MINISTRY OF EDUCATION
TE TĀHUHU O TE MĀTAURANGA

Briefing Note: Record of learning and He Ara Kōkiri timelines and sector engagement

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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Messaging seen by Communications team:	No	Round Robin:	No

Purpose of Report

The purpose of this paper is to provide you with the timelines for the Record of Learning and He Ara Kōkiri. It includes information on how work is being communicated to the sector.

Summary

1. We recently provided you with an update on work to develop the Record of Learning and He Ara Kōkiri [METIS 1265721 refers]. You have requested a follow-up briefing setting out the timelines and how work is being communicated to the sector.

2. Annex 1 provides the technical build pathway for the records of learning and He Ara Kōkiri. As outlined in our last briefing, this work has a range of dependencies which could impact on our ability to move to the build, pilot and/or implementation phases.

3. For Records of Learning based on *The New Zealand Curriculum* (NZC), Annex 2 provides a view of the core activities within our assessment work programme, which support the shift to progressions in the refresh of the NZC as well as enabling quality information in the Record of Learning. This sets out our activities alongside what the sector, whānau and parents will see at each stage.

4. The overall Change Management Strategy for the NZC curriculum and assessment work programme guides our Stakeholder Management and Engagement Plan. This supports communications which are coherent with the wider work, and helps make sure that the right people are engaged and receive the right information, at the right time, and in the right way.

5. For He Ara Kōkiri, we are integrating the design process and ongoing engagement with the redesign of *Te Marautanga o Aotearoa.* Further consideration will also be required on how we will work with Te Tīrewa Mātai tool and tīrewa ako, which captures the ākonga learning journey in pāngarau and te reo matatini. Developments in Te Takanga o te Wā have also provided opportunity to design tīrewa ako, which now need to be considered as we design He Ara Kōkiri.

Proactive Release

a **agree** that the Ministry of Education release this briefing in full once it has been considered by you.

Agree / Disagree

Pauline Cleaver
Acting Deputy Secretary
Te Poutāhū | Curriculum Centre

07/102021

Hon Jan Tinetti
Associate Minister of Education

10/10 2021

6. On 9 September we provided you with an update on work to develop the Record of Learning and He Ara Kōkiri [METIS 1265721 refers]. This explained adjustments we have made to the timing of work to develop Record of Learning and He Ara Kōkiri.

7. You have requested a further briefing setting out the timelines and how work is being communicated to the sector.

Timelines for Record of Learning and He Ara Kōkiri

8. Annex 1 provides the technical build pathway for the records of learning and He Ara Kōkiri. We are currently in the Discovery Phase of the project, capturing the design requirements for the final build of the Record of Learning and He Ara Kōkiri. Following the end of the discovery, we will move to:

   a. **Design.** We will take all findings and recommendations from the Discovery phase to finalise the design requirements. This phase is expected to include significant internal consultation, and further focused sector engagement, in order to synthesise down from a wide range of requirements to a design and scope for build that is practical, cost effective, able to be implemented and accepted by the sector.

   b. **Procurement.** A Request for Proposal process will be conducted to engage our technology developers.

   c. **Build.** Final build and testing of the application. This will include establishing data connectivity between record of learning applications and data repositories. Alongside this, we will develop user materials and capability supports.

   d. **Pilot.** We will pilot Record of Learning and He Ara Kōkiri with a select and representative number of ākonga, schools and kura (across the range of different types of provision, including specialist schools) and whānau to ensure it meets the needs of all stakeholders. This will enable iterative refinement of the final products.

   e. **Implement.** We will support implementation through a phased roll-out with comprehensive supports to help ākonga, schools, kura and whānau make the most of Record of Learning and He Ara Kōkiri. This will be integrated with the overall change and implementation approach for the curriculum refresh and Te Rito.

   f. **Ongoing enhancements.** In subsequent years enhancements will be made to the products as curriculum refresh activity continues and user feedback informs new functionality requirements, as well as the addition of further capability. This may include extension into early learning.

9. As outlined in our last briefing and indicated in Annex 1, this work has a range of dependencies. These dependencies could impact on our ability to move to the build, pilot and/or implementation phases. We will monitor this and keep you updated if there are impacts on planned timelines.

10. To date, we have conducted a number of co-design engagements with sector and curriculum progress partners (including peak bodies) that have informed the development of concept design wireframes (i.e. paper prototype simulations of how the Record could look and the functionality it could have). These designs were completed earlier this year and were based on the current NZC.

11. Resetting the timeframe is enabling us to update the content of the wireframes to reflect the direction of the refreshed curriculum. Updated wireframes will be tested with the sector and whānau groups early next year. We are currently preparing for this design concept consultation, including engaging a vendor to manage the consultation process and develop an end design report and recommendations. Consultation is likely to involve three levels:

    a. Face-to-face hui with schools and whānau groups to workshop their needs and wants for the Record of Learning design.

    b. Deep dive face-to-face hui with expert partners (including peak bodies) on advanced functionality and for testing out design ideas on an ongoing basis throughout the discovery and design phases.

    c. Simplified presentation, with feedback survey, loaded via a Ministry collaboration website; to provide a wide reach of feedback.

12. Annex 2 provides a view of the core activities within our assessment work programme, which support the shift to progressions in the refresh of the NZC as well as enabling quality information in the Record of Learning. This sets out our activities alongside what the sector, whānau and parents will see at each stage. Work shown is:

    a. the Progress and Assessment Statement;

    b. Progress Outcomes to support the refresh of the NZC;

    c. Record of Learning development;

    d. e-asTTle 9(2)(j)

    e. PaCT and the Learning Progression Frameworks (LPF); and

    f. Assessment Resource Banks (ARBs) 9(2)(j) .

13. Timing shown in Annex 2 is indicative as some elements are funding dependent. We will provide you with advice on funding implications as we develop a roadmap for the progress and assessment practices and tools needed to support the refreshed curriculum.

14. The Ministry is also developing a suite of tools to support good transitions, including Early Learning practice and progress tools (Kōwhiti Whakapae) and School Entry Kete, which will support teachers to notice, recognise and respond to children's strengths and needs in key foundational areas as they transition into school.

15. We will be providing a separate briefing later this month to update you on progress on the School Entry Kete. The individual tool components of the School Entry Kete are in the process of development and trialling over the next 18 months. Subject to funding for implementation, outputs from the School Entry Kete will be accessible from the Record of Learning.

Record of Learning Engagement and Communication Plans

16. The overall Change Management Strategy for the NZC curriculum and assessment work programme guides our Stakeholder Management and Engagement Plan. This is a strategic and systematic approach we are using to ensure relevant internal and external stakeholders are engaged appropriately. This supports communications which are coherent with the wider work, and helps make sure that the right people are engaged and receive the right information, at the right time, and in the right way.

17. Our user-centred collaborative approach will continue throughout all phases. Our next presentation of the NZC Record of Learning paper prototypes will be to the Curriculum Voices Group and peak bodies (such as NZEI).

18. In addition to this, we will plan to begin gradual communications to schools through Gazetting and the School Bulletin once our webpages are updated (and feedback processes formed).

Engagement for He Ara Kōkiri

19. For Te Marautanga o Aotearoa (TMoA), we will continue to explore a genuine and authentic design by Māori from a te ao Māori perspective for He Ara Kōkiri as part of the refresh co-design process. Te Tamaiti Hei Raukura is the philosophical framework that will be embedded into Te Marautanga o Aotearoa, He Ara Kōkiri will also need to reflect this to align with the refresh. Further consideration will also be required on how we will work with Te Tīrewa Mātai tool which captures the ākonga learning journey in pāngarau and te reo matatini.

20. Engagement and evidence gathering for the design of He Ara Kōkiri will occur in the context of the redesign of TMoA. In early 2022 we will focus our engagement with the sector on the gathering of further insights into their needs and the testing of ideas that emerge from this to inform the development of prototypes.

21. The building of Te Tīrewa Mātai tool is moving into the final stages of construction and is due to be completed in late October of this year. The purpose of Te Tīrewa Mātai is to enable kura, tumuaki, kaiako, ākonga and whānau to understand, monitor and report on how their students are progressing in te reo matatini and pāngarau. Te Tīrewa Mātai will ensure confidence that essential learning for ākonga is identifiable, able to be tailored to ākonga needs and is not left to chance. Ngā Tīrewa Ako te reo matatini and pāngarau are the frameworks that sit inside Te Tīrewa Mātai.

22. The Ministry began the development of a set of progressions for te reo matatini (tuhituhi, pānui, rea ā-waha and pāngarau) to be known as tīrewa ako in 2018 prior to the redesign of the curriculum work and the introduction of Te Tamaiti Hei Raukura as a framework.
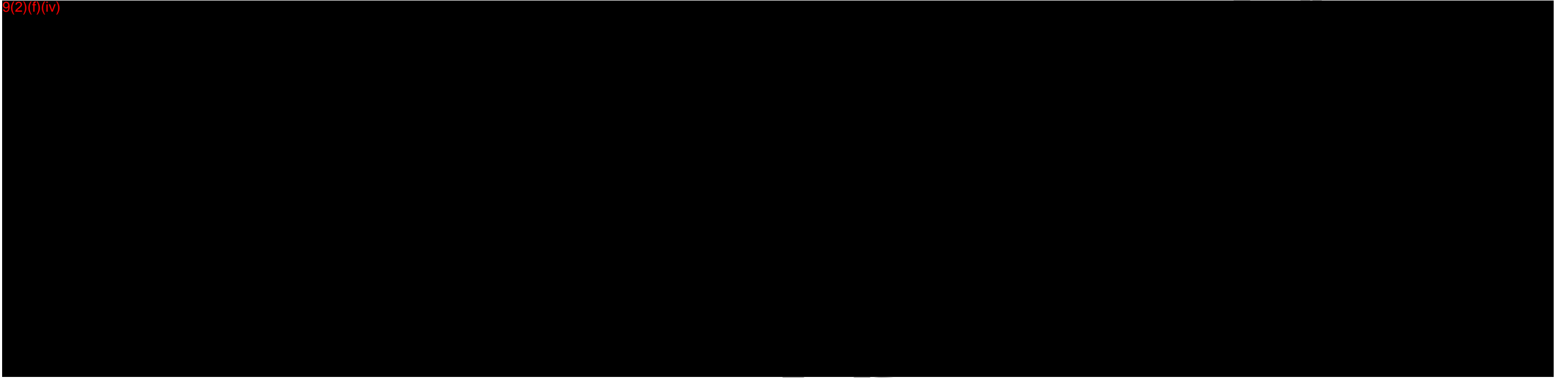
23. The tīrewa ako identify the most important learning that cannot be left to chance. As part of the development process, we engaged the New Zealand Council for Education Research (NZCER) to psychometrically test the tīrewa ako with practicing kaiako. The outcome of this process was designed to support kaiako confidence and consistency when making judgements about learner progress when using both the tīrewa ako and Te Tīrewa Mātai. Te Tīrewa Mātai has been built with tags to Te Tamaiti Hei Raukura so kaiako can align their record of ākonga progress in the tīrewa ako, this framework if they choose to.

24. Key activities for the remainder of the year include the completion of user acceptance testing of Te Tīrewa Mātai tool as we prepare for sector communications and early implementation of both Te Tīrewa Mātai and Ngā Tīrewa Ako, that is aligned to the redesign of the curriculum.

25. Through the development of a tīrewa ako for Te Takanga o te Wā we have been able to build the alignment of these progressions to Te Tamaiti Hei Raukura from the outset. We are currently preparing resources to support the introduction of a curriculum area that is designed to contribute to the realisation of Te Tamaiti Hei Raukura through a tīrewa ako. We will draw on the sector's response to these frameworks in the context of Te Takanga o te Wā, to inform the design of He Ara Kōkiri as a tool that records ākonga progress in developing as raukura.

26. We have had initial conversations with Te Kōhanga Reo National Trust to understand the digital tool that they have been developing for whānau. There is more work to be done to ensure He Ara Kōkiri, its framing and functional design supports a rich and seamless story for ākonga from early learning through the schooling sector.

27. We will continue to monitor alignment of Te Rito implementation timeframes with those for the Record of Learning and He Ara Kōkiri, and keep you updated if there are further impacts on planned timelines.

Annexes

Annex 1: Timeline for development of the Record of Learning and He Ara Kōkiri
Annex 2: Overview of Progress, Assessment Design and Tools work programme for the NZC

9(2)(j)