

Cabinet Paper material

Proactive release

Minister & portfolio Hon Jan Tinetti, Associate Minister of Education
Name of package Refreshing the national curriculum for schooling
Date considered 26 January 2021
Date of release 11 February 2021

These Cabinet documents have been proactively released:

Cabinet paper: Refreshing the national curriculum for schooling
26 January 2021
Associate Minister of Education

Appendix 1: Key shifts in learning area design for *The New Zealand Curriculum*: Social sciences learning area as a case study using Aotearoa New Zealand's Histories
26 January 2021
Associate Minister of Education

Appendix 2: Key shift in design for Te Marautanga o Aotearoa
26 January 2021
Associate Minister of Education

Cabinet Minute: CBC-21-MIN-004
26 January 2021
Cabinet office

CAB-21-MIN-0006 Report of the Cabinet Business Committee: Period Ended 29 January 2021
2 February 2021
Cabinet office

Additional Reports

Education Report: Scope and process for refreshing the national curriculum
9 December 2020
Ministry of Education

Annex 1: Creating the infrastructure for ongoing curriculum change and implementation

Annex 2: Te Marautanga o Aotearoa co-design process and structure

Annex 3: (Māori medium) Approach to change: indicative timeframes

Aide Memoire: Refreshing the national curriculum for schooling

21 January 2021

Ministry of Education

Material redacted

Some deletions have been made from the documents in line with withholding grounds under the Official Information Act 1982. Where information has been withheld, no public interest has been identified that would outweigh the reasons for withholding it.

The applicable withholding grounds under the Act are as follows:

Section 9(2)(a) to protect the privacy of natural persons

Section 9(2)(f)(iv) to protect the confidentiality of advice tendered by Ministers of the Crown and officials

Some deletions have been made from the documents as the information withheld does not fall within scope of the Minister's portfolio responsibilities, and is not relevant to the proactive release of this material.

You can read the Official Information Act 1982 here:

<http://legislation.govt.nz/act/public/1982/0156/latest/DLM64785.html>

In Confidence

Office of the Associate Minister of Education

Cabinet Social Wellbeing Committee

Refreshing the national curriculum for schooling

Proposal

- 1 This paper provides an update on next steps for refreshing *Te Marautanga o Aotearoa* and *The New Zealand Curriculum* (the national curriculum statements that guide teaching and learning in schooling and underpin NCEA qualifications), and the development of a rich record of learning for each child and young person. This progresses actions agreed by Cabinet as part of the Curriculum, Progress and Achievement work programme [SWC-19-MIN-0101 refers].
- 2 I am seeking your agreement to announce the next steps in the refresh of the national curriculum for schooling in tandem with the public release of the draft Aotearoa New Zealand's Histories curriculum content [CBC-20-MIN-0133]. This will provide transparency and certainty about the direction of travel for the wider refresh of *Te Marautanga o Aotearoa* and *The New Zealand Curriculum*.

Relation to government priorities

- 3 To support student progress and achievement through quality teaching and educational leadership, our plan includes: renewing the national curriculum for schooling to ensure important learning is covered (not left to chance); and developing tools to support teachers, kaiako, parents, whānau and students to better understand children and young people's learning progress. This is critical for making sure that each child and young person gets the teaching, learning and additional support they need to progress and achieve across the curriculum during their time in schooling.
- 4 Progressing these commitments is important for realising the aspirations of the Child and Youth Wellbeing Strategy, National Education and Learning Priorities, Ka Hikitia, Tau Mai Te Reo, the Learning Support Action Plan and the Pacific Education Action Plan. Our plan for education also includes the establishment of a Curriculum Centre. This work will help create the essential backbone for its core functions of providing a fit-for-purpose national curriculum and a coherent system of supports for curriculum delivery across Māori and English medium pathways.

Executive Summary

- 5 The everyday teaching and learning that children and young people experience is the result of kaiako and teachers weaving together the national curriculum¹ with local contexts and the diverse aspirations of learners and their whānau, in ways that are

¹ The national curriculum guides learning and teaching in early learning and schooling and underpins NCEA qualifications. The national curriculum includes *Te Whāriki a te Kōhanga Reo* and *Te Whāriki: He whāriki mātauranga mō ngā mokopuna o Aotearoa* | *Early childhood curriculum* for early learning, and *Te Marautanga o Aotearoa* (Māori medium education) and *The New Zealand Curriculum* (English medium education) for schooling.

responsive to individual learner progress. This means that it is critical that our national curriculum is fit-for-purpose, and that there is a coherent system of supports for its delivery by kaiako and teachers across Māori and English medium pathways. The variability, inconsistency and inequity that is characteristic of our system shows that we haven't got this right yet.

- 6 As part of the response to the report of the Curriculum, Progress and Achievement Ministerial Advisory Group, Cabinet agreed a small number of specific next steps for the Curriculum, Progress and Achievement work programme [SWC-19-MIN-0101]. This included work on the scope and process for future updates to the national curriculum for schooling (*Te Marautanga o Aotearoa* and *The New Zealand Curriculum*) and the development of a rich record of learning for each learner. *Te Whāriki* was updated in 2017 and the focus (as part of the Early Learning Action Plan) is now on supporting its implementation, including the development of practice and progress tools.
- 7 The Ministry of Education has been working collaboratively with representatives from the sector and communities to understand the scope of change necessary to ensure that our national curriculum for schooling is equitable and fit for purpose, now and into the future. This collaborative work has identified that the scope of the update needs to include full refreshes of both documents to ensure that they are:
 - 7.1 clear for kura, schools, kaiako and teachers about the learning that must be covered
 - 7.2 clear about the characteristics of quality local curriculum and marau ā-kura (including how the knowledges, skills and capabilities in the national curriculum should be woven with locally relevant contexts and knowledges)
 - 7.3 accessible and easy-to-use
 - 7.4 fit for purpose for the unique learning contexts in English and Māori medium.
- 8 These changes will make it easier for kaiako and teachers to work with whānau, mana whenua, iwi and communities to design high quality marau ā-kura and local curriculum. It will also be easier for people to notice, communicate, and respond to individual learner progress, and to inequities in progress and achievement. This will help ensure that learners experience an engaging curriculum that is meaningful to them and their whānau, and which supports high quality learning and teaching responsive to their individual needs. This is critical for their educational success and for the sustained wellbeing of them, their families, their wider communities and Aotearoa New Zealand.
- 9 The direction of these updates has informed the draft Aotearoa New Zealand's Histories curriculum content [CBC-20-MIN-0133 refers]. In order to provide certainty and transparency for the sector on what this means for the rest of *The New Zealand Curriculum*, I am seeking your agreement to announce the next steps for the refresh of the national curriculum in tandem with the public release of the draft Aotearoa New Zealand's Histories curriculum content.

- 10 I have directed the Ministry of Education to work collaboratively with the sector, mana whenua, iwi and communities to prepare draft content for the next phase of updates to *Te Marautanga o Aotearoa* and *The New Zealand Curriculum*. The time horizon for full implementation of the changes is dependent on funding, but my intention is that both documents will be fully refreshed and implemented over the next four to five years.
- 11 The Ministry of Education is continuing to progress collaborative work with representatives from the sector and communities to develop a rich record of learning for each learner which enables a holistic picture of learner strengths, aspirations and needs to be collaboratively generated by learners, families and teachers and follow them throughout their schooling.
- 12 The pace and sequence for implementation of records of learning will align with the timeframes of the refreshes of *Te Marautanga o Aotearoa* and *The New Zealand Curriculum*. Initial iterations will be ready for testing in 2021. These will capture a holistic picture of learner strengths, aspirations, including capturing their progress in literacy, te reo matatini, numeracy, pāngarau, and social-emotional learning.

Background

- 13 The everyday teaching and learning that children and young people experience is the result of kaiako and teachers weaving together the national curriculum with local contexts and the diverse aspirations of learners and their whānau, in ways that are responsive to individual learner progress. This means that it is critical that our national curriculum is fit-for-purpose, and that there is a coherent system of supports for its delivery by kaiako and teachers across Māori and English medium pathways.
- 14 Our national curriculum for schooling is currently highly flexible and doesn't tell teachers and kaiako what to teach and when. Appendix 1 provides an overview of its key features using *The New Zealand Curriculum* as an example. The national curriculum gives schools and kura the scope, flexibility and authority to design and shape their school curriculum or marau ā-kura that reflects their local context. But that flexibility can be challenging for schools and kura, who have said they want more clarity about the expectations of the national curriculum, and more support for developing a school curriculum or marau ā-kura.
- 15 New Zealanders also want greater certainty about what children and young people will learn during their time in schooling, such as the calls we have already responded to in relation to Aotearoa New Zealand's Histories. It is also time for *Te Marautanga o Aotearoa* to be reviewed to more strongly reflect te ao Māori approaches to education while continuing to reflect what whānau, hapū and iwi deem to be important for their children and young people.
- 16 A range of studies on student progress and achievement, and on practices in kura and schools, make clear that change is needed. There are pockets of effective practice visible in many kura and schools, but our overall system story is one of variability, inconsistency and inequity, including teaching and learning not being as effective as it needs to be in overcoming learner disadvantage. These systemic 'curriculum failures' mean that too many learners are not consistently getting the teaching and learning they need, impacting on engagement, progress and achievement. Persistent inequities

mean that the learners missing out are more likely to be Māori, Pacific, disabled, and/or from lower socio-economic communities. This impacts not just on the learners, but their families, their communities and Aotearoa New Zealand as a whole. Until these curriculum issues are addressed, we will not realise the aspirations of the Child and Youth Wellbeing Strategy, National Education and Learning Priorities, Ka Hikitia, Tau Mai Te Reo, the Learning Support Action Plan or the Pacific Education Action Plan.

- 17 Work over the last three years has made clear that addressing inequities, and reducing the element of chance in whether learners get the teaching and learning they need, requires a sustained focus on ensuring our curriculum ecosystem has:
 - 17.1 Clear expectations for teaching and learning – so there is a common understanding of what each kura and school needs to deliver for learners, and of the effective practices that support learning progress.
 - 17.2 Common ways to understand and respond to learning progress of learners and to support kaiako and teacher practices – so teaching and learning is calibrated to the needs of each learner, and so teachers, kaiako and whānau know when to worry and trigger a response.
 - 17.3 People and services with the right skills and knowledges to meet each learner’s needs – so every learner experiences quality learning and teaching every day, with access to targeted or personalised support when they need it.
 - 17.4 High quality curriculum resources for learning and teaching – so that it is easy for people to access, share and use our collective knowledge of what we know works, including resources which can be used flexibly to design and deliver curriculum and marau ā-kura.
 - 17.5 Effective uses of technology for learning and teaching – so learning and teaching is connected and collaborative and, provides learners with access to a broad curriculum regardless of where and when they are learning. We also need to reduce workload for kaiako and teachers.
- 18 Creating these conditions is a key area of leadership for the Curriculum Centre being established as part of the redesign of the Ministry of Education, as part of the response to the Review of Tomorrow’s Schools [SWC-19-MIN-0153 refers]. This will ensure that there is strong national curriculum leadership and expertise across early learning and schooling, for both Māori and English medium education.
- 19 The operational details for establishing the Curriculum Centre are still being worked through. There are, however, a few initiatives that are a priority to progress in the interim to meet immediate needs and maintain the momentum of the Curriculum, Progress and Achievement work programme [SWC-19-MIN-0101 refers]. These will create a strong backbone for the services of the Curriculum Centre. This includes:
 - 19.1 Refreshing the national curriculum in schooling (beyond the initial updates being made for Aotearoa New Zealand’s histories), so that there is greater clarity about learning and teaching expectations.

- 19.2 Strengthening and extending the coverage of guidance and tools available to support a focus on learning progress across the curriculum, so that kaiako and teachers are better able to assess and plan for each learner's learning needs.
 - 19.3 Enabling a collaboratively generated digital rich record of learning for each learner in our kura and schools, which follows the child, supports partnerships with families, and can inform system learning.
 - 19.4 Replacing Te Kete Ipurangi (TKI) and enhancing Kauwhata Reo, which are the digital repositories for the national curriculum documents, and the resources and tools people rely on to deliver learning and teaching, respond to local needs and grow their capabilities.
 - 19.5 Introducing new curriculum lead roles at the Ministry's frontline which will support leaders and teachers with new content, local curriculum review and design and effective implementation in their settings.
- 20 The Ministry of Education is working collaboratively with representatives from the sector and communities on the design and implementation of these initiatives. While they are progressing well work to date has made clear that significant change is needed to both *Te Marautanga o Aotearoa* and *The New Zealand Curriculum*. Neither document is currently clear enough for kura, schools, kaiako and teachers about the learning that must be covered, or what progress in that learning looks like. They are also not fit-for-purpose in a digitally enabled world or for the unique learning contexts in English and Māori medium settings.
- 21 This paper seeks your agreement to full refreshes of both *Te Marautanga o Aotearoa* and *The New Zealand Curriculum*, to be progressed in phases over the next four to five years (subject to funding). As each phase of updates is made, changes will be integrated into the other initiatives above so that they become stronger over time. Initial iterations of these initiatives will be based on areas of strength already in the system and areas identified in the National Education and Learning Priorities.
- 22 This evolutionary approach enables us to deliver, and learn from, improved implementation support in tandem with the refreshes of the national curriculum. It also ensures that there is already an infrastructure in place to support effective implementation of each phase of updates to the national curriculum. It is critical that we take the time to work with the sector and communities to get this right, both in the design phases and through implementation activities to embed sustainable change into everyday practices.

Approach to refreshing the national curriculum in schooling

- 23 As part of the response to the report of the Curriculum, Progress and Achievement Ministerial Advisory Group, Cabinet agreed to progress work on the scope and process for future updates to *Te Marautanga o Aotearoa* and *The New Zealand Curriculum*, including a stronger focus on wellbeing, identities, languages and cultures [SWC-19-MIN-0101 refers]. Cabinet also agreed that updates to the national curriculum should begin with changes to make explicit expectations relating to the teaching and learning of Aotearoa New Zealand's histories, so that is taught in every kura and school from 2022 [CAB-19-MIN-0455]. *Te Whāriki* was updated in 2017

and the focus (as part of the Early Learning Action Plan) is now on supporting its implementation, including the development of practice and progress tools.

- 24 The Ministry of Education has been working collaboratively with representatives from the sector and communities to understand the scope of change necessary to ensure that our national curriculum for schooling is equitable and fit for purpose, now and into the future, and that it reflects our aspirations for all children and young people. This collaborative work has identified that the scope of the refresh needs to include full updates of both documents to ensure that they are:
 - 24.1 clear for kura, schools, kaiako and teachers about the learning that must be covered
 - 24.2 clear about the characteristics of quality local curriculum and marau ā-kura (including how the knowledges, skills and capabilities in the national curriculum should be woven with locally relevant contexts and knowledges)
 - 24.3 accessible and easy-to-use
 - 24.4 fit for purpose for the unique learning contexts in English and Māori medium.
- 25 *The New Zealand Curriculum* has eight learning areas (English, the arts, health and physical education, learning languages, mathematics and statistics, science, social sciences, and technology) which include large number of achievement objectives. Teachers are intended to choose from these to meet the learning needs of their students. The achievement objectives are not based on a progression of learning and are inconsistent in their size and importance. This approach is leaving to chance whether each learner gets the teaching and learning they need to progress across the curriculum.
- 26 The last review of *The New Zealand Curriculum* added key competencies (Thinking; Relating to others; Using language, symbols, and texts; Managing self; Participating and contributing) which are the capabilities people have, and need to develop, to live and learn today and in the future. However, because the achievement objectives were not substantively reviewed at the same time, the key competencies have not been elaborated or integrated into the learning areas. This means that they are frequently being taught separately from the learning areas, rather than being integrated as was intended.
- 27 To meet the objectives in paragraph 24, the refresh of *The New Zealand Curriculum* will rework the curriculum content within each learning area using a new and consistent model which:
 - 27.1 makes clear what learners need to ‘Understand’, ‘Know’ and ‘Do’ in each learning area, including big ideas, key content, and capabilities.
 - 27.2 is based on clear and transparent progression frameworks which make explicit the breadth and depth of learning and include progress outcomes as clear markers of progress – because these markers will focus on the most important outcomes, they will be fewer in number than the current achievement objectives.

- 28 The key differences in the approach for *The New Zealand Curriculum* are shown in Appendix 1. The refresh of *The New Zealand Curriculum* will be undertaken in phases over the next four to five years, starting with social sciences learning area (where the new Aotearoa New Zealand's Histories curriculum sits). The initial phase will also strengthen the bicultural framing of the curriculum so that it better reflects The Treaty partnership.
- 29 Currently *Te Marautanga o Aotearoa* structure reflects *The New Zealand Curriculum*. The vision, principles and values of *Te Marautanga o Aotearoa* derive from te ao Māori, appropriate for Māori medium education and the realisation of aspirations for te reo Māori. The foundations of wāhanga ako are not as strongly grounded in te ao Māori as they could be, perpetuating the issues above and creating more work for kaiako as they weave it with Māori approaches to education.
- 30 In addition to changes to meet the objectives of paragraph 24, the scope of change for *Te Marautanga o Aotearoa* will also include shifting to a framing based on He Tamaiti Hei Raukura. This takes a holistic view of ākonga and places a strong focus on their needs, interests and passions as they progress across the realms of: He uri whakaheke (Learning to be culturally and linguistically confident); He tangata (Learning self-management and efficacy); He ākonga (Learning to learn and think); He puna kōrero (Learning to communicate). This creates a different organisational structure than the current learning area approach, so the refresh process will look at the whole curriculum at the same time. While He Tamaiti Hei Raukura has informed the draft Aotearoa New Zealand's Histories curriculum content, it is not yet made explicitly visible as the foundation. The Tamaiti Hei Raukura framing is shown in Appendix 2.
- 31 While updating each curriculum document will require unique approaches to meet the particular contexts for Māori and English medium education, it is important that learners and their whānau experience a national curriculum which supports equitable outcomes and is coherent if learners move between pathways. As the refresh progresses, consideration will be given to the overarching features that need to be shared across both *Te Marautanga o Aotearoa* and *The New Zealand Curriculum*.
- 32 The development of the Aotearoa New Zealand Histories content illustrates the proposed shifts for the national curriculum for schooling, particularly the new approach to describing learning expectations in *The New Zealand Curriculum*. In order to provide certainty and transparency for the sector on what this means for the rest of *The New Zealand Curriculum*, I am seeking your agreement to announce the next steps for the refresh of the national curriculum in tandem with the public release of the draft Aotearoa New Zealand's Histories curriculum content in February [CBC-20-MIN-0133 refers]. For *Te Marautanga o Aotearoa* this timing will help sustain trust that we are committed to building an authentic indigenous curriculum and the aspirations of *Tau Mai te Reo*.
- 33 For *The New Zealand Curriculum*, the structure of the draft Aotearoa New Zealand's Histories content provides the template for the wider refresh. This has already been tested with the Whakaruruhau (education leaders well versed in mātauranga Māori concepts), Ohu Matua (comprising of curriculum and history experts, Māori, Pākehā, Pacific, migrant communities, rainbow communities, disabled peoples, teachers and curriculum leaders), and a small number of schools. Public engagement and wider

testing of the draft Aotearoa New Zealand's Histories content will help inform whether the template needs to be adjusted as the Aotearoa New Zealand's Histories content is finalised and draft content for the refreshed social sciences learning area is prepared.

- 34 These changes will make it easier for kaiako and teachers to work with whānau, mana whenua and communities to design high quality marau ā-kura and local curriculum, and for people to notice, communicate, and respond to individual learner progress and inequities. This will help ensure that learners experience an engaging curriculum that is meaningful to them and their whānau, and which supports high quality learning and teaching responsive to their individual needs. This is critical for their educational success and for the sustained wellbeing of them, their families, their wider communities and Aotearoa New Zealand.
- 35 This work will continue to be progressed collaboratively through broad engagement with a wide range of stakeholders appropriate to English and Māori medium education pathways respectively. This will ensure that curriculum changes and implementation supports are fit-for-purpose and inclusive of our diverse learners. The process will reflect and include the diverse peoples and communities of Aotearoa – particularly those who have been under-served and unheard – and consider a more holistic way of working together. The engagement approach with iwi established in the Aotearoa New Zealand's Histories work will continue as our way of working as we progress the refresh of the national curriculum.
- 36 The process is also planned to integrate change and implementation activities in partnership with the sector, in order to generate high levels of engagement, ownership and sector promotion of the changes. This reflects the principles identified by the Change Management Accord Sub-Group. I expect this model of openness and transparency with sector ownership throughout the design, will increase trust and confidence in the changes.

Approach to a rich record of learning for each learner

- 37 Understanding and sharing learning progress is critical to meeting learner needs, with a different level of information needed for different purposes. Within the learner-family-teacher partnership, a range of collaboratively generated information on learner aspirations, strengths and progress is needed to support learning and teaching along their pathway. This information needs to enable early identification of additional needs and trigger an appropriate response to support inclusion and equity. As part of the response to the report of the Curriculum, Progress and Achievement Ministerial Advisory Group, Cabinet also agreed to the development of records of learning which capture learner progress across the curriculum [SWC-19-MIN-0101 refers].
- 38 The Ministry of Education is continuing to progress collaborative work with representatives of the sector and communities to develop a rich record of learning for each learner. These will enable a holistic picture of learner strengths, aspirations and needs to be collaboratively generated by learners, families and teachers and follow them throughout their schooling. The pace and sequence for implementation of these will be different between *Te Marautanga o Aotearoa* and *The New Zealand*

Curriculum, but initial iterations for each curriculum document will be ready for testing in 2021.

- 39 As noted above, rich records of learning will evolve as changes are made to the national curriculum documents to make clear which learning cannot be left to change, and what progress in that learning looks like. The initial iterations of records of learning will, at a minimum, capturing learner progress in literacy, te reo matatini, numeracy, pāngarau, and social-emotional learning (unpacking the ‘managing self’ and ‘relating to others’ key competencies for *The New Zealand Curriculum* and through He Tamaiti Hei Raukura for *Te Marautanga o Aotearoa*).
- 40 Common approaches to progress information will ensure that records of learning:
- 40.1 are trusted and useful as learners move between teachers and kaiako, reducing re-assessment and lags in learning needs being met
 - 40.2 enable early identification of additional needs and trigger an appropriate response to support inclusion and equity
 - 40.3 provide families and whānau, mana whenua, iwi and communities with learner progress information that is clear and easy to understand on a regular basis, and which tells a coherent story of learning progress as their child moves through their schooling
 - 40.4 enable relevant aspects of that information to be aggregated and analysed for ‘system learning’, whether that be within a place of learning, across a region or at the national level (within data use and protection requirements).

9(2)(f)(iv)

■

[REDACTED]

■

[REDACTED]

Legislative Implications

- 43 There are no legislative implications associated with this paper.

Impact Analysis

Regulatory Impact Statement

- 44 There are no regulatory impacts as a direct result of this paper.

Climate Implications of Policy Assessment

- 45 There are no climate implications as a direct result of this paper.

Population Implications

- 46 This proposal relates to the education portfolio and therefore directly affects children and range of population groups, including Māori, Pacific peoples, ethnic communities, and disabled people. This work programme will put in place a national curriculum and system of supports to better enable learning and teaching to meet the needs of each learner and their family. This will improve wellbeing, learning and post-school outcomes for population groups currently under-served by the curriculum. The use of curriculum progress information within records of learning will enable kaiako and teachers to identify and reflect on equity issues relating to learner progress within their kura and schools. At the national level, this information will help policy makers and researchers to identify inequities for different population groups and evaluate the impacts of interventions intended to address them.
- 47 In addition, women are over-represented in the education workforce, so they are being disproportionality affected by the insufficiency of curriculum supports. This has workload and wellbeing implications. This work seeks to reduce overall teacher workload in the long term, but it could also increase expectations in particular areas. Any increased workload will need to be actively mitigated as new ways of working are established, including through digital affordances.

Human Rights

- 48 This proposal is consistent with the New Zealand Bill of Rights Act 1990 and the Human Rights Act 1993.

Consultation

- 49 The Treasury, Department of Prime Minister and Cabinet, Public Service Commission, Te Puni Kōkiri, Ministry for Pacific Peoples, Ministry for Women, Ministry of Social Development (including Office of Disability Issues), Ministry of Youth Development, Oranga Tamariki, Department of Internal Affairs (including Office of Ethnic Communities), Education Review Office, New Zealand Qualifications Authority, Teaching Council, Ministry of Health, Social Wellbeing Agency, Statistics New Zealand, Ministry of Business and Innovation, Ministry of Justice, and Tertiary Education Commission have been advised of this paper.

Communications

- 50 The start of public engagement on the draft Aotearoa New Zealand's Histories content is being announced at Waitangi. In tandem with the public release of the draft Aotearoa New Zealand's Histories content, the Associate Minister of Education will issue a media release outlining the next steps for the wider refreshes of *Te Marautanga o Aotearoa* and *The New Zealand Curriculum*. This will be followed by communications through the Ministry's usual channels, and an engagement process to progress next steps in the wider refresh process.

Proactive Release

- 51 The Associate Minister of Education intends to release this Cabinet paper as part of communication activities on the wider refreshes of *Te Marautanga o Aotearoa* and *The New Zealand Curriculum*. Proactive release is subject to redaction as appropriate under the Official Information Act 1982.

Recommendations

The Associate Minister for Education recommends that the Committee:

- 1 **note** that a range of studies on student progress and achievement, and on practices in kura and schools, make clear that our overall system story is one of variability, inconsistency and inequity, including teaching and learning not being as effective as it needs to be in overcoming learner disadvantage;
- 2 **note** that in August 2019, the Cabinet Social Wellbeing Committee directed the Ministry of Education to work collaboratively to establish an agreed process for updating *The New Zealand Curriculum* and *Te Marautanga o Aotearoa* [SWC-19-MIN-0101];
- 3 **note** that full updates of both *The New Zealand Curriculum* and *Te Marautanga o Aotearoa* are needed to ensure that they are:
 - 3.1 clear for kura, schools, kaiako and teachers about the learning that must be covered
 - 3.2 clear about the characteristics of quality local curriculum and marau ā-kura
 - 3.3 accessible and easy-to-use
 - 3.4 fit for purpose for the unique learning contexts in English and Māori medium;
- 4 **note** that the refresh of *Te Marautanga o Aotearoa* will include shifting the framing toward He Tamaiti Hei Raukura (a holistic, future focussed and ākonga centred approach), which is different in structure to the current focus on learning areas and means that the whole document will be updated at the same time;
- 5 **note** that the refresh of *The New Zealand Curriculum* will retain the learning area approach but with a new and consistent model for curriculum content which weaves in the key competencies and ensures that there are shared and clear expectations of learning and progress, and that updates will be undertaken in phases starting with the social sciences learning area;
- 6 **note** that the Ministry of Education will work collaboratively with the sector, iwi and communities to prepare draft content for the next phase of updates to *Te Marautanga o Aotearoa* and *The New Zealand Curriculum*;
- 7 **note** that effective curriculum change will require ongoing implementation commitment from the Ministry of Education, teachers and leaders, whānau, iwi, and communities;

INCONFIDENCE

- 8 **agree** to initiate the refresh of *Te Marautanga o Aotearoa* and *The New Zealand Curriculum* in phases over the next 4-5 years (subject to funding);
- 9 **agree** that an announcement of the next steps for the refresh of the national curriculum for schooling be made in tandem with the public release of the draft Aotearoa New Zealand's Histories curriculum content;
- 10 **note** that initial iterations of a rich record of learning for *Te Marautanga o Aotearoa* and *The New Zealand Curriculum* will be ready for testing in 2021 and enable a holistic picture of learner strengths, aspirations and needs to be collaboratively generated by learners, families and teachers;
- 11 **note** that, at a minimum, each learner's record of learning will capture progress in literacy, te reo matatini, numeracy, pāngarau, and social-emotional learning;
- 12 **9(2)(f)(iv)** [REDACTED]

Authorised for lodgement

Hon Jan Tinetti
Associate Minister of Education

Appendix 1: Key shifts in learning area design for *The New Zealand Curriculum*: Social sciences learning area as a case study using Aotearoa New Zealand’s Hlstories

A clear curriculum enables ākongā, whānau and kaiako to have shared and clear expectations of learning and progress and what must be covered

The development of the draft ANZ Histories content [CBC-20-SUB-0133 refers] has illustrated the proposed shifts for The NZC that will be further tested and consulted on over the next year. **Four key elements** of the curriculum need to be strengthened within a bicultural framework. The table below shows the changes for the Social Sciences learning area.

In the current curriculum	In a refreshed curriculum						
<p>Learning area statements describe the knowledge and skills that are important to each of the eight learning areas. The eight learning areas are:</p> <ul style="list-style-type: none">EnglishThe artsHealth and physical educationLearning languagesMathematics and statisticsScienceSocial sciencesTechnology <p>Learning area statements:</p> <ul style="list-style-type: none">are not clear about the learning that must be covereddo not make clear how the learning helps achieve the vision that the curriculum sets out as an outcome for young peoplemake no mention of the key competencies, literacy or numeracyare different in the way they try to describe the most important learning.	<p>Consistently described Learning Area statements anchor the learning area to the curriculum vision for ākonga.</p> <p>The curriculum model would consistently describe the essence of each learning area that is most important for ākonga to learn and develop and cannot be left to chance.</p> <p>The model would describe the learning that cannot be left to chance through a clear explanation of what ākonga need to:</p> <ul style="list-style-type: none">‘understand’ (the big ideas and key concepts for each learning area), including mātauranga Māori‘know’ (the worthwhile contexts to explore) and‘do’ (the inquiry processes and key competencies, including literacy and numeracy). <div><p>WHY is Aotearoa New Zealand’s histories too important to leave to chance? <i>Me tiro whakamuri, kia ānga whakamua.</i> <i>If we want to shape Aotearoa New Zealand’s future, start with our past.</i></p><p>Purpose for social sciences learning Students understand ‘how societies work and how they can participate and take action as critical, informed and responsible citizens’. Aotearoa New Zealand’s histories curriculum content is oriented towards critical citizenship - understanding the past to make sense of the present and to inform future decisions and actions.</p></div> <p>The diagram illustrates the integration of three curriculum strands: UNDERSTAND (Enduring Content Big Ideas), KNOW (Worthy Prescribed Contexts), and DO (Key Competencies and Inquiry Processes). These strands are represented as colored ribbons (blue, green, and orange respectively) that weave together to form a central, multi-colored braid labeled 'Learning that cannot be left to chance'.</p> <p>The Understand, Know and Do would be applied consistently to all learning areas and to all the progress outcomes.</p> <p>This ‘model would enable more seamless integration, transfer of knowledge and understanding across the curriculum through the weaving of the various curriculum content, and support teachers to enact the national curriculum in their local contexts.</p> <table><tr><th>UNDERSTAND</th><th>KNOW</th><th>DO</th></tr><tr><td><p>THREE AOTEAROA NEW ZEALAND’S HISTORIES BIG IDEAS</p><ul style="list-style-type: none">Māori history is the foundational and continuous history of Aotearoa New ZealandColonisation has been central to our history for the past 200 years and continues to influence all aspects of New Zealand society.The course of Aotearoa New Zealand’s history has been shaped by the exercise and effects of power.</td><td><p>THREE NATIONAL CONTEXTS</p><ul style="list-style-type: none">Tino rangatiratanga me te KāwanatangaTūrangawaewae me te KaitiakitangaWhakapapa me te Whanaungatanga<p>LOCAL CONTEXTS ARE DEFINED LOCALLY</p><ul style="list-style-type: none">The rohe contexts as defined by iwi and hapū, and about which iwi and hapū are the source of knowledgeHistorical contexts that are relevant to local communities</td><td><p>THREE INQUIRY COMPETENCIES FOR THINKING CRITICALLY ABOUT THE PAST AND INTERPRETING THE STORIES TOLD</p><ul style="list-style-type: none">Identify and use sequenceIdentify and critique sources and perspectivesInterpret past decisions and actions</td></tr></table>	UNDERSTAND	KNOW	DO	<p>THREE AOTEAROA NEW ZEALAND’S HISTORIES BIG IDEAS</p> <ul style="list-style-type: none">Māori history is the foundational and continuous history of Aotearoa New ZealandColonisation has been central to our history for the past 200 years and continues to influence all aspects of New Zealand society.The course of Aotearoa New Zealand’s history has been shaped by the exercise and effects of power.	<p>THREE NATIONAL CONTEXTS</p> <ul style="list-style-type: none">Tino rangatiratanga me te KāwanatangaTūrangawaewae me te KaitiakitangaWhakapapa me te Whanaungatanga <p>LOCAL CONTEXTS ARE DEFINED LOCALLY</p> <ul style="list-style-type: none">The rohe contexts as defined by iwi and hapū, and about which iwi and hapū are the source of knowledgeHistorical contexts that are relevant to local communities	<p>THREE INQUIRY COMPETENCIES FOR THINKING CRITICALLY ABOUT THE PAST AND INTERPRETING THE STORIES TOLD</p> <ul style="list-style-type: none">Identify and use sequenceIdentify and critique sources and perspectivesInterpret past decisions and actions
UNDERSTAND	KNOW	DO					
<p>THREE AOTEAROA NEW ZEALAND’S HISTORIES BIG IDEAS</p> <ul style="list-style-type: none">Māori history is the foundational and continuous history of Aotearoa New ZealandColonisation has been central to our history for the past 200 years and continues to influence all aspects of New Zealand society.The course of Aotearoa New Zealand’s history has been shaped by the exercise and effects of power.	<p>THREE NATIONAL CONTEXTS</p> <ul style="list-style-type: none">Tino rangatiratanga me te KāwanatangaTūrangawaewae me te KaitiakitangaWhakapapa me te Whanaungatanga <p>LOCAL CONTEXTS ARE DEFINED LOCALLY</p> <ul style="list-style-type: none">The rohe contexts as defined by iwi and hapū, and about which iwi and hapū are the source of knowledgeHistorical contexts that are relevant to local communities	<p>THREE INQUIRY COMPETENCIES FOR THINKING CRITICALLY ABOUT THE PAST AND INTERPRETING THE STORIES TOLD</p> <ul style="list-style-type: none">Identify and use sequenceIdentify and critique sources and perspectivesInterpret past decisions and actions					

Years and Curriculum Levels describe the expectation of where learners should be achieving at particular points in their schooling for different learning areas

Currently these are not underpinned by a progression, so there is no clarity about what the levels mean or an end-to-end view of learner progress and when to worry about the rate of progress.



- Achievement Objectives are the learning steps that teachers use to design classroom lessons.** The Achievement Objectives which sit within each Learning Area are inconsistent in their size and importance and are therefore difficult to use when designing local curriculum.
- There are too many that use a mix of outcomes and language.
 - The quality varies across the learning areas. In Social Sciences there are very few Achievement Objectives.
 - They do not assist teachers with identifying how local curriculum should be designed to meet varying needs and encourage progression.

Level Three

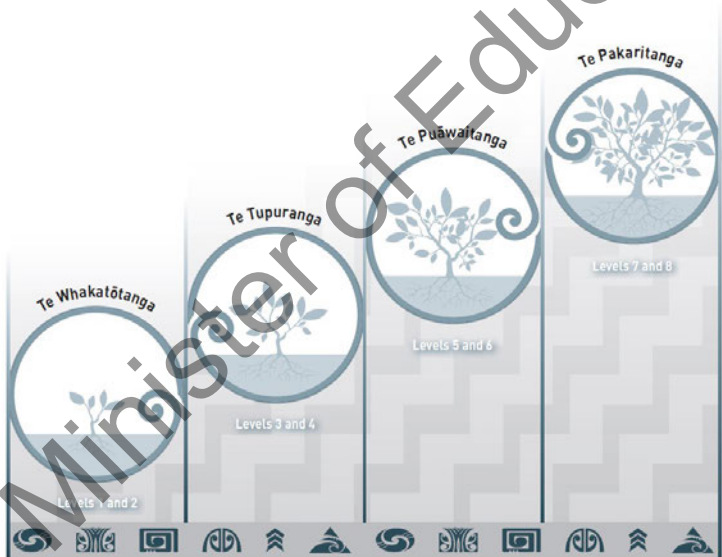
Social Sciences

Social Studies

Students will gain knowledge, skills, and experience to:

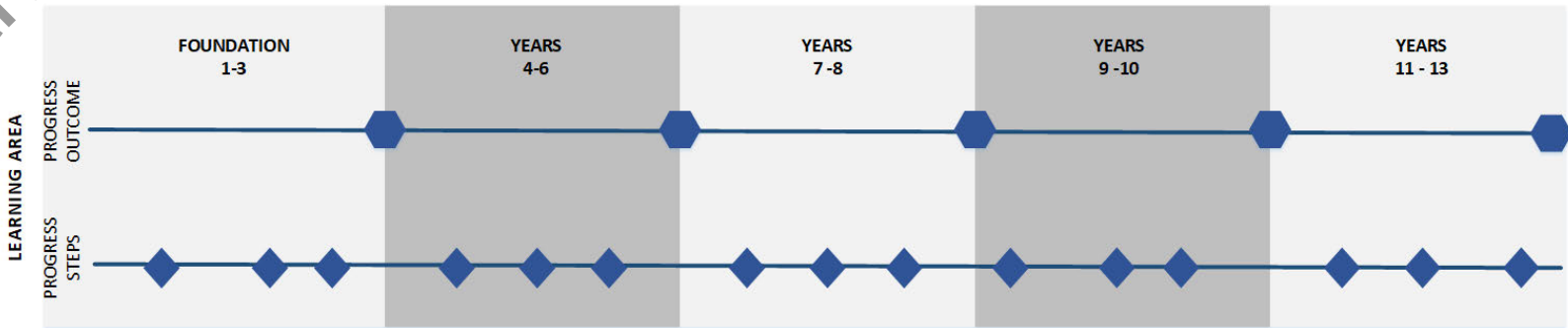
- Understand how groups make and implement rules and laws.
- Understand how cultural practices vary but reflect similar purposes.
- Understand how people view and use places differently.
- Understand how people make decisions about access to and use of resources.
- Understand how people remember and record the past in different ways.
- Understand how early Polynesian and British migrations to New Zealand have continuing significance for tangata whenua and communities.
- Understand how the movement of people affects cultural diversity and interaction in New Zealand.

A holistic curriculum progression framework will set out expectations for what learners should have learnt at each phase of learning. The current curriculum levels would be redefined as phases of learning in a progression framework. The progression framework would support an understanding of how a learner grows in their learning and how their learning builds on prior knowledge. This would enable teachers to design learning opportunities that become increasingly complex and rigorous.



Progress Outcomes replace the Achievement Objectives. They would be described for each phase of learning based on the UNDERSTAND KNOW DO model and exemplify what ‘good’ looks like at each phase of learning

- Moving to ‘Progress Outcomes’ would significantly reduce the current number of Achievement Objectives and sharpen the focus on describing progress. ‘Progress Outcomes’ would:
- signal the learning required to be successful in each phase of learning, and signal to teachers the areas they need to focus in on if students haven’t mastered this learning (ie when to worry)
 - describe learning in learner-friendly language, so that ākonga understand how they have grown holistically
 - help ākonga, whānau and teachers be clear about the learning that is important and build teacher-learner-whānau partnerships to engage in decisions about learning development and growth

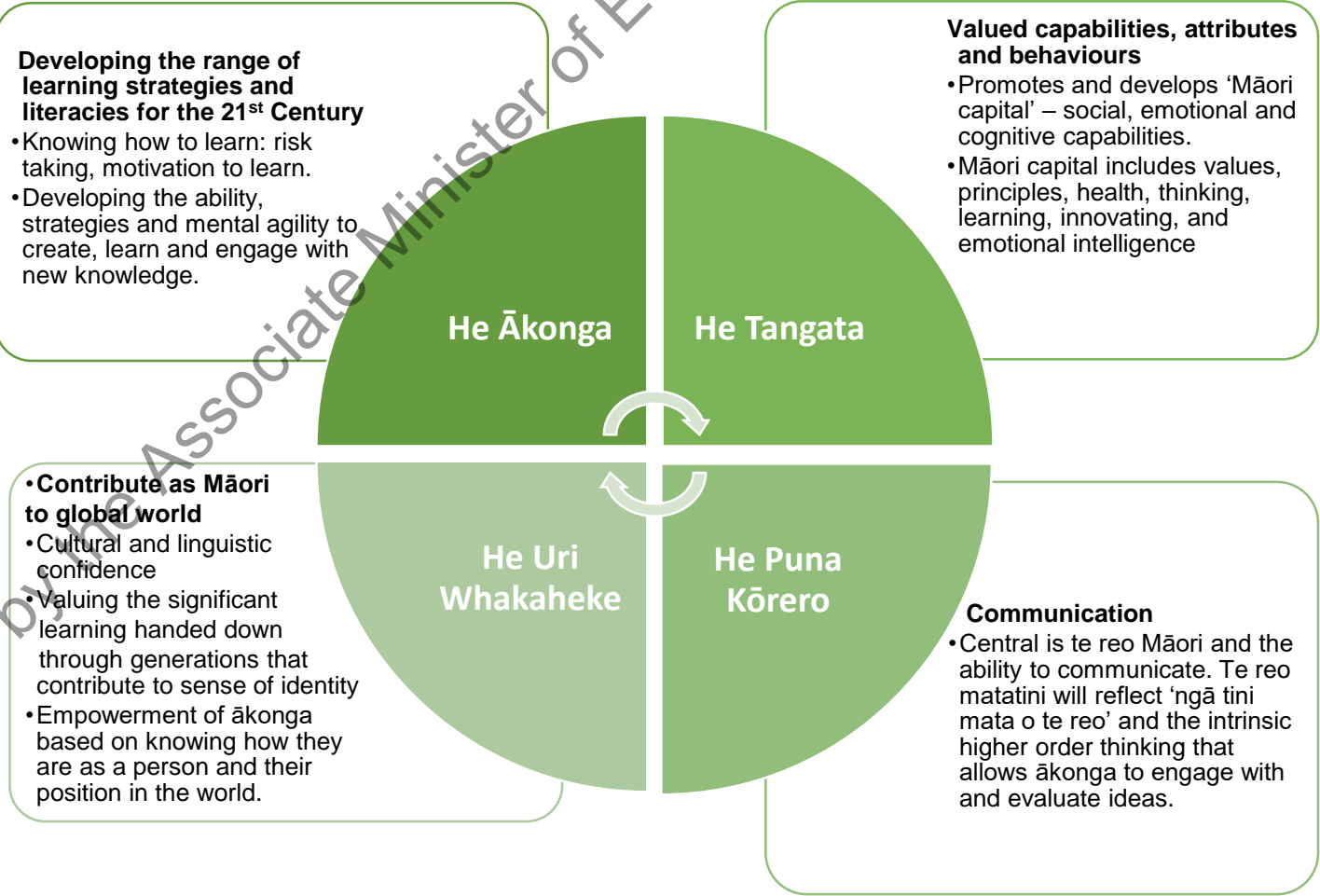


Appendix 2: Key shift in design for *Te Marautanga o Aotearoa*



- He Tamaiti Hei Raukura stems from a Māori world view and reflects what Māori society values and what whānau want for their children as Māori and as global citizens.
- The framework takes a holistic view of ākonga and places a strong focus on their needs, interests and passions.
- Each pou identifies the important skills and capabilities that ākonga need to thrive successfully in the world.
- Foundational and non-negotiable is the emphasis on te reo and tikanga Māori.
- He Tamaiti Hei Raukura is an overarching goal for ākonga and describes them as high achievers who exemplify the hopes and

“From a Māori perspective, the child is the carrier of hopes and aspirations between past and future generations. The expression, ‘He Tamaiti Hei Raukura’ captures the essence of this notion”.



“In reimagining a new curriculum for the Māori medium education setting, the CPA MAG (Māori) recommend a greater emphasis on the social, cognitive, linguistic and cultural concepts that underpin learning across the wāhanga ako and support the academic success and excellence that whānau desire”.



Cabinet Business Committee

Minute of Decision

This document contains information for the New Zealand Cabinet. It must be treated in confidence and handled in accordance with any security classification, or other endorsement. The information can only be released, including under the Official Information Act 1982, by persons with the appropriate authority.

Refreshing the National Curriculum for Schooling

Portfolio Associate Education (Hon Jan Tinetti)

On 26 January 2021, the Cabinet Business Committee:

- 1 **noted** that a range of studies on student progress and achievement, and on practices in kura and schools, make clear that the overall system story is one of variability, inconsistency and inequity, including teaching and learning not being as effective as it needs to be in overcoming learner disadvantage;
- 2 **noted** that in August 2019, the Cabinet Social Wellbeing Committee directed the Ministry of Education to work collaboratively to establish an agreed process for updating *The New Zealand Curriculum* and *Te Marautanga o Aotearoa* [SWC-19-MIN-0101];
- 3 **noted** that full updates of both *The New Zealand Curriculum* and *Te Marautanga o Aotearoa* are needed to ensure that they are:
 - 3.1 clear for kura, schools, kaiako and teachers about the learning that must be covered;
 - 3.2 clear about the characteristics of quality local curriculum and marau ā-kura;
 - 3.3 accessible and easy-to-use;
 - 3.4 fit for purpose for the unique learning contexts in English and Māori medium;
- 4 **noted** that the refresh of *Te Marautanga o Aotearoa* will include shifting the framing toward He Tamaiti Hei Raukura (a holistic, future focussed and ākonga centred approach), which is different in structure to the current focus on learning areas and means that the whole document will be updated at the same time;
- 5 **noted** that the refresh of *The New Zealand Curriculum* will retain the learning area approach but with a new and consistent model for curriculum content which weaves in the key competencies and ensures that there are shared and clear expectations of learning and progress, and that updates will be undertaken in phases starting with the social sciences learning area;
- 6 **noted** that the Ministry of Education will work collaboratively with the sector, iwi and communities to prepare draft content for the next phase of updates to *Te Marautanga o Aotearoa* and *The New Zealand Curriculum*;
- 7 **noted** that effective curriculum change will require ongoing implementation commitment from the Ministry of Education, teachers and leaders, whānau, iwi, and communities;

- 8 9(2)(f)(iv)
- 9 **agreed** that an announcement of the next steps for the refresh of the national curriculum for schooling be made in tandem with the public release of the draft Aotearoa New Zealand's Histories curriculum content;
- 10 **noted** that initial iterations of a record of learning for *Te Marautanga o Aotearoa* and *The New Zealand Curriculum* will be ready for testing in 2021;
- 11 **noted** that, at a minimum, each learner's record of learning will:
- 11.1 capture progress in literacy, te reo matatini, numeracy, pāngarau, and social-emotional learning;
 - 11.2 enable a holistic picture of learner strengths, aspirations and needs to be collaboratively generated by learners, families and teachers.

Rachel Clarke
Committee Secretary

Present:

Rt Hon Jacinda Ardern
Hon Grant Robertson
Hon Kelvin Davis
Hon Dr Megan Woods
Hon Chris Hipkins
Hon Carmel Sepuloni
Hon Andrew Little
Hon David Parker
Hon Nanaia Mahuta
Hon Poto Williams
Hon Damien O'Connor
Hon Stuart Nash
Hon Kris Faafoi
Hon Jan Tinetti

Officials present from:

Office of the Prime Minister
Department of the Prime Minister and Cabinet



Cabinet

Minute of Decision

This document contains information for the New Zealand Cabinet. It must be treated in confidence and handled in accordance with any security classification, or other endorsement. The information can only be released, including under the Official Information Act 1982, by persons with the appropriate authority.

Report of the Cabinet Business Committee: Period Ended 29 January 2021

[REDACTED]		
[REDACTED]	[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]	[REDACTED]

[REDACTED]	[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]	[REDACTED]

CBC-21-MIN-0004

Refreshing the National Curriculum for Schooling
Portfolio: Associate Education (Hon Jan Tinetti)

CONFIRMED

Michael Webster
Secretary of the Cabinet