



## Briefing Note: Update on the Record of Learning and He Ara Kōkiri

<b>To:</b>	Hon Jan Tinetti, Associate Minister of Education		
<b>Cc:</b>	Hon Chris Hipkins, Minister of Education Hon Kelvin Davis, Associate Minister of Education Hon Aupito William Sio, Associate Minister of Education		
<b>Date:</b>	09 September 2021	<b>Priority:</b>	Low
<b>Security Level:</b>	In Confidence	<b>METIS No:</b>	1265721
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<b>Messaging seen by Communications team:</b>	N/A	<b>Round Robin:</b>	No

### Purpose of Report

The purpose of this paper is for you to:

- **Note** that the timing of work to develop the Record of Learning and He Ara Kōkiri in has been adjusted.
- **Agree** that this Briefing will be proactively released.

☒ Agree / ☐ Disagree

### Summary

- You have previously signalled to Cabinet that initial iterations of a record of learning for *Te Marautanga o Aotearoa* (TMOA) and *The New Zealand Curriculum* (the NZC) would be ready for testing in 2021 [CBC-21-MIN-0004 refers]. This had been planned to occur in term 3 based on paper prototypes.
- Since our last update to you in May [METIS 1253995 refers], there have been changes in the data and technology context which necessitated a pause in the work. This includes 9(2)(k) risks identified 9(2)(k), which the Ministry is working at pace to address.
- This has led to a decision to pause the national deployment of Te Rito 9(2)(k). While development of Te Rito continues, our dependency on it being nationally deployed has meant that we have also had to pause and consider the implications.

- We have also taken the time to consider what we have heard through our engagements with the sector that could impact how we progress work to develop the Record of Learning and He Ara Kōkiri. There has been a range of feedback, including concern about alignment with the refreshes of TMoA and the NZC.
- As a result of these considerations, the timing of work to develop the Record of Learning and He Ara Kōkiri in has been adjusted. We are now confident that we can proceed with Discovery Phase of the project, which involves the collaborative development of design and implementation requirements for the digital Record of Learning and He Ara Kōkiri, in a way that will continue to maintain trust and coherence.
- We continue to work towards implementation alongside the refreshed national curriculum, although there several dependencies. In particular, a risk remains that the Build Phase could be delayed as it is dependent on the Te Rito platform being ready for integration (to enable access to information to follow the student), connected to a secure SMS environment (to avoid schools having to double-handle information) and nationally deployed (so that all schools have access to the record of learning). We will continue to monitor this and keep you updated if there are further impacts on planned timelines.



Ellen MacGregor-Reid  
**Deputy Secretary**  
**Early Learning and Student Achievement**

09/09/2021



Hon. Jan Tinetti  
**Associate Minister of Education**

12/09/2021

## Background

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1. In response to the advice of the Curriculum, Progress and Achievement Ministerial Advisory Group, Cabinet directed the Ministry to work in collaboration with Māori, Pacific, the sector, students, parents and whānau on the following initial actions [SWC-19-MIN-0101 refers]:
  - a. establishing an agreed process for updating *The New Zealand Curriculum* (the NZC) and *Te Marautanga o Aotearoa* (TMoA), including roles and responsibilities
  - b. developing a curriculum progress map that enables individual students' strengths and needs to be easily identified and responded to, with the intention that it will be ready for use by schools and kura
  - c. developing a common approach to records of learning so that students, parents and whānau and teachers have the information they need to understand and support students' progress
  - d. appropriately sharing learner progress information across the education system so that we know what works, what needs to be improved, and where to allocate resources to better support students.
2. The intention to develop records of learning is also a part of the *Action Plan for Pacific Education 2020-2030*, *Ka Hikitia – Ka Hāpa'ia* | *Te Māori Education Strategy* and the National Education and Learning Priorities (NELP)
3. You have previously signalled to Cabinet that initial iterations of a record of learning for TMoA and the NZC would be ready for testing in 2021 [CBC-21-MIN-0004 refers]. This had been planned to occur in term 3 using paper prototypes [METIS 1253995 refers].
4. Since our last update you in May [METIS 1253995 refers], there have been changes in the data and technology context which necessitated a pause in the work. During this time, we have also considered what we have heard through our engagements with the sector that could impact how we progress work to develop the Record of Learning and He Ara Kōkiri.
5. This briefing note provides you with an update on how we have adjusted the timing of work to develop the Record of Learning and He Ara Kōkiri as a result.

## Changes in the data and technology context

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6. 9(2)(k) and work in the Te Rito programme have identified risks 9(2)(k). These risks largely relate to 9(2)(k).
7. The Ministry is working at pace to address these risks through necessary mitigations and by implementing tactical responses 9(2)(k), 9(2)(ba)(i).
8. As a result of these risks, the national deployment of Te Rito has been paused. Te Rito is intended to connect with Student Management Systems (SMS) as part of supporting the flow of information between schools and acting as a central back-up of student information. Our dependency on Te Rito as the intended technical infrastructure and

data security solution has meant that we have also had to pause and consider the implications.

9. Although deployment is paused, the development of the Te Rito platform continues and it remains the best technical infrastructure and data security solution for the Record of Learning and He Ara Kōkiri. While we could manage the risk to timeframes by creating a stand-alone technical system, this would have significant financial implications and require further investment. It would also mean that we couldn't realise the 'easy to use' benefits of integration with school systems and could affect uptake.
10. There remains a risk, however, that the Build Phase could be delayed as it is dependent on the Te Rito platform being ready for integration (to enable access to information to follow the student), connected to a secure SMS environment (to avoid schools having to double-handle information), and nationally deployed (so that all schools have access to the record of learning).
11. Note that our expectation is that design requirements for the Record of Learning and He Ara Kōkiri will require interoperability with other learning information systems, particularly those used to create or capture information from assessment and aromatawai. This would include Ministry owned systems such as e-asTTle and PaCT which meet data and security requirements, but we will also need to consider other systems used by schools.
12. Due to the sheer number of systems used by schools, the Ministry has had to prioritise its efforts 9(2)(k). We do, however, anticipate that some of the issues we have uncovered 9(2)(k) may also exist with some of these other systems.
13. This will impact on future decisions that will need to be made about developing and connecting to assessment and aromatawai tools, and the Ministry's role in ensuring that 9(2)(k). Note that we are also working on a technology roadmap for the Māori medium sector as we seek to understand the landscape and design technology solutions that are fit for purpose and contribute to coherence across the Māori medium system.

### Considerations from engagement with the sector

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14. Given the need to relook at timeframes because of the changes in the data and technology context, we have also taken the opportunity to consider what we have heard through our engagements with the sector that could impact how we progress work to develop the Record of Learning and He Ara Kōkiri. There has been a range of feedback, including:
  - a. Concern about the sequencing of activities of the national curriculum refresh, which will be the basis of the curriculum progress map or Te Tīrewa Ako.
  - b. The need for the design of He Ara Kōkiri to be included in the same process for the refresh of TMOA. This uses a Māori-centred design approach that contributes to authentic indigenous curriculum outcomes which is designed to preserve and build trust, equity, and coherence across the Māori language sector.
  - c. A large number of engagement or implementation activities occurring with the sector in term 3 and term 4 (which includes the release of the new Aotearoa New Zealand's histories and Te Takanga o Te Wā curriculum content).
  - d. Concern expressed about how information about student progress could be taken out of context or mis-used at a national level through engagement on the new structure for learning areas in the NZC [METIS 1266499 refers].

15. It is critical that work on the Record of Learning progresses at the pace of trust, and that it continues to be developed collaboratively to first and foremost meet the needs of for ākonga, whānau, teachers and kaiako. This means that it is important we listen to such feedback and adjust approaches when required.
16. For the NZC, we are now adjusting our paper-based prototypes to include draft Social Sciences curriculum content [METIS 1267995 refers] so that schools can see how the Record of Learning works with, and benefits from, the new consistent approach for learning area content. This will also provide reassurance that we are developing the records to cover the whole curriculum, even though Cabinet have asked for initial priority to be given to progress information on numeracy, literacy, and social-emotional learning<sup>1</sup> [CBC-21-MIN-0004 refers].
17. This also means that we have shifted the timing of testing to begin in early 2022, reducing the term 3 and 4 engagement burden on schools, and enabling the prototypes to be looked at alongside the draft Social Sciences learning area content. This change in timeframes will be appreciated given the added impact of the COVID-19 resurgence on schools.
18. For TMoA, we will continue to explore a genuine and authentic design by Māori from a te ao Māori for He Ara Kōkiri as part of the refresh co-design process. This includes consideration of how they will work with the Te Tīrewa Mātai tool which captures the ākonga learning journey in pāngarau and te reo āta nī.
19. We expect that we will be able finalise design requirements for the digital build, including the interface with the Te Rito platform and the standardised Learning Support Register in the middle of 2022. As noted above, there is a risk that at this point implementation of Te Rito will not be sufficiently progressed for us to then move on to the Build Phase.
20. 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.

### Looking forward: Creating the conditions for success

21. We continue to work towards implementation alongside the refreshed national curriculum from 2024. To achieve the full benefits of the Record of Learning and He Ara Kōkiri (set out in our May briefing), several conditions need to be in place. This includes:
  - a. **Human trust** in how it was developed, that it is safe and secure, and that it will only be used for agreed purposes.
  - b. **Curriculum alignment** so that there is seamlessness between the records and the refreshed curriculum, including the underlying values and principles.
  - c. **Assessment and aromatawai** tools and practices which lead to high quality information on learning progress being included in the records.
  - d. **Functionality** that makes a difference to teaching and learning, student, parent and whānau engagement, and equity.

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<sup>1</sup> Unpacking the 'managing self' and 'relating to others' key competencies for the NZC and through He Tamaiti Hei Raukura for TMoA.

- e. **Technical platform** that provides a secure data repository and interface that enables access to a record which follows ākonga through their learning journey.
  - f. **Interoperability** with other applications to reduce workload for teachers by removing the need to double handle information (such as from assessment tools).
  - g. **Digital infrastructure** which enables equitable access by all schools and kura, and all ākonga and their caregivers and whānau.
22. Many of the factors which influence these are within the span of control of the curriculum work programme but, as well as the dependency on Te Rito and the security of 9(2)(k) systems, successful implementation could be impacted by:
- a. The pace of discussions around Māori data sovereignty.
  - b. The pace of activities to address digital inequities.
23. We also need to ensure that what the Ministry builds and implements can meet the need to provide a rich Record of Learning so that information needs in the system are met, whilst also not overburdening the sector and whānau with 'too much, too early'. Given sector concerns about alignment to the refresh and some mistrust that the records will be truly holistic, we may want to consider how best to phase development and implementation.
24. The current intention [CBC-21-MIN-0004 refers] is for the first iteration to include, at a minimum, progress in literacy, te reo matatini, numeracy, pāngarau, and social-emotional learning<sup>2</sup>. This gives priority to meeting information needs on areas where the government has a strategic focus through the NELP. Alternative approaches could be to wait until the curriculum documents are fully refreshed, or to align phasing to that of the refreshes of the curriculum documents (ie starting with Social Sciences for the NZC). We will explore this further as we test the paper-based prototypes and continue our co-design work.
25. Consideration also needs to be given to the availability of quality assessment and aromatawai practices and tools to underpin information in the Record of Learning and He Ara Kōkiri. These need to be updated as the national curriculum is refreshed. We have always indicated that the quality of information in the record will be improved over time as assessment and aromatawai practices and tools are strengthened, but there may be a minimum level that needs to be in place to provide sufficient trust alongside an acceptance of its limitations.
26. In relation to the NZC, we are developing a roadmap for the progress and assessment practices and tools needed to support the refreshed curriculum, including the kete of tools to support good transitions to school. Current tools, such as e-asTTle, will need updating so we have begun the business case process for these. Note that we anticipate that there will be significant financial implications that cannot be met through baseline funding or the additional investments made in the curriculum refresh through Budget 2021.

## Proactive Release

35. 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.

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<sup>2</sup> Unpacking the 'managing self' and 'relating to others' key competencies for the NZC and through He Tamaiti Hei Raukura for TMOA