



Briefing Note: Update on the School Entry Kete and the New Zealand Curriculum (NZC)

To:	Hon Jan Tinetti, Associate Minister of Education		
Cc:	Hon Chris Hipkins, Minister of Education		
Date:	22 October 2021	Priority:	Medium
Security Level:	In Confidence	METIS No:	1270636
Drafter:	Dr. Sonia Glogowski	DDI:	9(2)(a)
Key Contact:	David Jagger	DDI:	
Messaging seen by Communications team:	No	Round Robin:	No

Purpose of Report

The purpose of this paper is to:

Inform you on how the development of the *School Entry Kete (English Medium)* of tools is aligned with the Literacy and Mathematics strategies and *The New Zealand Curriculum* refresh).

Update you on the progress of tool development and plans for the design of the overall kete, further to the Education Report *School Entry Kete* (18 December 2020, METIS 1246501).

Summary

- The Ministry is developing a School Entry Kete, consisting of tools to support teachers to notice, recognise and respond to children's strengths and needs in key foundational areas as they transition into school. Integrated support will prompt options and resources for their next learning steps.
- Significant progress has been made contracting the development of components of the English medium kete with all contracts in place or near finalisation. Contracted providers are working closely with the Ministry to align development of key concepts, frameworks and descriptors with the Literacy and Mathematics strategies and the refresh of *The New Zealand Curriculum*.
- Individual components are being developed and trialled over the next 18 months. It is anticipated that the kete as a whole will be ready for first trialling in 2023, including how information could be transferred into the Record of Learning.

- A redesign of Aro Matawai Urunga a-Kura (AKA) (school entry assessment tools for Māori medium pathways) will be undertaken alongside the refresh of *Te Marautanga o Aotearoa* and the wider *Te Marautanga o Aotearoa* curriculum progress and achievement work programme.
 - These developments will require a coherent communications approach to the sector and key stakeholders to enable further kete development and wider socialisation, alongside key messages associated with the literacy and mathematics strategies, the curriculum refresh, and other dependencies.
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Proactively Released

Recommendations

We recommend that you:

note that the individual tool components of the School Entry Kete are in the process of development and trialling over the next 18 months. The integrated School Entry Kete is on track to be trialled in 2023.

Noted

note that contracted providers of the individual tool components are trialling these tools with a range of schools, increasing awareness of the project in the sector.

Noted

note that these providers came together at a hui on 20 October 2021, to strengthen coherence between the tools and explore the development of an integrated learner profile that supports holistic teaching and learning approaches. Key messages were prepared for this hui to ensure coherence with other initiatives.

Noted

agree to our recommendation 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.

Agree

Disagree



David Jagger
Group Manager
Analysis, Research and Evidence
Evidence, Data and Knowledge

20/10/2021



Hon Jan Tinetti
Associate Minister of Education

22 __/10/__ 2021



Pauline Cleaver
Associate Deputy Secretary
Te Poutāhū | Curriculum Centre

20/10/2021

Background

1. The School Entry Kete (English Medium) project (SEK) is an important contribution to the curriculum and assessment work programme, including the Literacy and Mathematics strategies. It will support positive learner transitions into schooling by providing practical tools to help teachers and whānau understand and respond to learner progress in foundation skills (NELP priority 4).
2. Children's progress and dispositions as five-year olds (or thereabouts) is considered a particularly sensitive developmental phase. Early learning experiences, physical and emotional wellbeing are all important sources of information that support a successful start at school, and for the early identification of any barriers to learning progress (Learning Support Action Plan priority 2).
3. Initiatives to support new entrant teachers with increasingly diverse mokopuna have been neglected for some time, and teachers sometimes need to adapt tools designed for older mokopuna. The aim of the School Entry Kete is to provide greater clarity and support for new entrant teachers, parents and caregivers and, where needed, specialist support staff to work together to help children establish critical foundational learning knowledge and capabilities early. We know that any impacts on progress that arise during early learning have a compounding effect, so it is important these are responded to early.
4. The development of the SEK is informed by emerging research findings in early learning capabilities and dispositions, and key periods in child development (including the important intersections of cultural, linguistic and neurodiversity). For example, the Growing up in New Zealand study (GUiNZ), MBIE's Better Start Initiatives, and Otago University's longitudinal Dunedin Study have guided the identification of key capabilities that need to be developed from school entry.
5. The Ministry's Ka Hikitia framework and the He Pikorua collaborative inquiry process are also informing the development of the SEK. Specifically, relationships for learning with whānau and mokopuna are being prioritised from the outset as part of an ecological model. This approach has received strong support and collaboration with Ngā Pouwhirinakitanga (RTLb:Māori) to help focus on these shifts in practice.

Progress on development of tools to support *The New Zealand Curriculum*

6. Good progress is being made towards the kete of tools, which are being developed and trialled over the next 18 months. All the tools in the kete are bicultural and inclusive of all learners and take a strengths-based approach. They cover four key areas:
 - a. Relationships for Learning
 - b. Social and Emotional Development
 - c. Language and Literacy
 - d. Mathematics and Statistics.
7. The design and trialling of tools with example contexts or activities for each of the key areas is now being undertaken by several contracted providers. Annex 1 provides information on each of the individual tools, and Annex 2 provides an overview of development timeframes.
8. Development of the kete is happening in parallel with the refresh of *The New Zealand Curriculum* 9(2)(f)(iv)

9(2)(f)(iv) Changes to how progress is described in *The New Zealand Curriculum* are being connected with the early learning practice and progress tools, so there is a coherent learning pathway from Te Whāriki when children transition to learning through *The New Zealand Curriculum*.

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

What the use of the tools will look like in practice

10. Much of the information about learners can be gleaned from observing responses in regular classroom activities, thus reducing the need for time-consuming individual assessments.
11. The SEK will provide a 'line of sight' to next steps and beyond for teachers, mokopuna and whānau. This also means that teachers will be supported to talk more confidently with parents and whānau about next learning steps for mokopuna; about how they can work together to support and celebrate all progress, as well as addressing any concerns. The SEK co-design process enables us to be responsive to the unique needs of new entrant teachers to design tools which are fit for purpose – for example, taking account of diverse early learning experiences in a strengths-based way.
12. A key aspect of the SEK design which has emerged from the research and sector co-design process is the importance of noticing patterns and inconsistencies both within and across the information generated from the various tools and frameworks, contributing to a rich learning profile. Like Dame Marie Clay's Observation Survey, while various components provide information on each learner's grasp of important concepts, additional value comes from recognising possible contextual, environmental, or individual factors that may be impacting positively or negatively. These are important both in the transition to school, and in observing what these patterns look like over time.
13. It is envisaged that, as part of the collaborative co-design process between tool developers and end-users, consideration is given to how information from the individual components might be combined to support teachers and schools to notice and respond to any emerging patterns or inconsistencies.
14. A hui took place on 20 October 2021 bringing all tool developers and Ministry staff together. Developers were asked to share the respective purpose and proposed/current design of each tool, with the aim to identify synergies and strengthen alignment across the kete. They were also asked to examine how the information gathered from each tool could be combined to support teachers and schools, parents and whānau recognise patterns of strength and need. This includes identifying when the pattern signals a learner may need closer monitoring of progress, and/or additional support to master key threshold concepts.
15. In addition, tool developers have been asked to explore how best to provide teacher support and guidance in the use and application of the tools. 9(2)(f)(iv)
- [Redacted]
- [Redacted]
- [Redacted]

It will also be part of wider supports making 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 (METIS 1251127 refers).

Maori-medium Te Marautanga, Aro Matawai and the School Entry Kete

16. Māori medium contexts have different requirements. The Aro Matawai Urunga a-Kura (AKA) (kōrero, pānui and pāngarau) tools were developed by the Ministry for use in Māori medium pathways. These are now out of print, and as with English-medium, data is unavailable on the tools kura are currently using, and their impacts.
17. The AKA tools are being reviewed alongside the refresh of *Te Marautanga o Aotearoa* the implementation of *He Tamaiti Hei Raukura* framework, and the development of He Tīrewa Ako (learning progressions) and Te Tīrewa Mātai (monitoring and reporting tools).
18. He Tamaiti Hei Raukura is a core component that seeks to provide an ākonga centred, holistic and future focussed curriculum grounded in te ao Māori.
19. For mokopuna in Māori medium pathways, tools must:
 - a. value the centrality of te reo, tikanga and mātauranga Māori
 - b. consider the length of time in immersion, which is a key factor when selecting
 - c. appropriate aromatawai tools and identifying next learning steps
 - d. be grounded in te ao Māori
 - e. be fit for purpose and meet the needs of ākonga, whānau, kaiako and kura; and
 - f. reflect the principles of Rukuhia Rarangahia and the eight aromatawai positions, which reflect Māori values.

Communications and engagement

20. We are now putting plans in place for wider socialisation and collaboration on the kete's development. Due to the support and enthusiasm of the principals and teachers currently involved in its development and the trialling of individual tools by providers across the country, the SEK team is receiving increasing requests for information, presentations and schools' participation in the trials.
21. Communication with, and involvement of, sector stakeholders is being planned in a systematic and equitable way, making explicit links to other curriculum-related initiatives, such as the literacy and mathematics strategies, Curriculum Refresh and Record of Learning.
22. Early sector concerns that this work would take an individualistic and behaviourist approach have largely been allayed. The ecological model is landing well with a wide number of stakeholders, including teacher and principal unions.

Proactive Release

23. 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.