



Briefing Note: Alignment between the refresh of *The New Zealand Curriculum*, the redesign of *Te Marautanga o Aotearoa* and the Review of Achievement Standards

To:	Hon Jan Tinetti, Associate Minister of Education		
Cc:	Hon Chris Hipkins, Minister of Education		
Date:	29 June 2022	Priority:	Medium
Security Level:	In Confidence	METIS No:	1287225
Drafter:	Isobel Connelly Sacha Paulin	DDI:	04 463 8205 04 463 8059
Key Contact:	Pauline Cleaver Kiritina Johnstone	DDI:	9(2)(a) [REDACTED]
Messaging seen by Communications team:	No	Round Robin:	Yes

Purpose of Report

The purpose of this paper is to:

- Provide an overview of the alignment and interface between both the refresh of *The New Zealand Curriculum* and the redesign of *Te Marautanga o Aotearoa*, with the Review of Achievement Standards (RAS).
- This follows feedback from the NCEA Professional Advisory Group (PAG) and other secondary peak bodies that they:
 - are concerned about the alignment of the curriculum and NCEA changes
 - would like more visibility of subject content within the curriculum at years 11-13 in the refresh of the national curriculum.

Summary


- *The New Zealand Curriculum* (NZC) is being refreshed to make sure every child experiences success in their learning, and that their progress and achievement across the full educational pathway from years 1-13, is responded to and celebrated. To ensure this happens, the goals for the refresh are to:
 - a) Honour our mutual obligations to and through Te Tiriti o Waitangi
 - b) Create curriculum that is inclusive so that all ākonga see themselves and succeed in their learning
 - c) Make sure the NZC is clear about the learning that matters the most at different stages
 - d) Make sure the NZC is easy for teachers and kaiako to use.

- The redesign of *Te Marautanga o Aotearoa* (TMoA) includes shifting the framing toward Te Tamaiti Hei Raukura, a conceptual framework that is holistic, future-focused, and ākonga-centred. The aim of the redesign is to further shift TMoA to te ao Māori, as appropriate for Māori medium education and support the realisation of aspirations for te reo Māori. As with the refresh of the NZC, the redesign of TMoA also focuses on:
 - a) Making sure the TMoA is clear about the learning that matters the most at different stages
 - b) Making sure the TMoA is easy for kaiako to use.
 - c) Being clear about the characteristics of quality marau ā-kura
 - d) Achieving a more holistic, future-focussed and ākonga centred curriculum through Te Tamaiti Hei Raukura.
 - e) Being fit for purpose for the unique learning contexts in English and te reo Māori pathways
- The redesigned *Te Marautanga o Aotearoa* will provide clarity on the conditions for success for Māori achieving educational success as Māori.
- Due to the relative timing of the NCEA Change Programme and the Curriculum Change Programme we knew we needed to keep a close eye on alignment. The PAG and others from the secondary school sector are asking for reassurance about this alignment work along with greater visibility of years 11-13 in the refresh of the NZC and through the redesign of TMoA.
- Our focus is on continuing to align our approaches between the NCEA and curriculum programmes. This includes the underpinnings of each, our change and implementation approaches ensuring coherent communications, guidance, and resources, across the full pathway to support leaders to lead change, as well as alignment of review cycles. We will also undertake ongoing engagement with the sector, including targeted testing with senior secondary teachers when seeking sector feedback on learning areas.

Proactive Release

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

29/06/2022

01/07/2022

Background

1. Through several korero mātauranga, ākonga, whānau and communities have told us that they want learning that realises the intent of Te Tiriti o Waitangi, centres on ākonga and their whānau, and is holistic in its nature. Both the sector, and ākonga and their whānau, want the focus to be on learning, with assessment in support of that learning and to know that they are making progress in the learning that matters. These factors underpin the refresh of the NZC, the redesign of TMoA and the NCEA review.
2. The refresh of the NZC, redesign of TMoA and the NCEA change programme are at different stages in their design and implementation. The NZC is being refreshed learning area by learning area, TMoA is initially focusing on the conceptual framework, while the Review of Achievement Standards covers all learning areas, but is being developed year by year.
3. NCEA is subject to a regular review, as a statutory requirement for all qualifications listed on the New Zealand Qualifications Framework. The last review was undertaken in 2018 and led to the development of the NCEA Change Package – a package of seven changes to strengthen NCEA that was confirmed by the Government in February 2020. A significant number of the changes to NCEA are being delivered as part of the Review of Achievement Standards (RAS), which began in 2019.
4. In December 2020, Minister Tinetti agreed to the scope, process, and approach for changes to the NZC and TMoA so that all ākonga have access to an education that responds to their needs, that sustains their identities, languages, and cultures, and so that they are able to progress and experience success in schooling [METIS 1246277 refers]. The Ministry of Education is working alongside the sector, communities, and iwi to progress this work, ensuring linkages with key education strategies, include the National Education and Learning Priorities (NELP).
5. The changes to NCEA and the RAS are built on the same design principles and are aligned in intent with the refresh of the NZC and the redesign of *Te Marautanga o Aotearoa*. The new standards will require teachers and kaiako to change their practices, to focus on effective pedagogy and learning progression aligned to the National Curriculum.
6. We have heard from the NCEA PAG that they would like clear guidance on curriculum across the full educational pathways of years 1-13. They are seeking alignment between curriculum and qualifications and would like greater visibility of years 11-13 in the refresh, and they have raised concerns about the scale of the changes in the curriculum refresh. We have also heard that there needs to be alignment of support and resources so that leaders can lead and effectively implement change across both work programmes.
7. Both the sector, and parents and whānau, are looking for assurance that high stakes qualifications are not leading curriculum; rather that learning comes first, and assessment is in support of learning.
8. We continue to focus on aligning our approaches between the NCEA and curriculum programmes. This includes the underpinnings of each, our implementation approaches, and engagement with the sector.

Aligning NCEA and the refresh of *The New Zealand Curriculum*

9. In preparation for the review of NCEA, the current NZC essence statements were analysed. This analysis identified the 'big ideas' for each learning area and the need for greater consistency in how these should be expressed across the eight learning areas and NCEA subjects. This has helped to anchor and align both the NZC and NCEA changes and means that any issues with alignment will be marginal. To ensure this is the case, we will continually monitor alignment, and if action is needed, we will advise.
10. The NZC essence statement analysis highlighted that there was an inconsistent way of expressing big ideas within the NZC. It also highlighted that there was an inconsistent way of identifying which subjects were linked to which learning areas:
 - Some learning areas name some possible subjects in the essence page, for example, Technology, Social Sciences and Science (e.g. '*schools may offer programmes in biochemistry, education for sustainability, agriculture, horticulture, human biology, or electronics*').
 - The strands of some learning areas signal some of the subjects, e.g. Health and Physical Education (health education, physical education and home economics) and The Arts (dance, drama, music (sound arts) and visual arts)
 - Social Sciences describes the four strands as actual subjects for levels 6 – 8, whereas no other learning area does this.
11. To overcome these inconsistencies across learnings areas, and to provide clarity about the most important learning and make it easier for teachers to use the NZC, we are changing the approach to the learning areas to a consistent content structure, which is described below.
12. The new approach was developed and tested through the recently released ANZH content [METIS 1266499 refers], and contains an Understand, Know, Do model and a progressions model that weaves, key competencies, literacy and numeracy, and mātauranga Māori through each Progress Outcome. The progression, described in the phases (years 1-3 (foundation), years 4-6, years 7-8, years 9-10 and years 11-13), replaces the curriculum levels. The new approach allows for clarity around national learning expectations, whilst still allowing for flexibility to enact these through local contexts that are meaningful and authentic for ākonga.
13. The years 11-13 phase will look different to the other phases. This is because it needs to reflect the specialisation that happens at this stage, while also supporting cumulative learning and coherent pathways.
14. While each learning area will describe the most important learning for each of the five phases using Understand, Know, Do, we have been asked to provide more detail at the year 11-13 Progress Outcome and will continue to work through what this looks like.
15. The draft Social Sciences curriculum content is currently out for testing with the sector. This provides an opportunity to specifically engage with secondary leaders and year 11-13 teachers on the year 11-13 content as described above. From the recent feedback we have had from the PAG and other secondary peak bodies, we now feel we need to strengthen the curriculum support described in the year 11-13 phase.

The review of Achievement Standards

16. The Learning Matrix is a new statement of learning for each NCEA subject that links back to the NZC and informs the Achievement Standards and other assessment

materials (such as sample course outlines). A Subject Expert Group (SEG) made up of sector representatives developed these matrices which have then been internally checked against the NZC big ideas for alignment.

17. Alongside informing the development of formal assessment products, the Learning Matrix helps with the alignment between the NZC and the RAS products. It uses a model of Significant Learning aligned with the Understand, Know, Do framework and will be based on same 'big ideas' as the eight refreshed learning areas.
18. The development of the NCEA Learning Matrix for each subject has been a useful tool as they:
 - describe the NCEA subject big ideas
 - identify the learning we expect a student to access within a subject, organised across years 11-13.
 - sequence the significant learning¹ to show progression for assessment within specific subjects.

Literacy and numeracy progressions and NCEA co-requisites

19. In March of this year, Minister Tinetti released the *Literacy & Communication and Maths Strategy*, as well as *Hei Raukura Mō te Mokopuna*, to address equity and lift achievement in these critical foundation areas. Literacy & communications and numeracy progressions are within the curriculum and are currently being developed.
20. The draft literacy & communication and numeracy progressions are the backbone of the Common Practice Model for the *Literacy & Communication and Mathematics Strategy*.
21. These progressions link to the literacy & communications and numeracy practices of all learning areas, and the literacy and numeracy co-requisites for NCEA will be signalled in the progressions.
22. The *Literacy & Communication and Maths Strategy* Common Practice Model and associated teacher and leader support will help all teachers support learner progress in these foundational skills across different subjects. This will also support learners to be successful with the new literacy and numeracy co-requisites and recognises that a focus on literacy & communication and maths remains important right up until year 13. Improvements to teaching and learning earlier in the pathway will mean that learners enter secondary school well-placed for success.
23. The Common Practice Model, along with updated and new supports for teachers and learners in early years to year 13 will be developed in collaboration with the education community. This will include clear and practical guidance alongside a range of resources, tools and professional learning that is appropriate to different stages and phases of learning. You have agreed to defer the mandatory implementation of the literacy and numeracy | te reo matatini me te pāngarau co-requisite from 2023 to 2024, to support alignment [METIS 1285650 refers]. Cabinet Paper 1285650 (*Implementation of NCEA Literacy & Numeracy Te Reo Matatini me te Pāngarau co-requisite*) was approved by the Cabinet Social Wellbeing Committee on 22 June and is due to be considered by Cabinet this week (commencing 27 June).

¹ 'Significant learning' answers the question: "What is critical for students to know, understand and do in relation to this subject by the end of their schooling?"

Next Steps – what we are doing to support alignment between NCEA and NZC

24. To ensure coherence between the refresh of the NZC and the RAS, the alignment of learning areas with NCEA subjects at years 11-13 will be made explicit:
 - All subjects associated with a learning area will be identified in the essence statement.
 - All three aspects of a learning area's Understand, Know, Do framework will be described in a similar manner for all progress outcomes across years 1-13.
 - We will continue to explore options to include more content about the significant learning at years 11-13.
 - Review each set of NCEA subjects' Learning Matrices and associated resources and supports to ensure they are aligned as each learning area is developed.
25. We will continue targeted testing with senior secondary teachers when seeking sector feedback on learning areas, as well as seeking feedback from subject associations about the degree of content in the years 11-13 phase.
26. As both programmes shift into an implementation phase, there is an urgent need to ensure coherence between the refresh of the NZC and the RAS. In response, we will be aligning our change and implementation programmes, ensuring coherent communications, guidance, and resources, across the full pathway to support leaders to lead change.
27. A focus of our communications will be developing a clearer message to the sector on the intersection between the pieces of work. We will ensure terminology across both projects is aligned and consistent so that our front-line representatives, such as regional Curriculum Leads and NCEA curriculum learning area leads, can support schools and kura to understand the changes.
28. Ongoing review will be critical to support continued implementation. We will plan for the alignment of review cycles for both the NZC and the NCEA and we will be constantly monitoring sector response to implementation to ensure it does feel aligned and is curriculum-led.
29. We will continue to check in regularly with our Curriculum Voices Group and the NCEA PAG to ensure the proposed changes and alignment activities identified between the NZC refresh and NCEA change programmes provide the visibility, resources and supports requested. If there are any further issues, we will provide you with further advice.

NCEA and the redesign of *Te Marautanga o Aotearoa*

Te Tamaiti Hei Raukura conceptual framework

30. The redesign of *Te Marautanga o Aotearoa* includes shifting the framing toward *Te Tamaiti Hei Raukura*, which consists of four Pou:
 - **He puna kōrero te tamaiti:** having the ability to communicate and use the intrinsic higher order thinking that allows ākonga to engage with and evaluate ideas.
 - **He ākonga te tamaiti:** ākonga develop a range of learning strategies and literacies for the 21st Century.

- **He uri whakaheke te tamaiti:** having the cultural and linguistic confidence and ability to contribute as Māori in a global world.
- **He tangata te tamaiti:** having valued social, emotional, and cognitive capabilities, attributes and behaviours and the ability to promote and develop 'Māori capital'.

Mana Ōrite mō te Mātauranga Māori in NCEA and the alignment to Te Tamaiti Hei Raukura

31. Mana Ōrite mō te Mātauranga Māori gives parity to mātauranga Maori alongside other bodies of knowledge within NCEA. This also provides opportunities to focus on developing new ways to recognise mātauranga Māori in the curriculum.
32. The key components of Mana Ōrite mō te Mātauranga Māori include:
 - the development of learning and assessment materials to complement the Achievement Standards at all three levels of NCEA
 - ensuring that mātauranga Māori is equitable, accessible, valued, resourced and credentialled within the New Zealand Curriculum subjects
 - engaging an operating model which embeds mātauranga Māori and te ao Māori approaches into all aspects of the NCEA change programme where appropriate.
33. It is vital that ākonga learning through te reo Māori can see how Mana Ōrite mō te Mātauranga Māori aligns to Te Tamaiti Hei Raukura and therefore the review of the Achievement Standards aligns to the future direction of Te Marautanga o Aotearoa.
34. While extensive work has been done to ensure the Te Marautanga o Aotearoa Achievement Standards reflect Mana Ōrite Mō Te Mātauranga Māori, alignment to Te Tamaiti Hei Raukura continues to be a priority.
35. Through the RAS for *Te Marautanga o Aotearoa*, we will focus on:
 - The Achievement Standards, the learning matrices and the assessment tasks reflecting the expectation set within the four pou of Te Tamaiti Hei Raukura. We will also make sure that the foundation of the learning matrix for which the Achievement Standards are derived from or align to, are set with Te Tamaiti Hei Raukura in mind.
 - The breadth of learning and teaching programmes accommodating for the diversity of thought and pedagogy and incorporates the key values and aspirations of Māori for te reo Māori, mātauranga Māori, and tikanga Māori.
 - Prominence is afforded to the development of skills and attributes required for success as Māori in a global world.
 - The incorporation of 'culturally-centred skills' such as collaboration and whanaungatanga, guardianship and kaitiakitanga are included in the outcomes expected through the Achievement Standards.

How the education workforce will see Mana Ōrite mō te Mātauranga Māori and Te Tamaiti Hei Raukura conceptual framework reflected in the Review of Achievement Standards

36. Te Tāhuhu is embracing different ways of carrying out external assessments to adequately reflect the NCEA wāhanga ako and their intended purpose. A link to accessibility and mana ōrite mō te mātauranga Māori directly challenges the existing assessment model to recognise 'culturally-centred skills' and mātauranga Māori as its delivered naturally in local curricula. This is being piloted in the NCEA mini pilots this year.
37. We will carefully monitor the outcomes from the mini pilots and specific components to ensure that that it reflects a progression of learning consistent with the redesign of Te Marautanga o Aotearoa.

Tirewa for te Reo Matatini and Pāngarau and NCEA co-requisites

38. Te reo matatini plays a central role in the achievement of successful education outcomes for ākonga Māori. Pāngarau comprises a distinct and valid body of mātauranga, tikanga and kaupapa Māori that equitably and authentically privileges te ao Māori while accessing mātauranga, tikanga and kaupapa mathematics for purposes that are authentically relevant to the future needs of mokopuna.
39. The redesign of Te Marautanga o Aotearoa alongside the establishment of the NCEA co-requisites for te reo matatini and pāngarau provides the ideal opportunity to explore and create new ways to understand how kura, kaiako, whānau, hapū and iwi can leverage this opportunity.
40. Draft Te Reo Matatini and Pangarau Tirewa Ako are developed to guide learning and teaching for Yrs 1 -10. While they were created during the early stages of the development of the NCEA co-requisites aligning the tirewa ako with the outcomes set within the co-requisites is still to be completed.
41. Since the release of *Hei Raukura Mō te Mokopuna*, by Minister Tinetti earlier this year, discussions to ensure the alignment of the co-requisites with the tirewa ako have begun. These discussions will support not only the alignment between the two areas but will also provide clarification to the sector about how they support learning as ākonga progress their learning through the pathway.
42. A review of the tirewa ako learning expectations in alignment with Te Tamaiti Hei Raukura needs to be completed. This will also give assurance and guidance to kaiako showing how these will complement the redesign of Te Marautanga o Aotearoa. The realignment work is expected to be completed over the next six months.

Strengthening the alignment between the redesign of Te Marautanga o Aotearoa and the Review of Achievement Standards

43. Alignment between *Te Marautanga o Aotearoa* and NCEA is important so that ākonga experience a coherent education system. The responsibility to reset and strengthen the alignment between the RAS and the redesign of *Te Marautanga o Aotearoa* sits with Te Poutāhū, with advice and guidance from Te Rōpū Whāiti and other groups.
44. Te Rōpū Whāiti is the advisory group who provide advice and guidance to Te Tāhuhu for both the redesign of *Te Marautanga o Aotearoa* and the NCEA Change Programme. The members included in the group have had extensive experience in

curriculum design, have in-depth knowledge of mātauranga Māori and te reo Māori education.

45. Alongside Te Rōpu Whāiti we also have a NCEA Māori Panel made up of practitioners and leaders within the schooling and tertiary sector, te reo Māori providers, and iwi representatives. This panel provides practical advice on the development and implementation of the achievement standards. Some within this group also review draft achievement standards.
46. The alignment between the RAS and the redesign of Te Marautanga o Aotearoa will be strengthened through the following activities. We will:
 - bring together the RAS writers, the redesign team, and Te Rōpū Whāiti on a regular basis to discuss the redesign, gain a shared understanding, and determine how the aspirations reflected through Te Tamaiti Hei Raukura will align to the relevant achievement standards
 - review the communication approaches for the redesign of *Te Marautanga o Aotearoa* and the RAS to ensure we have a shared story about how they align to each other
 - use the outcomes collated through the current mini pilots to make adjustments to the Achievement Standards so they reflect the expectations set through the redesign of *Te Marautanga o Aotearoa* and Te Tamaiti Hei Raukura, before piloting them again in 2023.
 - work with kaiako and tumuaki who are testing redesigned components of Te Marautanga o Aotearoa with practitioners who are piloting the TMOA achievement standards and use their feedback to help finalise curriculum content
 - develop rangatahi forum that provide opportunities for them to inform the redesign of Te Marautanga o Aotearoa and NCEA
 - complete the realignment of the Tirewa Ako for Te Reo Matatini and Pāngarau with Te Tamaiti Hei Raukura and ensure progressions from the tirewa through the outcomes in the co-requisites is evident for kaiako and ākonga.
 - Ensure the ongoing review of Te Marautanga o Aotearoa aligns with the review of the TMOA NCEA Achievement Standards and the Te Reo Matatini and Pāngarau Co-requisites.