
2. The Ministry work programme to strengthen SEL covers early learning and schooling across Māori and English medium pathways. It includes curriculum-focussed initiatives which sit alongside work to create safer and more inclusive learning environments that support learners' social and emotional wellbeing.
3. For *The New Zealand Curriculum* (NZC), collaborative work over the last two years has explored, designed and trialled initial practice and progress tools to strengthen teaching and learning of SEL by elaborating the 'Managing Self' and 'Relating to others' key competencies in the NZC.
4. The refresh of the NZC is creating the space for the key competencies to be woven and elaborated within all areas of the curriculum through the new bicultural and inclusive framework and the integration of the Key Competencies into learning areas. This will happen progressively over 2021 to 2023 as current planning is for the learning areas to be refreshed in stages.

5. Alongside the curriculum refresh, we are continuing the development of practice and progress tools for the teaching and learning of the 'Managing Self' and 'Relating to others' key competencies so that strengthened support for SEL does not have to wait for the completion of the refresh. This is building on the initial resources trialled last year, with updated materials available to schools later this year. Research and development for further practice and progress tools will also continue, including to support the mental health guidelines which are in development.
6. Awareness and use of the practice and progress tools by schools will be supported by the new Curriculum Leads. While initial resources cover the year 1 to 10 pathway, we will have a strong focus on strengthening capability during the early years of schooling, building on the work occurring in early learning and the focus on smooth transitions to school in the Learning Support Action Plan.
7. The Curriculum Leads will also support strong feedback loops which will help us learn about the capability building, resourcing, support, and guidance teachers need to ensure equitable learning opportunities for all our tamariki.



Ellen MacGregor-Reid
Deputy Secretary
Early Learning and Student Achievement

06/05/2021



Hon Jan Tinetti
Associate Minister of Education

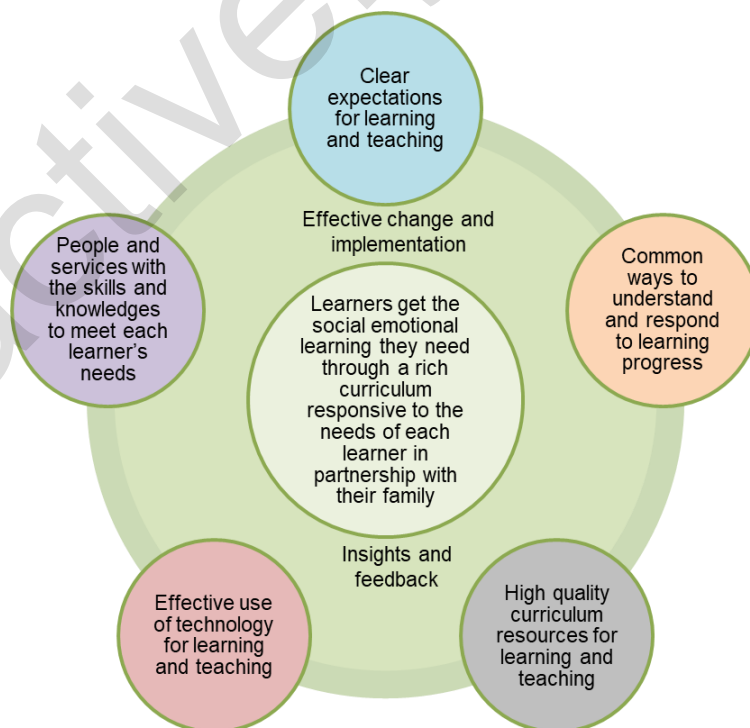
09/05/2021

Background

1. Social and emotional learning (SEL) has short and long-term impacts on academic, pro-social and economic outcomes for all learners, including mental health. Like numeracy and literacy, SEL is important foundational learning (NELP priority 4¹), and quality teaching and learning of SEL cannot be left to chance.
2. We have heard from learners, whānau, educators and others that there is a need to pay greater attention to social and emotional learning, and that more support is needed to integrate quality teaching and learning of SEL across the curriculum. The Child and Youth Wellbeing Strategy indicates the need for more information that helps us better understand and respond to the social and emotional needs of children and young people. In time, information on progress in social emotional learning will be included in each learner's record of learning.
3. The Ministry work programme to strengthen SEL covers early learning and schooling across Māori and English medium pathways. It includes curriculum-focussed initiatives which sit alongside work to create safer and more inclusive learning environments that support learners' social and emotional wellbeing.
4. This briefing provides an update on progress and next steps for work underway for SEL as part of *The New Zealand Curriculum* (NZC), which is focussed on the 'Managing Self' and 'Relating to others' key competencies. Separate briefings provide an update on SEL within Early Learning Progress and Practice Tools for *Te Whāriki* (METIS 1217730) and 'Strengthening Social and Emotional Learning, including Self-Regulation Capability, in Early Years Settings to Support Social Cohesion' (METIS 1255308). For *Te Marautanga o Aotearoa*, SEL is integrated within *He Tamaiti Hei Raukura*.

Overview of work to strengthen social and emotional learning through the NZC

5. Our work programme is creating the conditions for all learners to get the social and emotional learning experiences they need.



¹ The Statement of National Education and Learning Priorities (NELP) priority 4 commits to *ensure every learner/ākonga gains sound foundation skills, including language, literacy and numeracy*

6. A critical part of this work programme is the refresh of *The New Zealand Curriculum* which will ensure that the key competencies are woven and elaborated within all areas of the curriculum. This is happening through the new bicultural and inclusive framework and the integration of the key competencies into learning areas. This will happen progressively over 2021 to 2023 as current planning is for the learning to be refreshed in stages, starting with Social Sciences.
7. In response to the 2019 advice of the Curriculum, Progress and Achievement Ministerial Advisory Group, work was initiated on practice and progress tools to help people better understand and support progress in social and emotional learning through the 'Managing Self' and 'Relating to others' key competencies. We are continuing the development of these resources so that strengthened support for the teaching and learning of SEL does not have to wait for the completion of the refresh.
8. We have progressed through exploration, design and trial phases for an initial set of practice and progress tools. Using what we learnt from the trial, we are now taking steps towards implementation of practice and progress tools which help create a clear and common understanding of teaching and learning of the 'Managing Self' and 'Relating to others' key competencies. Implementation will begin later this year, supported by the new Curriculum Leads. While initial resources cover the year 1 to 10 pathway, we will have a strong focus on strengthening capability during the early years of schooling, building on the work occurring in early learning and the focus on smooth transitions to school in the Learning Support Action Plan.

Work to date: Exploration and engagement phase

8. Using a collaborative approach, we began to understand what was needed in *The New Zealand Curriculum* to enable a focus on noticing and responding to SEL. We identified that elaborating the Key Competencies (Managing self and Relating to others) was a possible starting place for this work as social and emotional learning is most explicitly expressed through these two competencies.
9. We worked together with schools, learners, parents and whānau, and communities to inform the design, development and implementation of tools and resources to support a system shift. To give effect to the Treaty of Waitangi and ensure inclusion we have been purposeful about who we work with ensuring we have drawn from diverse knowledge bases and tested our understanding as we go.
10. Through this collaborative work, it was made clear that getting this right is about equity and that it needs to be inclusive and responsive to all learners. We needed to pay attention to languages, identities, cultures, and context, and to support learner transitions and to impact the curriculum experiences being lived by learners. We needed diverse perspectives and to value the vision and aspirations of whānau as we moved forward.
11. A video with highlights of the Symposium held in Auckland in 2018 is available at https://youtu.be/iuGhcNgw_Vc. This demonstrates how we brought together diverse voices and to start the conversation. This included Māori, diverse Pacific voices, educators of and people with lived experience disability and diversity, youth, teachers, leaders, academics and experts from across New Zealand. The understandings shared were used to develop and test our collective thinking, understanding and direction.
12. From what we heard we were able to further refine and iterate our thinking which allowed us to develop a package of practice and progress tools to trial in schools – both hard materials and digital. We named the package "To Teach Me is to Know Me". We made tangible products for teachers to use with learners. The package included:

- a. 10 elements described using whakataukī
 - b. approaches to “check in” with learners
 - c. teacher supports and prompts
 - d. resources to use with learners
 - e. research.
13. These practice and progress tools were designed to appeal to learners. A copy of the digital resources can be found here <https://drive.google.com/drive/folders/1ocr7gR8JIRKUTguvslA8y3Ua2mHF3Ygo>. A hard copy of these resources can be provided to you if you would like to see them.
14. The 10 elements were identified that make it easier to notice and respond to progress in ‘Managing Self’ and ‘Relating to others’. These were identified through the collaborative process and have been recognised as important elements in the context of Aotearoa New Zealand.

| Key Competency- Relating to others | Key Competency- Managing self |
|--|--|
| <ul style="list-style-type: none"> • <i>He hononga ki te hāpori</i> (Community connection) • <i>He tūrangawaewae</i> (Connection to place) • <i>He tirohanga whānui</i> (Perspective Taking) • <i>Tū tangata</i> (Role-modelling) • <i>He āroa, he kanorau</i> (Social awareness and diversity) | <ul style="list-style-type: none"> • <i>He tuakiri, he reo, he tikanga, he mātauranga</i> (Identities, Languages, Cultures and Values) • <i>Mahi tahi</i> (Collaboration) • <i>He ihumanea, he toa</i> (Intuition and bravery) • <i>He mauri, he wero</i> (Understanding emotions and meeting challenges) • <i>Mana Motuhake</i> (Self-determination) |

Work to date: Design and trial phase

15. The trial planned for early 2020 was impacted by Covid-19, however despite delays and interruptions we did manage a small trial later in the year. The package of resources was trialled both digitally and physically in 13 schools during terms 3 and 4. The intention of the trial was to test the direction of the work and if the products helped teachers to notice and respond to progress in ‘Managing Self’ and ‘Relating to others’.
16. Feedback was positive about the direction of the work and resources. The trial has provided useful information and recommendations that we are using to inform our next steps. Key findings included:
- a. Participants were supportive of greater emphasis and focus on SEL in the NZC through the elaboration of the ‘Managing Self’ and ‘Relating to others’ key competencies.
 - b. Whānau saw many benefits for their children, and whānau generally and were interested in using the resources in the home setting in the future.
 - c. There was a strong desire from whānau to partner with schools.

- d. A positive support for concepts of shift being defined in relation to individual learner's shift, rather than being compared to a national measure.
 - e. Teacher wellbeing and capability building is very important to consider and design for, which means adapting/developing resources so they work for teachers too.
 - f. Cultural competency and cultural safety are key parts of building a trusted relationship with all learners and their whānau.
 - g. Further research is needed to understand the impact and potential enablers and barriers for all learners, particularly:
 - i. Māori learners
 - ii. Pacific learners
 - iii. Migrant and former refugee learners
 - iv. disabled learners and learners at long-term level 1.
 - h. Teachers identified needing professional learning and development (PLD) including explicitly weaving key competencies into local curriculum and responding to individual responses from learners (e.g. a trauma informed practices).
 - i. Tools and resources need to be developed that learners can see themselves in.
 - j. Recognised that the practice and progress tools supported implementation of some existing programmes in schools.
17. This has helped us understand that we need a wider range of resources to support the shifts needed, and a purposeful and sequenced approach to change that starts with building a clearer understanding of progress in 'Managing Self' and 'Relating to others'. Alongside this we need to provide greater clarity on how key competencies expectations integrate with learning across the curriculum through the NZC refresh.

Next steps: Change and implementation activities to support teachers now

18. Our approach to change and implementation starts with supporting teachers and kaiako to have a clear and common understanding of progress in 'Managing Self' and 'Relating to others' in the context of Aotearoa New Zealand. This is necessary precursor to any assessment activities which would enable reliable information to be included in the Record of Learning. More research and development is also needed to understand quality assessment practices.
9. Using the trial feedback, we have identified and are developing practice and progress tools to be available to schools later this year as optional resources. We are also undertaking an audit of current resources both within the Ministry and outside so we can identify opportunities to enhance them to better support progress in 'Managing Self' and 'Relating to others'. This includes practice and progress tools to support the mental health guidelines which are in development.
19. Practice and progress tools which will be available later this year include updated versions of the trial resources. This package is being redeveloped and refined so that it is designed for different users and are multi-lingual and usable across the pathway. We

are also creating new practice and progress tools that pull together existing research to support teachers' understanding, their decision making and curriculum design.

20. The tools and resources will continue to be developed collaboratively and the Curriculum Leads will be increasingly included in future design processes of tools and resources. This feedback loop, alongside with collaborative work through the NZC refresh, will help us understand what teachers find helpful for growing their confidence and capabilities for teaching and assessing progress in 'Managing Self' and 'Relating to others'. It will also help us identify resources already being used by schools which may be able to be shared more widely or further developed.

Next steps: Strengthening the NZC

21. The refresh of the NZC is creating the space for progress in 'Managing Self' and 'Relating to others' to be made explicit, woven and elaborated within all areas of the curriculum through the new bicultural and inclusive framework and the integration of the key competencies into learning areas. This will happen progressively over 2021 to 2023 as current planning is for the learning to be refreshed in stages.
22. As the Learning Areas of the NZC are refreshed we will make clear how all key competencies (including 'Managing Self' and 'Relating to others') are developed through the phases of learning using the proposed "understand, know, and do" model. This will ensure learners can apply their learning to increasingly complex contexts across the breadth of the curriculum, and that their learning reflects their languages, identities, and cultures along with their aspirations and values. This process will also help identify the markers of progress that need to be included in each learner's curriculum progress map within their Record of Learning.

Next steps: Working towards SEL within the Record of Learning

23. Draft wireframes of the Record of Learning for the NZC are currently being developed which include SEL. These draft wireframes demonstrate how learners could "check in" on their SEL and link to their learning experiences relevant to developing the 'Managing Self' and 'Relating to others' key competencies. We are providing a separate briefing to update you on the Record of Learning (METIS 1253955 refers).
24. While our initial intention was to include SEL in first iterations of the curriculum progress map as elaborations of the 'Managing Self' and 'Relating to others' key competencies, it has become clear that the progressions need to be developed through the refresh of the NZC learning areas (as noted above). Space for information on learner progress in the key competencies will still be included in the initial iterations of the Record of Learning, just not in the form of a progress map. This is important to signal SEL is valued as a foundational skill alongside literacy and mathematics.
25. Initial iterations of information on progress in 'Managing Self' and 'Relating to others' in the Record of Learning are likely to include quite subjective judgements of learner progress, and as we learn more about progression, we expect to be able to support a shift towards greater consistency and reliability of the information within the Record of Learning. This will strengthen its value for system learning.
26. We recognise that assessing and understanding progression in 'Managing Self' and 'Relating to others' is complex and is going to take time to develop and implement. We also recognise that teachers need to be confidently weaving and deliberately teaching for progress in these key competencies within their local curriculum first. Our change and implementation approach prioritises implementing practice and progress tools to

support building teacher capability and impact local curriculum design, while we take time to understand how we can assess progress in a culturally safe and inclusive way.

Next steps

27. We will keep you updated as key milestones in this work programme are reached and new insights become available.

Proactive Release

28. We recommend that this Briefing is proactively released as per your expectation that information be released as soon as possible. Any information which may need to be withheld will be done so in line with the provisions of the Official Information Act 1982.