



Briefing Note: Scoping Brief on development of School Entry Assessment and relationship to Curriculum Progress and Achievement workstreams

To:	Hon Tracey Martin, Associate Minister of Education		
Date:	17 July 2020	Priority:	Low
Security Level:	In Confidence	METIS No:	1232846
Drafter:	Dr Sonia Glogowski	DDI:	s 9(2)(a)
Key contact and number:	Dr Philip Stevens	DDI:	
Messaging seen by Communications team:	No	Round robin:	No

Purpose of Report

The purpose of this paper is for you to:

Note The progress that has been made on three of the five domains (literacy, oracy and numeracy) of the school entry assessment kete and the projected timeframes; and

Noted

Note That the social and emotional domains will require a longer timeframe given the absence of existing tools and progressions and the required alignment with Curriculum Progress and Achievement workstreams.

Noted

Agree that this Briefing be proactively released.

Agree / Disagree

Summary

- The first version of the literacy and oracy components of the School Entry Assessment (SEA) tool are planned for piloting in February 2021.
- This version will include a professional development component to support teachers' effective use and analysis of the assessment information for teaching and learning programmes, and any further intervention/diagnostic requirements.
- Numeracy, Social and Emotional learning assessment tools are planned for piloting later in 2021.



Dr Philip Stevens
Group Manager
Analysis, Research & Evaluation
Evidence, Data & Knowledge

17/07/2020



Hon Tracey Martin
Associate Minister of Education

21 / 7 / 2020

Background

1. Priority 2 of the Learning Support Action Plan (LSAP) is *Screening and early identification of additional learning needs*:
 - Working with the education sector, Māori, Pacific peoples, and key stakeholders, the Ministry will develop evidence-based screening tools focused on the early identification of learning needs (not formal diagnosis of particular conditions).
 - We will progress a consistent measure at school entry and screening for dyslexia, dyspraxia, and for gifted children and young people. Early childhood measurement and teen health screening will be explored with the Ministry of Health.
 - The screening tools will be culturally responsive, and incorporate Māori concepts such as tino rangatiratanga, whānau, mana whakapapa, mana tikanga, and mana tangata. We aim to produce the tools in Te Reo Māori and New Zealand Sign Language.
2. Under the plan, The Ministry is to further investigate the following tools:
 - universal health checks at age 3, including for autism spectrum disorder
 - a consistent set of tools at school entry (focus of this BN)
 - screening for dyslexia and dyspraxia and identifying gifted children
 - standard health and wellbeing checks when children move from primary to secondary school
3. The LSAP has the following timing for the SEA work:
 - Research, initial development and testing (with a small group of schools and kura receiving the first tranche of LSCs) – July 2019 to December 2020
 - Staged roll-out across all schools and kura (subject to funding) from 2021.
4. This briefing updates you about the investigation and development of the school entry assessment (SEA) tools, including work to embed the SEA in the wider system of assessment and practice.

System wide approach to progress and achievement

5. School entry assessment (SEA) for all students sits within a wider approach to progress and achievement.
6. In December 2017, Cabinet agreed to revoke National Standards (NS) and Ngā Whanaketanga Rumaki Māori (CBC-17-MN 0042 refers]. Cabinet decided there would be a focus on strengthening the use of the curricula to understand and support the progress and achievement of all students, rather than developing a new approach [CAB -18 – Min – 0165 refers].

7. As part of its work 'Shaping a Stronger Education System with New Zealanders', the Government has asked the Ministry to work in collaboration with the sector on a number of actions to:
 - develop **resources** that make it easier to recognise and respond to each student's progress;
 - develop a common approach to holistic **records of learning** that travel with students throughout their learning journey – so that they, their parents, whānau and teachers can see, understand and support their progress;
 - create a trusted environment for **using information about student progress** that benefits all children and young people's learning.
8. The Ministry has a large programme of work to meet these needs. Two major areas of work that are especially relevant to the development of SEA tools are the Curriculum Progress Maps and the Record of Learning.

Curriculum Progress and Achievement (CPA)

9. Curriculum Progress Maps (CPM) will describe and exemplify the important aspects of learning in *Te Marautanga o Aotearoa* and *The New Zealand Curriculum*, alongside what has been identified by whānau, hāpu and iwi as being important. The curriculum progress maps make it easier to notice, recognise and respond to a broader range of learning, while celebrating the differences in the progress and developmental trajectories of diverse learners.
10. Teachers will record student progress against the curriculum in a digital *Record of Learning* (ROL) for each learner, and the record will accompany the learner as they move through the education system. We intend that records of learning will eventually operate from early learning onwards, but at this stage we are focused on developing a Record of Learning system for use in schools and kura.
11. The ROL is intended to capture the different identities, languages, cultures, and interests of students. The design of the ROL is intended to support information sharing with teachers, family and whānau.
12. Information on specific needs such as learning support or extension will also be recorded in the standardised Learning Support register.
13. Effectively, the SEA tool will produce the first record of learning at entry to primary school. Locating SEA within the CPM/ROL work on wider system change strengthens and embeds the SEA in the fundamental system for ensuring learner progress.

The five domains of the School Entry Assessment Kete

14. The Ministry's April 2019 sector reference group hui identified five domains that school entry assessment needed to cover: literacy, oracy/communication, numeracy, social, and emotional learning.

Literacy and Oracy/Communication

15. The Ministry has been working with both Canterbury and Massey Universities to strengthen our understanding of early literacy and effective teaching practice. Early phonological and phonemic awareness are emerging as crucial elements in the development of early literacy knowledge and skills.
16. For the SEA, we intend to procure a set of evidence-based literacy and oracy / communication assessment tools. For example, University of Canterbury has undertaken extensive testing, refinement and piloting of assessment tools with schools in Canterbury and Auckland, alongside parent and whānau workshops, with very positive results. They also have Te Reo Māori and Samoan versions under development.
17. The SEA team is also considering how schools and teachers will be supported to use such tools effectively for all learners, and particularly how and when learners who are not making expected progress are identified for closer observation, interventions and/or diagnostic assessment.
18. Assessing communication for non-verbal students will be a second phase of the oracy/communication domain, and we plan to work with The New Zealand Council for Educational Research (NZCER) who has undertaken research in this area in partnership with Massey University.

Numeracy

19. Early mathematical understandings are also important predictors of educational success. These include the early principles of counting/subitising¹, sequencing, comparison and mathematical reasoning, all of which have cross-curricular implications as students progress through schooling.
20. Working within the existing progression framework, we are analysing what existing work on progression and assessment is suitable to use as is or with minimal further development.
21. Work on early numeracy knowledge and skills that the Ministry contracted from NZCER over the last few years is being investigated. The Ministry were looking to develop finer-grained progressions in communication and mathematics for students learning within level one of the New Zealand curriculum. This was initially focussed on those learners who may remain long term within this level, but was broadened to include all learners learning in curriculum level one, including new entrants.
22. The research on developmental progressions in mathematics for young learners will help inform the development of the SEA numeracy tools, and we are exploring possible options over the next six months.

Social and Emotional

23. The Curriculum Progress Maps have had a major focus on social and emotional learning progressions, given there are existing progressions in other key areas. The

¹ Defined as the ability to instantly recognise the number of objects in a small group without the need to count them.

key competencies *Managing Self* and *Relating to Others* underpin the framework for these progressions.

24. The SEA team has also undertaken significant research and consultation in social and emotional learning due to its importance for learners at school entry, and the lack of appropriate assessment tools. These will also need to be informed by work on the Progress and Practice Tools being developed for the Early Learning sector to support more seamless transitions.
25. Given the importance of alignment between these various workstreams, the SEA team will prioritise the development of the literacy, oracy/communication and numeracy components of the kete to allow further time for progressions development.

Te Ao Māori

26. The early consultation process on the indicators that emerged from the research, reinforced the importance of incorporating Te Ao Māori perspectives. The SEA development and design needs to recognise the importance of whānau and student voice and different interpretations of success, and how the assessments need to be framed in a mana-enhancing way.
27. While the SEA kete design will seek to illuminate key aspects through appropriate use of Te ao Māori concepts and whakataukī, it will be equally important to support teachers and schools effective and inclusive use of the tools through helping them examine and reflect on potential confirmation biases and different world views of learner strengths and needs. Ka Hikitia and other frameworks will be utilised here.

Stakeholder engagement

28. The Ministry has had extensive engagement with a wide range of advisers and stakeholders in the development of this work. The table of participants from 1 April hui and our subsequent engagement with them is annexed.
29. Following the April 1 2019 hui, the Ministry established a focus group of English-medium schools in the Wellington region, to build relationships, gather information about their current school entry assessment practices, and involve them in the work being done under the LSAP.
30. Seven of those schools were willing to be involved in ongoing co-design and testing work with any new development of tools, and we later added a further three schools to better reflect school and student diversity.
31. In February 2020 we held a half-day hui with them to share the intent of the tool and its component parts, as agreed by the April 1 hui participants. The meeting also identified challenges that the ministry would need to consider, in the development of the SEA kete from a teacher and school's perspective.
32. On July 2 a second half day hui was held with this group to update and receive feedback on the progress on the SEA kete, and to co-design the overall SEA design and desired functionalities as part of the Te Rito digital interface.

33. In addition, a joint CPM and SEA hui was held on June 24 with a number of peak body representatives and experts in the field of social and emotional development to clarify the implications for assessment at school entry. An agreement was reached following this hui that the curriculum social and emotional progressions requires further development to allow the SEA team to align any tool design in this area.
34. The SEA kete also needs to ensure that there is strong alignment with the *Before School Health Checks* (B4School) currently undertaken at 4 years of age. The Ministry of Health has identified the need to undertake health checks at an earlier age (at 3) as there is evidence that some health and environment related issues are impacting significantly on some children's developmental and learning trajectories. A representative from the Ministry of Health also attended the June 24 Hui.

Budget and Timing

35. There are a number of dependencies that impact on the timeframes and deliverables of the SEA kete which we want to start piloting in schools in 2021.
36. To date, all SEA work has been completed within existing baselines. This has been achieved through identification and alignment with potential projects and initiatives already funded from other sources, as well as the goodwill of existing networks and relationships.
37. Development and procurement activities for the SEA tools have also been dependent on:
- the curriculum group's resources and development timelines, and
 - activities and timelines associated with the integration of the curriculum and SEA tools onto the ministry's Te Rito platform.
38. We have begun the recruitment process of psychometricians, Māori adviser and other members of the project team as Budget for the SEA comes on line on 1 July 2020.
39. We are phasing our development of the assessment tools, to keep in step with other parts of the system change. The first elements of the SEA which we plan to pilot with schools from February 2021 will have assessments for literacy and oracy. This is integral to the planned introduction of the enhanced Ready to Read series and associated shifts in teaching and learning practices.
40. Later phases will include numeracy and the communication assessments for non-verbal learners from July 2021, and assessments for social and emotional learning to be designed once progressions in this area by the curriculum group and early have been trialled by the sector.
41. This phased approach has a number of benefits:
- It allows for well-supported design and implementation of each component of the SEA tool with the sector, especially where there are some key pedagogical practice shifts required.
 - It will start with areas (e.g. literacy assessment) which are more familiar to teachers.

- It will allow for closer monitoring and evaluation of the design and impact of each component parts, as well as overall evaluations of the SEA kete.
- It will allow more time for the development of understandings and progressions in social and emotional learning.

Next steps

42. We will update you on the next phase of the SEA progress in November 2020.
43. We are planning ahead for the remaining measurement and screening tools, including tools for dyspraxia, gifted and Early Childhood measurement and teen health screening.

Proactive Release

44. 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.

Annexes

Annex 1: Stakeholders from April Hui and subsequent engagement

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Table of Stakeholders from April Hui and subsequent engagement.

Name	Role	Work	Nature and Type of contact	Dates	(Confirmed) interest in further participation
Joy Allcock	CEO, Literacy Success	SHINE project - in Porirua schools. Uses a child's vocabulary as a starting point for Literacy. Sounds to print. A programme not an approach.	<ul style="list-style-type: none"> Zoom meeting on possible involvement in early learning play-based resources for literacy foundations 	June 2020	Yes
Liz Kane	CEO, Liz Kane Literacy	Creates early literacy programmes and resources, including readers and alphabet rhymes and cards.	<ul style="list-style-type: none"> Ministry led meeting about Learning Support Action Plan with Dyslexia Foundation, Sarah Sharpe and Liz Kane; Email and telephone conversations during February and March 2020 arranging Ministry staff to attend Pam Kastner seminars, Palmerston North and Hamilton (subsequently cancelled – Covid) 	October 2019 Dyslexia meeting	No
Sarah Sharpe	Neurodiversity specialist. Currently based at Kapiti College.	Runs workshops for teachers, students, and families, on dyslexia, dyscalculia, dysgraphia, dyspraxia.	<ul style="list-style-type: none"> Co-planning and presenting at MoE Learning Support Coordinator Forums (x 4) Participation in Ministry led <i>Building on Success for All Forum (BoSFA)</i> iDialogue about future involvement in professional learning and development (PLD) about dyslexia 	Feb 2020 March 12 June 2020	Yes
Carla McNeil	Director, Learning Matters	Learning Matters - Learning Matters Ltd offers education consultancy services for schools and educational centres and learning support and extension for students and families who wish to invest in their children's education. Dedicated to research and evidence support for Dyslexic learners.	<ul style="list-style-type: none"> Zoom/skype discussions and ongoing emails- Both for EMA (SEA) and with LS (Priority 4) Explore expertise in area of neurodiversity and considerations for overall SEA tool Invited to feedback on s-e indicators Contribution to peer review process on dyslexia resources and Beasley Lit Review Interest in sharing expertise in wider group with focus on social-emotional component of tool 	March-April 2020 June 2020	Yes
Deborah Walker	CEO, Gifted NZ	Non-profit organisations, Gifted Education, Primary and Intermediate Education, Educational Consulting, and UDL Classroom Management – what does this mean? NZ delegate on the World Council for Gifted and Talented Children Played an integral part in the development of the NZCGE Curriculum and the Identification Process for students.	<ul style="list-style-type: none"> Invitation to BoSFA Forum 	12 March 2020	MoE Foundation learning initiatives
James Le Marquand	Principal, Arohanui School and Specialist	Speaker https://www.youtube.com/watch?v=_cWXpmjGmv4	<ul style="list-style-type: none"> Engagement with Ministry in both capacities – CE of Deaf Education and Board Chair of AutismNZ; Invitation to BoSFA 		Ongoing

Name	Role	Work	Nature and Type of contact	Dates	(Confirmed) interest in further participation
	Outreach Centre		<ul style="list-style-type: none"> AutismNZ is leading pld programme – Tilting the Seesaw for Learning Support Coordinators(LSC) – 40 LSCs across 4 regions; May – July 2020 Emails scheduling conversation about the Beasley Institute Report on Neurodiversity 		
Theresa Rosborough	Learning Support Coordinator Otumoetai COL	Deputy Principal at Pillan's Point School. Selected to represent the three Communities of Learning/ Kāhui Ako as an experienced practitioner who understands the needs and frustrations of students, their parents and schools in accessing the right support for students with additional needs. Seconded to work with MOE, SENCOs and LS service providers to support LSDM development			Now a Principal advisor MoE and has established a youth disability advisory group recently.
Alison Evans	RTLb rep	Funded to work with teachers and schools to meet the needs of students with learning and behaviour challenges. Implantation of IEP's. Often work across Kāhui Ako / Clusters	Emails Zoom	March 2020 - June 2020	Yes
Rosemary Rankin	RTLit rep	Resource Teacher - Literacy Funded to work with teachers and schools to provide advice and support for students with particular difficulties in literacy. Work at a host school, across a cluster. Are fairly autonomous and have a wide range of knowledge/skills pertaining to learning disorders such as dyslexia.			Foundation learning initiatives
Lynda Stuart	NZEI rep	Primary Teachers' union.	Emails Zoom Hui invites (24 June)	March 2020 - June 2020	Previous President of NZEI – now replaced by Liam Rutherford
Justine Henderson	SENCO rep	SENCO - contact point for whānau, support providers, and other services (e.g. Health, Oranga Tamariki).	Meetings at school Emails	November 2019- June 2020	Moved school New school (Newtown) School part of Wellington SEA focus group
Michelle Whiting	Corinna Principal, Foundational Learning Group*		School visit	May- June 2019	No. Retired from school.
Lauren Latimer	New Entrant Teacher; School SENCO; Foundational Learning Group*				Have ten NE teachers and their principals in Wellington region focus group
John Bangma	NZPF rep	New Zealand Principals Federation	Ongoing engagement with Ministry in role as RTLb	November 2019	Yes

Name	Role	Work	Nature and Type of contact	Dates	(Confirmed) interest in further participation
		Chair of RTLB Principals Executive.	Principals Executive including termly meetings and hui with Cluster Managers; Attendance at BoSFA		Also Perry Rush NZPF president
Alison Kearney	Associate Prof in the Institute of Education at Massey University Co-director of the Centre for Equity Through Education.	Centre for Equity Through Education: an interprofessional community of educators inquiring into the problems of educational inequity.	Ongoing engagement in development of specialist teaching qualification – meetings fortnightly; Ongoing dialogue re LSAP Priority 4 - Neurodiversity Emails: ongoing SEA zoom consultation and hui	April- June 2020 June 2020	Yes
Jeanette Brown	Speech & Language Therapist	Now a Service Manager at MoE.			In discussions with Prof Gail Gillon and Dr. Brigid O'Neill Director of Child Wellbeing Research Institute
John Boereboom	Director of CEM - Research expert in PIPS	CEM: Center for Educational Evaluation and Monitoring (based in University of Canterbury). Research interests in assessment. Has helped to developed PIPS - a school entry assessment tool. https://www.canterbury.ac.nz/edplus/consultancy/consultancy-contacts/john-boereboom.html			Now at ERO
Cath Rau	Literacy in Māori Medium expert	Kia Ata Mai is a charitable trust that develops and promotes Māori literacy programs for learners in Kura Kaupapa and Māori Medium schools. Includes graded readers. Developed 'Te Nikau', a framework for working within Kia Ata Mai that places the child at the forefront. http://kiaatamai.org/en/the-nikau-story	Emails Hui invites	April- June 2020	
Mary Chamberlain	Ministerial Advisory Group Lead (Curriculum, Progress, and Achievement)	MAG was set up in May 2018 to strengthen the design and the use of the NZC. The MAG has been gathering student, whānau, and teacher voices on nine 'emerging ideas'. http://www.conversation.education.govt.nz/assets/CPA/Final-CPA-report-August-2018.pdf	Emails Face to face meetings Zoom meetings Will attend June 24 hui		Yes