



Briefing Note: Strengthening the national curriculum and its delivery

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| To: | Hon Chris Hipkins, Minister of Education | | |
| Date: | 25 November 2020 | Priority: | Medium |
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| Drafter: | Anya Pollock | DDI: | 9(2)(a) |
| Key Contact: | Pauline Cleaver | DDI: | |
| Messaging seen by Communications team: | No | Round Robin: | No |

Purpose of Briefing

This briefing provides an overview of the Curriculum, Progress and Achievement (CPA) programme of work, which is central to the wider work programme strengthening the national curriculum for schooling and supports for curriculum delivery across early learning and schooling in Māori and English medium pathways.

The purpose of this paper is for you to:

- **Agree** to forward this Briefing to Hon Jan Tinetti as it covers her intended curriculum delegations as Associate Minister of Education, pending the Prime Minister's approval

Agree / Disagree

- **Note** that, for ease of reading, the body of this briefing is written from the perspective that Hon Jan Tinetti's delegations have been confirmed
- **Note** that separate briefings will be provided on Hon Jan Tinetti's intended curriculum delegations for te reo matatini and literacy, professional learning and development delivery, and the replacement of Te Kete Ipurangi and enhancement of Kauwhata Reo
- **Note** that we are also preparing briefings for Hon Jan Tinetti's intended Wellbeing and Learning Support Action Plan delegations, which include some curriculum elements
- **Agree** to forward this briefing to Hon Kelvin Davis and Hon Aupito William Sio due to its relevance to their intended delegations for Māori and Pacific education respectively, which are pending the Prime Minister's approval

Agree / Disagree

- **Agree** that this briefing will not be proactively released at this time as decisions on next steps for this work have not yet been made

Agree / Disagree

Summary

- Work over the last three years has made clear that change is needed to strengthen our national curriculum for schooling and supports for curriculum delivery across early learning and schooling. We have a substantive multi-year work programme underway in partnership with the sector, Māori and communities to put these changes in place. This work programme takes forward curriculum and assessment elements of the Early Learning Action Plan and the actions agreed by Cabinet in response to the advice of the Curriculum, Progress and Achievement Ministerial Advisory Group [CAB-19-MIN-0427 refers].
- Many of the activities within this work programme sit within your delegations. Once fully implemented, this work programme will provide the backbone for a Curriculum Centre by putting in place a fit-for-purpose national curriculum and a coherent system of supports for its delivery across early learning and schooling in Māori and English medium pathways.
- We are providing you with a series of briefings on different aspects of this work programme that sit within your delegations. As well as introducing the overall work programme, this briefing provides an update on key initial actions agreed by Cabinet in response to the advice of the Curriculum, Progress and Achievement Ministerial Advisory Group. Cabinet is expecting an update on these actions in early 2021.
- We are meeting with you on Tuesday 1 December to discuss the next steps for those actions. In those discussions, we would like to get your agreement to:
 - The scope and process for the refreshes of *Te Marautanga o Aotearoa* and *The New Zealand Curriculum*, including how we will work collaboratively with the sector and wider community.
 - The alignment of timing for Cabinet decisions and public engagement on the national curriculum refreshes with the Aotearoa New Zealand's Histories curriculum changes, which Hon Chris Hipkins and Hon Kelvin Davis are progressing.
 - Learning to be included in the first iteration of a curriculum progress map within a rich record of learning for each learner, and whether elements of the record of learning should be made mandatory.

- 9(2)(f)(iv)



Ellen MacGregor-Reid
Deputy Secretary
Early Learning and Student Achievement

25/11/2020

Hon Chris Hipkins
Minister of Education

___/___/___

Background

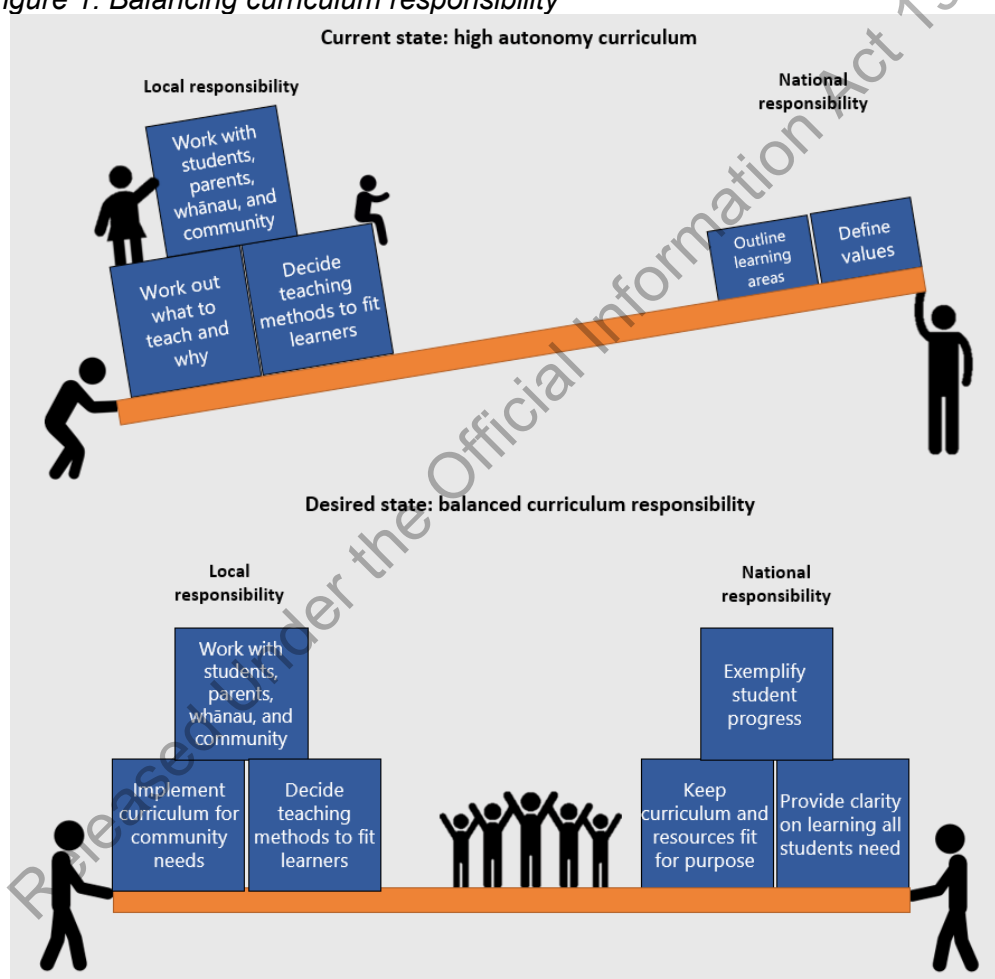
1. Education from the early years through schooling is expected to provide all learners with the base skills, capabilities and knowledges needed for lifelong holistic wellbeing and active contribution to the community and economy. Too many learners are not having an equitable experience of learning and teaching. Persistent inequities mean that the learners missing out are more likely to be Māori, Pacific, disabled, and/or from lower socio-economic communities.
2. The everyday teaching and learning that children and young people experience are the result of teachers and kaiako weaving together the national curriculum¹ with local contexts and the diverse aspirations of learners and their whānau, in ways that are responsive to individual learner progress. This puts effective curriculum design at the heart of realising the aspirations of the National Education and Learning Priorities, Ka Hikitia – Ka Hāpaitia, Tau Mai Te Reo, Pacific Education Action Plan and the Early Learning Action Plan.
3. There are pockets of effective practice visible in many early learning services, kura and schools. Our overall system story, however, is one of variability, inconsistency and inequity. These 'curriculum delivery failures' affect learner engagement and progress along the learning pathways, and whether learners gain a NCEA qualification that supports equitable choice in their next steps. We need to get curriculum delivery right from the start, as inequities in learning progress that appear early can generally persist throughout schooling. The consequences of this are significant, with both immediate and lifelong impacts on the wellbeing and resilience of individuals and communities.
4. Work over the last three years has made clear that change is needed to strengthen our national curriculum for schooling and supports for curriculum delivery across early learning and schooling. Reducing the element of chance in the quality of learners' curriculum experience, and whether they get the learning and teaching they need, requires changes to our curriculum system so that there are:
 - a. Clear expectations for learning and teaching – so there is a common understanding of what local curriculum and marau a-kura need to deliver for learners, and of the effective practices that support learning progress.
 - b. Common ways to understand and respond to learning progress – so teaching and learning is calibrated to each learner's needs, so people know when to worry and trigger a response, and to support evaluative practices.
 - c. 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 individualised support when they need it.
 - d. 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 a-kura.
 - e. Effective use of technology for learning and teaching – so learning and teaching is connected and collaborative, provides learners with access to a broad

¹ 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* and *The New Zealand Curriculum* for schooling. *Te Marautanga o Aotearoa* and *The New Zealand Curriculum* underpin NCEA qualifications.

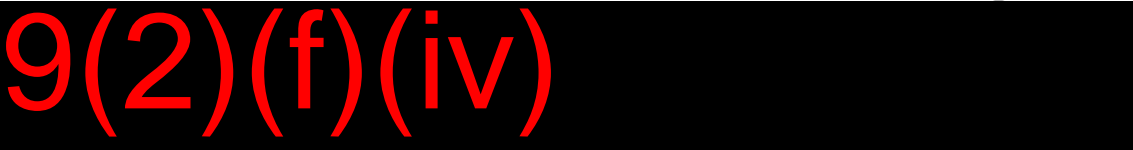
curriculum regardless of where and when they are learning, and to make it some tasks easier for kaiako and teachers.

5. Creating these conditions, and achieving more consistent quality of curriculum delivery, requires the Ministry of Education to take a stronger and more visible curriculum leadership role in partnership with the profession. Curriculum flexibility and localisation is important in an education system that strives to be inclusive and which values diversity. However, we currently leave too much curriculum responsibility to kura and schools, contributing to persistent inequitable outcomes for learners. It also means that kaiako and teachers can feel insufficiently supported to design and deliver for diverse needs. Strengthening curriculum delivery requires us to get the balance right between the 'tight' and 'loose' in the system, while also ensuring the ecosystem of supports enables every kaiako and teacher to provide quality learning and teaching for every learner through educationally powerful partnerships. As Hon Chris Hipkins has previously advised to Cabinet, a rebalance in curriculum responsibility is needed as shown in figure 1 below:

Figure 1: Balancing curriculum responsibility



6. Areas of strength and weakness in the current system vary across and between the pathways, and in relation to different aspects of learning. For example, *Te Whāriki* was refreshed in 2017 to clarify important early learning outcomes, so the focus now needs to be on supporting its implementation with progress and practice tools. In schooling, we need to clarify learning in the national curriculum and then align our practices, tools and supports with those expectations and ensure a focus on understanding and responding to learner progress.
7. We have a substantive multi-year work programme underway in partnership with the sector, Māori and communities to strengthen the national curriculum and its delivery:

- a. Annex 1 provides an overview of the full work programme, including those activities which contribute but sit outside of your delegations.
 - b. Annex 2 provides a brief synopsis for activities within your delegations. This includes their purpose, where things are at, next steps and linkages to actions in the Government's strategic documents.
8. This work programme takes forward curriculum and assessment elements of the Early Learning Action Plan and the actions agreed by Cabinet in response to the advice of the Curriculum, Progress and Achievement Ministerial Advisory Group [CAB-19-MIN-0427 refers]. The centrality of curriculum in education means that it has also been informed by the reviews of NCEA and Tomorrow's Schools, the Learning Support Action Plan, and the wider Kōrero Mātauranga including the Pacific fono and wānanga.
9.  9(2)(f)(iv)
10. Once fully implemented, this work programme will provide the backbone for a Curriculum Centre by putting in place a fit-for-purpose national curriculum and a coherent system of supports for its delivery across early learning and schooling in Māori and English medium pathways. This includes increased regional curriculum capacity as a 'Curriculum Centre frontline', which we are beginning to build now with the introduction of up to forty curriculum leads focused on wellbeing.
11. This work programme is relevant to the following aspects of your delegations:
- a. The establishment of a Curriculum Centre of Excellence within the Ministry of Education.
 - b. The update of *The New Zealand Curriculum* and *Te Marautanga o Aotearoa*.
 - c. The development of progress indicators in early learning and the development learning progression frameworks for learners in years 1 to 10.
 - d. The development of records of learnings.
 - e. The development of the new Te Kete Ipurangi (TKI) platform [separate briefing to follow].
 - f. The development and implementation of a literacy strategy [separate briefing to follow].
 - g. The provision of PLD for the schooling workforce [separate briefing to follow].
 - h. Evidence and data, including data infrastructure, sovereignty and governance [separate briefing to follow].
12. It will also contribute to aspects of your delegations relating to the Learning Support Action Plan (including curriculum supports for dyslexic and gifted learners); wellbeing and diversity (including curriculum resources for wellbeing learning across the curriculum, addressing racism, bias and stigma); and engagement, participation and learning for at risk learners (by supporting more meaningful and engaging curriculum).

13. As indicated above, we are providing a series of briefings for you on activities within your delegations. As well as introducing our work programme for strengthening the national curriculum and its delivery, this briefing seeks your early direction on next steps for Curriculum, Progress and Achievement work programme actions and curriculum funding pressures.
14. Note that the activities in this work programme sit alongside our 'business as usual' curriculum activities, the core purpose of which is to ensure that early learning services, ngā kōhanga reo, schools and kura have the curriculum clarity, guidance, tools, capabilities and resources they need to bring the National Curriculum to life in their teaching and learning programmes. As well as the design and stewardship of the National Curriculum, this includes:
- a. making online and hard copy resources directly available to schools (eg instructional series, curriculum design tools, assessment for learning practices and tools)
 - b. centrally funding several services that schools would otherwise have to pay for (eg through the National Library or Creatives in Schools)
 - c. funding roles (such as literacy Resource Teachers) and programmes for students (such as Reading Recovery) to support and supplement the teaching and learning schools provide
 - d. funding access to advisory type services and professional learning and development
 - e. supporting on-the-ground curriculum advice through the Ministry's regional offices (using and implementing the products produced centrally).
15. We are available to discuss any elements of this work programme or our business usual curriculum activities for Māori and English medium pathways with you at your convenience and will provide further information in any areas that you would like to be briefed on in more depth.

Curriculum, Progress and Achievement (CPA) work programme

16. In 2017, Ngā Whanaketanga Rumaki Māori and National Standards were removed and a focus on progress across *Te Marautanga o Aotearoa* and *The New Zealand Curriculum* was established. The Curriculum, Progress and Achievement (CPA) Ministerial Advisory Group was established in May 2018 to provide advice on how to strengthen the focus on progress across the curricula, including meeting curriculum progress information needs. A copy of the Ministerial Advisory Group's final report is attached as Annex 3.
17. The Ministerial Advisory Group's report provided a comprehensive set of recommendations for strengthening curriculum and its delivery which are being progressed through our overall work programme. Cabinet agreed next steps in August 2019 [CAB-19-MIN-0427, paper attached as Annex 4] and is expecting an update in early 2021 (deferred from March 2020) on:
- a. The scope and process for future updates to *The New Zealand Curriculum* and *Te Marautanga o Aotearoa* (discussed below).

- b. Next steps for records of learning and curriculum progress maps, including whether any elements of records of learning should be mandatory for reporting to parents and whānau (discussed below).
- c. Governance, regulatory and policy approaches to ensuring that information in the records of learning is used in service of improving teaching and learning (to be discussed on a separate briefing on education data).

18. Central to the CPA work programme is embedding a focus on progress across the curriculum. The key elements enabling this are:

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| A. Refreshes of the national curriculum | <ul style="list-style-type: none"> Identifies the learning that all local curriculum or marau a-kura must support learners to progress and achieve in. Describes progressions for that learning that set out the increasing depth and complexity learners needs as they progress. Identifies important markers of progress that help people understand whether learning is on-track or whether actions needs to be taken to better support learning progress. |
| B. Record of learning | <ul style="list-style-type: none"> Makes visible individual learner progress across the national curriculum via a curriculum progress map. Provides space for progress in other learning to be captured and celebrated, e.g. that is important locally. Enables progress information to be easily shared and used by those who need it, within safety protections. Enables analysis of patterns of progress for individual learners, or across groups of learners. |
| C. Assessment for learning tools and practices | <ul style="list-style-type: none"> Support kaiako and teachers to undertake aromatawai and assessment activities. Inform the learner progress captured in each learner's curriculum progress map within their record of learning. Help teachers, learners and their whānau identify next steps to support progression in curriculum learning. |

19. While it would make some sense for these elements to be developed sequentially, so that one informs the other, this would mean it is too long before practical tools are in place. Our work programme is taking these elements forward in tandem, building on elements which already exist (such as the progressions for literacy and numeracy) or were in development (such as te reo matatini me te pāngarau tīrewa ako), and focussing on aspects that support other learning priorities (such as wellbeing and Aotearoa New Zealand's histories).
20. The collaborative approach the Ministerial Advisory Group took to working with a sector Reference Group created a shared commitment to the vision in its report, and to working together to make it a reality. We have sustained this highly collaborative approach as we have progressed the initial actions, and commitment and excitement amongst those directly involved remains high. However, our recent history with Ngā Whanaketanga Rumaki Māori and National Standards means that this commitment is fragile in relation to the sharing and use of progress information, which impacts on the record of learning and assessment for learning tools and practices. It is critical that this work continues to progress at the pace of trust, and that careful attention is paid to implementation so that the positive intent of changes is realised on the ground for kaiako and teachers, and for learners and their families.

A. Refreshes of *Te Marautanga o Aotearoa* and *The New Zealand Curriculum*

21. Initial discussions with our curriculum working groups have identified the need for significant change to both curriculum documents. Neither document provides enough clarity on the learning that cannot be left to chance or what progression in that learning looks like. In the case of *Te Marautanga o Aotearoa*, the challenge is to reimagine what a curriculum based on *He Tamaiti Hei Raukura* Framework would look like, so that there is clarity and Māori medium pathways are supported by an ākonga centred, holistic and future focussed national curriculum grounded in te ao Māori. For *The New Zealand Curriculum*, the challenge is to reimagine a bicultural curriculum that is clear about the learning that cannot be left to chance and easy to use to deliver inclusive, equitable and future-focussed learning for all learners in English medium pathways, which includes a significant proportion of Māori learners.
22. These insights have informed the approaches taken to drafting content for Aotearoa New Zealand's histories, which are currently being tested with a small number of kura and schools before we provide advice to Hon Chris Hipkins later in 2020 on draft material for public consultation. Early indications are that the approaches are sound, and they will better support clarity on national expectations for learning and what progress looks like while still enabling space for local contexts and knowledges to be woven into teaching and learning. The new approaches also better enable integration with digital systems, supporting easy access to supporting resources as we enhance Kauwhata Reo and replace Te Kete Ipurangi (TKI), and provide a stronger foundation for a meaningful and record of learning.
23. However, the level of change involved also means that the draft Aotearoa New Zealand's histories curriculum content consulted on will be structured differently from other parts of the curriculum. This may raise concerns about overall coherency of the curriculum and its future, particularly in relation to achievement objectives and levels. We already made a partial move towards a progress-based approach when the hangarau matihiko | digital technologies curriculum was added, and the 'add on' feel of this was one of the reasons for the Ministerial Advisory Group's recommendation.
24. Given this, we think it is important that public consultation on the draft Aotearoa New Zealand's histories content is accompanied by an announcement of the scope and process for the wider refreshes of *Te Marautanga o Aotearoa* and *The New Zealand Curriculum*, with a view to progressing the full refresh in stages over the next three years. Quickly moving to refresh the social sciences and tikanga ā-iwi learning areas will be important as this is where the new Aotearoa New Zealand's histories content will sit.
25. We would like the opportunity to discuss our proposed approaches with you, with a view to getting your agreement to the scope and process for each refresh. This will also support you to discuss with Hon Chris Hipkins the timing for an update to Cabinet, in the context of next steps for consulting on draft Aotearoa New Zealand's histories content.

B. Rich records of learning, including a curriculum progress map

26. 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.

27. A common approach to learner information ensures it is trusted and useful as learners move between teachers and kaiako. It means that families and whānau are kept up to date with learner progress information that is clear and easy to understand. It also enables 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. These types of insights are critical to an effective Curriculum Centre, supporting decision making at both regional and national levels.
28. The development of a common approach to rich records of learning, which includes a map of learner progress across the curriculum, will enable this. We are working collaboratively on the approach, and the sector remains positively engaged in the work and supportive of the direction of travel. Critical to successful implementation is ensuring that mechanisms which support assessment, aromatawai and information sharing:
- enable powerful connections that supports relationships for learning
 - are easy to use and understand, and get information to the people who need it in a timely way – especially families and next teachers
 - encourage assessment for learning and aromatawai approaches that recognise each child's progression pathway will be different, and that purposes of learning change over time
 - support the collection of quality progress information so that each child's past, present and predicted future trajectories are visible
 - capture the development and demonstration of a wide range of achievements, celebrating each child's progress and strengths
 - trigger effective action when there are concerns about a learner's level or pace of progress.
29. Te Rito will provide a common platform for the record of learning, enabling the information in it to follow the learner and be easily shared with those who need it. Data use and protection is key to creating a trusted context for the use of Te Rito, the record of learning, and supporting assessment and aromatawai tools. Both Te Rito and creating a trusted education data ecosystem sit within your delegations, and we will update you on this separately.
30. As outlined above, *Te Marautanga o Aotearoa* and *The New Zealand Curriculum* are not clear about learning progress. This means that they are insufficient on their own to provide a basis for common approaches to understanding learner progress and capturing that within individual records of learning. The Learning Progression Frameworks have filled that gap for *The New Zealand Curriculum* in relation to numeracy and some aspects of literacy, and we have the development of He Tīrewa Ako and Te Tīrewa Mātai well underway for te reo matatini me te pāngarau to put in place an equivalent level of clarity for *Te Marautanga o Aotearoa*. These are supported by assessment, aromatawai and progress tools.
31. For *Te Marautanga o Aotearoa*, our initial focus has been on the development of Tīrewa Ako in te reo matatini and pāngarau to support kaiako to understand the important learning in these foundational skills that cannot be left to chance. At the same time, we have been testing a holistic, ākonga centred and future focussed curriculum framing that promotes a broader view of success and indeed a broader view of the critical foundational skills that all ākonga require, including in social-emotional learning.

32. For *The New Zealand Curriculum*, our initial focus for broadening resources across the national curriculum has been on unpacking the key competencies most relevant to social-emotional learning (managing self and relating to others). The initial tools we have been piloting have been well-received and are helpful for building a common understanding of those key competencies. They also help shift the focus to how well learning opportunities are meeting the needs of learners, including tracking progress in learners' engagement in their learning in a way that enables a prompt teaching response. We are now working on what a progression in social-emotional learning could look like, so that it can be included as part of a curriculum progress map in each learner's record of learning and can inform judgements about whether learners are being supported to progress at the pace they need to.
33. The phased approach to He Tīrewa Ako and progressions for both *Te Marautanga o Aotearoa* and *The New Zealand Curriculum* also means that rich record of learning will need to evolve over time. Our intention is that the record of learning will be inclusive of all learning from the start, but only learning underpinned by He Tīrewa Ako or a progression will be part of the curriculum progress map. We do not consider it appropriate to limit the record of learning to only those areas of learning underpinned by a progression as this could un-intentionally incentivise a narrowing of curriculum.
34. This also means that the information in the record that could be used for system learning will be limited initially. Only those aspects underpinned by a progression map and supported by quality assessment for learning practices and tools will be able to provide information that enables progress to be reliably tracked or aggregated and analysed across groups of learners (in accordance with relevant data protection and use arrangements).
35. The first iteration of the curriculum progress map to be included in the record of learning will capture learner progress in:
- a. te reo matatini and literacy
 - b. pāngarau and numeracy
 - c. social-emotional learning (unpacking the 'managing self' and 'relating to others' key competencies in *The New Zealand Curriculum* and through the Te Tamaiti Hei Raukura framing for *Te Marautanga o Aotearoa*).
36. Note that the pace and sequence for implementation of these will be different between *Te Marautanga o Aotearoa* and *The New Zealand Curriculum*. Evolution of the curriculum progress map beyond those areas will need to be aligned to any phasing agreed for the refreshes of each national curriculum document, as that will provide the basis for He Tīrewa Ako and progressions. It will also need to be supported by further broadening assessment for learning practices and tools.
37. Alongside this work, the Ministry has been exploring common approaches to School Entry Assessment (as part of the Learning Support Action Plan) and to assessing literacy and numeracy, te reo matatini me te pāngarau, for the purposes of the new co-requisite for NCEA which is intended to be in place in 2023. These need to align to progressions and expectations in the national curriculum and could be integrated into rich records of learning. We would like to discuss phasing of these initiatives with you and Hon Chris Hipkins given the interactions with the refreshes of *Te Marautanga o Aotearoa* and *The New Zealand Curriculum* and opportunities through the introduction of rich records of learning.
38. We would like the opportunity to discuss our work to date with you, with a view to getting your agreement to the learning to be included in each learner's curriculum

progress map. This could become a mandatory element of records of learning, but we would like to discuss the approach to this with you given the importance of retaining sector confidence and buy-in. This is dependent both on how we develop the record of learning and curriculum progress map, and on creating the trusted conditions and social licence for education data systems.

C. Assessment for learning tools and practices

39. As part of the Early Learning Action Plan, work is underway to develop tools which help kaiako attend to individual children's progress in order to identify ways to deepen or strengthen children's learning, including by tailoring teaching practices to support positive learning trajectories and seeking additional support if needed. Initial work is in the area of social-emotional learning and these tools are expected to be ready for testing with the sector from May 2021. A final set of tools will take into account the areas of learning and development indicated by the government's science advisors as being of most significance to positive educational and life outcomes for children. These areas are self-regulation, sociability, oral language, literacy and mathematics
40. In schooling, we need to align our assessment of learning practices, tools and supports to ensure a focus on understanding and responding to learner progress. Kaiako and teachers need to think differently about what it means to progress as a learner than they did under Ngā Whanaketanga Rumaki Māori and National Standards (which focussed on point in time judgements against a standard descriptor). They need to consider the variability of learning i.e. learners have different start points and progress in different ways and rates. Progress should be "strengths-based, and about what learners can do now and what they should do next to enhance their learning journey.
41. We have already made enhancements to PaCT (the Progress and Consistency Tool) to support a focus on progress against the Learning Progression Frameworks for literacy and numeracy in *The New Zealand Curriculum*. We have a package of supports in place to help schools implement PaCT:
- a. *Central coordinator*: A central coordinator to help you understand the supports available and how to access them
 - b. *Support Schools Network*: Peer to peer support for teachers and schools from proficient users of the curriculum progress tools. These users have experienced the benefits of the tools and have practice and implementation insights to share with you.
 - c. *Centrally funded PLD*: Centrally funded facilitators to support you to implement or continue to develop use of the curriculum progress tools, where appropriate.
42. There are now 1066 (43%) schools who have access the PaCT, and active use is growing as more schools see the benefits of the tool for understanding learning progression, and where to next for teaching and learning. At this time of year, we can tell that schools are using PaCT to support progress reporting to parents. Other enhancements have improved within schools and across Kāhui Ako reporting, which is supporting decision making on where additional support or self-review may be needed.
43. As uptake of PaCT increases and covers more learners, it becomes more valuable for understanding learner progress across the system. We are currently undertaking exploratory analysis of information in PaCT to better understand the different types of insights that are possible (compared to, for example, NMSSA and e-asTTle analysis) and the opportunities for it to support different functions within a Curriculum Centre.

44. For kura who work with *Te Marautanga o Aotearoa*, *Rukuhia*, *Rarangahia* provides the underpinning principles of aromatawai from a te ao Māori perspective. We have made significant progress in the development of Tīrewa Ako for te reo matatini and pāngarau as a teaching and learning tool for kaiako. We have also progressed enhancements in Te Waharoa Ararau (renamed Te Tīrewa Mātai) which is a repository for monitoring and reporting learner progress.
45. We also need to review current assessment and aromatawai tools available in the system. Currently they generally do not position assessment as integral to teaching and learning, or support a focus on progress through the curriculum. We expect we will need to refresh or redevelop most of our assessment and aromatawai tools.
46. There is an opportunity for us to align our curriculum design and assessment tools to help better understand where children are at in their learning. Most of our assessment tools, including e-asTTle, have a taxonomy that is different than the curriculum. In addition, most tools for *The New Zealand Curriculum* have not been designed to be culturally relevant or inclusive. In addition, many of our existing assessment and aromatawai tools relate to literacy and numeracy, te reo matatini me te pāngarau. As well as reviewing these tools to ensure they are fit for purpose, we need to consider extending coverage across a broader range of curriculum learning.
47. Subject to your agreement on the learning to be included in the Curriculum Progress Map, our next step to broaden curriculum coverage for *The New Zealand Curriculum* is to focus social emotional learning (unpacking the ‘managing self’ and ‘relating to others’ key competencies in *The New Zealand Curriculum*). Beyond that, the evolution of assessment for learning tools and practices will be aligned to the process for refreshing the national curriculum document. The refreshed national curriculum will provide the clear descriptions of learning progression designed to help both teacher and learner to consider progress in learning, providing the foundation for developing curriculum aligned assessment tools. As we refresh the national curriculum, we will also review the principles that guide assessment practice with a view to reducing over-assessment by providing guidance on the most appropriate tools to use for different purposes.
48. In the work to refresh *Te Marautanga o Aotearoa*, design work with the sector on the holistic framework will include how it would be applied in practice, including teaching, learning and aromatawai. This is likely to include the development of aromatawai tools that are consistent with the principles of *Rukuhia*, *Rarangahia* and align to the refreshed *Te Marautanga o Aotearoa* framework. While there are a small number of aromatawai tools used widely in kura, a shift to a new and holistic indigenous curriculum model requires a review of the current tools, and the development of aromatawai tools that are derived from te ao Māori and are fit for purpose within kura contexts.
49. Learner progression must be supported by effective pedagogy. As we align and refresh our tools, it is important that everyone involved in the education of children and young people can use information from all forms of assessment. We need to support teachers to grow effective assessment practices and engage families in decisions about learning development and growth. Support for this is already available through the inclusion of ‘Assessment for learning’ and ‘Aromatawai’ as some of the priorities for regionally-allocated PLD.
50. A deeper understanding of the shifts and supports needed to enable this are being explored through the work to develop a Record of Learning, and its implementation will provide an opportunity for a strengthened focus on educationally powerful learning partnerships between learners, their family and teachers. One of the significant shifts is learners being empowered to be active assessors of their own progress and self-

determining in their learning. Involving learners in such activities as selecting exemplars helps them understand progression and at the same time increases their agency in learning.

9(2)(f)(iv)

Next Steps

54. We are meeting with you on Tuesday 1 December to discuss the next steps for those actions. In those discussions, we would like to get your agreement to:
- a. Your agreement to the scope and process for the refreshes of *Te Marautanga o Aotearoa* and *The New Zealand Curriculum*, including how we will work collaboratively with the sector and wider community.
 - b. Your agreement to the timing of an update to Cabinet on the refreshes of *Te Marautanga o Aotearoa* and *The New Zealand Curriculum* and wider Curriculum, Progress and Achievement work programme. This is currently expected in early 2021.
 - c. Agreement from yourself and Hon Chris Hipkins about the alignment of timing for Cabinet decisions and public engagement on the national curriculum refreshes with the Aotearoa New Zealand's Histories curriculum changes. We will be providing Hon Chris Hipkins with draft curriculum content and a draft Cabinet paper seeking agreement to consult on it in December 2020.

- d. Agreement that first priorities for inclusion in a curriculum progress map within each record of learning are:
 - i. te reo matatini and literacy (this will need to be aligned with school entry assessment and the NCEA co-requisite)
 - ii. pāngarau and numeracy (this will need to be aligned with school entry assessment and the NCEA co-requisite)
 - iii. social-emotional learning (unpacking the 'managing self' and 'relating to others' key competencies in *The New Zealand Curriculum* and through the Te Tamaiti Hei Raukura framing for *Te Marautanga o Aotearoa*).
- e. Direction on how you would like us to progress work on the question of which elements of the record of learning should be mandatory.

55. 9(2)(f)(iv)

56. We have separate briefings underway for you on:

- a. te reo matatini and literacy
- b. professional learning and development
- c. the replacement of Te Kete Ipurangi and enhancement of Kauwhata Reo.

57. You are also receiving separately briefings on Wellbeing and the Learning Support Action Plan which include some curriculum elements. The Wellbeing work programme includes extending our resources for wellbeing learning across the curriculum, and up to forty new curriculum leads focussed on wellbeing as the first phase of a Curriculum Centre front line. The Learning Support Action Plan includes curriculum supports for dyslexia and gifted learners.

Proactive Release

58. We recommend that this Briefing not be proactively released at this time as decisions on next steps for this work have not yet been made and it would be premature for the information in this briefing to be publicly available.

Annexes

- Annex 1: Overview of work to strengthen our national curriculum and its delivery
- Annex 2: Progress and next steps for curriculum activities within Hon Tinetti's delegations
- Annex 3: Report of the Curriculum, Progress and Achievement Ministerial Advisory Group

Annex 4: Cabinet paper agreeing to initial actions in the Curriculum, Progress and Achievement work programme

Annex 3 is publicly available here: https://conversation-space.s3-ap-southeast-2.amazonaws.com/ELS+0324+CPA+Final+MAG+report_06+includes+Ed+Strategy+vision.pdf

Annex 4 the Cabinet paper is publicly available here: <https://www.education.govt.nz/assets/Documents/Ministry/Information-releases/2019-releases/R-1.-CPA-Cabinet-paper-and-Minutes.pdf>

Released Under the Official Information Act 1982

Released Under the Official Information Act 1982

Annex 2: Progress and next steps for curriculum activities within Hon Tinetti's delegations

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Annex 1: Overview of work to strengthen our national curriculum and its delivery

Effective curriculum design and attention to learning progress are at the heart of successful early learning and schooling

Effective curriculum design uses educationally powerful partnerships to weave the National Curriculum* with local contexts, and the interests and aspirations of learners. Attention to learning progress means that teaching and learning is adapted so that the needs of each learner are met, and that there is an early response if learning is off track.

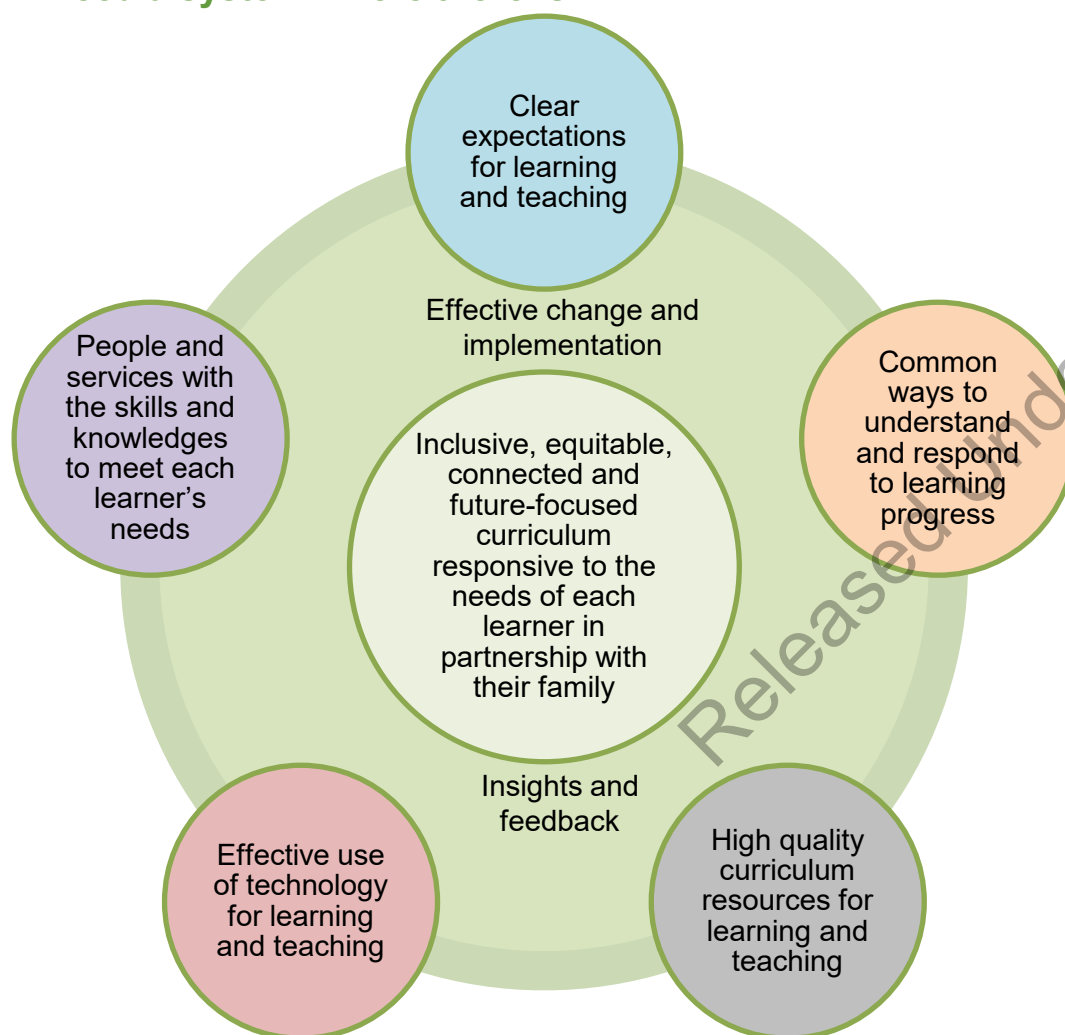
This ensures learners experience a local curriculum that is meaningful and engaging to them, and which deliberately supports them to gain the learning they need as the progress along their pathways, so that they leave with quality qualifications that support their next steps.

But our system leaves to chance whether learners experience an engaging local curriculum that supports their progress, and whether there is an effective response to concerns about learning progress. There are persistent inequities in the groups most impacted.

Achieving the education system vision and aspirations of the National Education and Learning Priorities, Ka Hikitia, Tau Mai Te Reo, Pacific Education Action Plan and Early Learning Action Plan depends on each learner and their family receiving a quality curriculum.

Addressing variable quality and inequities in people's curriculum experience requires the Ministry to take a much stronger leadership role. This includes more deliberate and coherent action and investment to strengthen the 'curriculum system', so that it is fit-for-purpose and supports places of learning better with their core work of curriculum delivery, in partnership with families, mana whenua and communities. It also requires us to deliberately design the system to catch and support learners when their progress isn't being enabled as it should be, while also using those insights to prioritise action to address quality gaps and target investments.

To reduce the element of chance in curriculum learning, achieve consistent quality and address inequities, we need a system where there is:



The shifts required are significant. The work programme is substantial and includes some big changes to our foundational infrastructure which provides the backbone for a 'curriculum centre'. Alongside this, we need more deliberate system design and increased curriculum support to ensure each learner progresses and achieves.

As associate Minister of Education, Hon Jan Tinetti is responsible for:

| | | | |
|--|--|--|--------------------------------------|
| Refreshing <i>Te Marautanga o Aotearoa</i> | Refreshing <i>The New Zealand Curriculum</i> | Establishing a Curriculum Centre | Strengthening curriculum stewardship |
| Access to curriculum progress information | Early learning practice and progress tools | Broadening assessment for learning practices and tools | Developing rich records of learning |
| Implementing reset priorities for regionally allocated PLD | | Strengthening literacy and numeracy te reo matatini me te pāngarau | |
| Curriculum Leads for frontline support | Improving resources for wellbeing learning | Enhancing Kauwhata Reo | Replacing Te Kete Ipurangi (TKI) |

This responsibility is shared with Hon Kelvin Davis for matters of substance which impact on *Te Marautanga o Aotearoa*, and on supports for teaching of and in te reo Māori and for Māori medium

Other education ministers have the lead on the following activities which are also contributing to a shift in curriculum delivery:

| | | |
|--|---|--|
| Introducing NCEA co-requisites literacy and numeracy | Reviewing NCEA Achievement Standards | Aotearoa New Zealand Histories curriculum |
| Developing an Education Workforce Strategy | Te Ahu o te Reo Māori | Gazetting the full <i>Te Whāriki</i> framework |
| PLD for early learning settings | Strengthening system resilience for anywhere anytime learning | Ensuring equitable access to the benefits of digital |
| Te Hurihanganui | Empowering mana whenua as partners in education | Empowering families as partners in education |

* 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* and *The New Zealand Curriculum* for schooling. *Te Marautanga o Aotearoa* and *The New Zealand Curriculum* underpin NCEA qualifications.

Annex 2: Progress and next steps for curriculum activities within Hon Tinetti's delegations (page 1)

| Initiative | Purpose | Current status | Next steps |
|---|---|---|---|
| Refreshing <i>The New Zealand Curriculum</i> <i>Action in: Ka Hikitia, Tau Mai Te Reo, National Education and Learning Priorities</i> | Increase clarity in <i>The New Zealand Curriculum</i> (NZC) to ensure significant learning is not left to chance and make it easier for schools to design responsive local curriculum that sustain wellbeing, identities, languages and cultures. | A new approach to the design of The NZC has been developed and used as the basis of the Aotearoa New Zealand Histories curriculum changes. | We would like to discuss this next steps with you as outlined in this paper. Cabinet update expected early 2021. 9(2)(f)(iv) |
| Refreshing <i>Te Marautanga o Aotearoa</i> <i>Action in: Ka Hikitia, Tau Mai Te Reo, National Education and Learning Priorities</i> | Increase clarity in <i>Te Marautanga o Aotearoa</i> to ensure significant learning is not left to chance, and strengthen how TMOA reflects the te ao Māori based approaches to education used in kura. | The He Tamaiti Hei Raukura Framework is being used to develop an ākonga centred, holistic and future focussed curriculum. | We would like to discuss this next steps with you as outlined in this paper. Cabinet update expected early 2021. 9(2)(f)(iv) |
| Strengthening curriculum stewardship <i>Action in: Ka Hikitia</i> | Establishing mechanisms to ensure the national curriculum stays fit-for-purpose over time and to evolve supports so that its intent is what learners and their families experience. | Preparing advice on whether a stronger framework to underpin curriculum stewardship is needed. Alongside this we are strengthening processes for gathering and using insights, including from ERO and NZCER, and embedding a 'working together' approach to change and implementation to ensure changes land well and that we are providing effective supports. | This will be traversed when we discuss the refresh of the national curriculum with you. Cabinet update expected early 2021. |
| Early learning practice and progress tools <i>Action in: Early Learning Action Plan, National Education and Learning Priorities, Pacific Education Action Plan</i> | Kaiako and teachers use assessment to understand and communicate learning progress, to tailor teaching for positive learning trajectories, and to identify additional needs to support equity and inclusion. | Initial work has begun on the conceptual and structural framework, and draft tools and implementation guidance in the area of social-emotional learning (SEL). Ready for trialing by May 2021. Development of further tools is planned for later in 2021. | In implementation. We will keep you informed on progress. |
| Broadening assessment for learning practices and tools in schooling <i>Action in: National Education and Learning Priorities, Pacific Education Action Plan</i> | Provide tools for understanding learner progress in a range of learning, including development of curriculum progress maps and He Tīrewa Ako that support curriculum design and rich records of learning. | For The NZC, support for uptake of PaCT (literacy and numeracy) continues and we are piloting tools unpacking social-emotional learning in key competencies of <i>The New Zealand Curriculum</i> . Social and emotional learning is inherent in the Te Tamaiti Hei Raukura framing for TMOA. | Cabinet update expected early 2021. We would like to confirm priorities for inclusion in the curriculum progress map with you as outlined in this paper . |
| Developing rich records of learning <i>Action in: Ka Hikitia, National Education and Learning Priorities, Pacific Education Action Plan, Learning Support Action Plan</i> | Learners and families have a collaboratively generated profile of their aspirations, learning strengths and progress to support teaching and learning along their pathway. | We have completed the initial pilot and are progressing to prototyping a common approach to records of learning. | 9(2)(f)(iv) |
| Access to curriculum progress information | To ensure that people have access to the curriculum progress information they need to make a difference for learners within a 'system that learns', and that there is a trusted context for the collection, use and sharing of that information. | An update on this aspect of the curriculum work programme will be included in a separate briefing on Hon Tinetti's delegations relating to evidence and data. | |

Annex 2: Progress and next steps for curriculum activities within Hon Tinetti's delegations (page 2)

| Initiative | Purpose | Current status | Next steps |
|--|---|--|---|
| Implementing reset priorities for regionally allocated PLD <i>Action in: Ka Hikitia, Pacific Education Action Plan, National Education and Learning Priorities, Learning Support Action Plan</i> | Ensure PLD is available to schools and kura to respond to local needs is based on a coherent approach to strengthening core curriculum capabilities that support inclusive and equitable teaching and learning across the curriculum. | Re-set priorities have been launched and will be the basis of applications for regionally-allocated PLD from term 1 2021. | In implementation. We will provide a separate briefing with a more detailed update on our curriculum PLD supports. |
| Strengthening literacy and numeracy; te reo matatini me te pāngarau <i>Action in: National Education and Learning Priorities, Learning Support Action Plan</i> | Strengthen approaches for supporting learner progress in literacy and numeracy, te reo matatini me te pāngarau, including reflecting the latest learning science. | <p>Dyslexia guidelines and Talking together, Te kōrerorero' online oral language resource released.</p> <p>Early literacy approach encompassing updated Ready to Reads, Reading Recovery and expansion of Better Start Literacy being piloted in 2021.</p> <p>Updated Ngā Kete Kōrero, development of Te Reo Matatini Tīrewa Ako with teacher guides and exemplars to be introduced in early 2021.</p> <p>Initial advice to underpin strategies to shift the dial on literacy and te reo matatini has been prepared.</p> <p>Maths and pāngarau plans in development.</p> | We will provide a separate briefing on literacy and te reo matatini. We would like to discuss next steps in the development of a strategy with you. |
| Wellbeing learning across the curriculum <i>Action in: National Education and Learning Priorities, Pacific Education Action Plan, Learning Support Action Plan</i> | Provide a range of high quality resources to support places of learning to meet the wellbeing learning needs of learners. | Relationships and Sexuality Education Guidelines have been released. Mental health guidelines are in development. Reviewing next steps for Racism Toolkit. | 9(2)(f)(iv) We will keep you informed on progress. |
| Enhancing Kauwhata Reo <i>Action in: Tau Mai Te Reo, National Education and Learning Priorities</i> | Provide authoritative source of fit-for-purpose te reo Māori resources and supports to ensure quality curriculum, learning and teaching in Māori medium pathways, and learning and teaching of te reo Māori in English medium pathways. | Planning underway to improve functionality capability. | We will provide a separate briefing with a more detailed update. 9(2)(f)(iv) |
| Replacing Te Kete Ipurangi (TKI) | Provide a fit-for-purpose authoritative source of guidance on curriculum, teaching and learning, using digital technologies to improve usability and impact. | Request for Proposals out. | We will provide a separate briefing with a more detailed update. 9(2)(f)(iv) |
| Curriculum Leads for frontline support <i>Action in: National Education and Learning Priorities</i> | Provide frontline support for places of learning to help them understand and meet curriculum expectations for wellbeing learning, including connecting them to supports, resources and peer-to-peer supports. | Working through the appointment process for up to 40 Curriculum Leads focussed on wellbeing. | In implementation. We will keep you informed on progress. |