

Education Report: Update on the Curriculum, Progress and Achievement Work Programme

To:	Hon Chris Hipkins, Minister of Education		
CC:	Hon Kelvin Davis, Associate Minister of Education, Hon Jenny Salesa, Associate Minister of Education, Hon Tracey Martin, Associate Minister of Education		
Date:	13 July 2020	Priority:	Medium
Security Level:	In Confidence	METIS No:	1234298
Drafter:	Amy Bendall	DDI:	§ 9(2)(a)
Key Contact:	Pauline Cleaver	DDI:	
Messaging seen by Communications team:	No	Round Robin:	Yes

Purpose of Report

The purpose of this paper is for you to:

- **Note** that while we have made good progress on the timeline for the Curriculum, Progress and Achievement work, it has been impacted by the COVID-19 response
- **Note** that we have also refined and rephased activities to be manageable within baseline budget parameters
- **Indicate** your preference for the timing of a Cabinet report back.

Recommended Actions

The Ministry of Education recommends you:

- a. **Note** the progress made on initiatives to increase clarity on curriculum, progress and achievement and strengthen our digital presence for both *Te Marautanga o Aotearoa* and *The New Zealand Curriculum*
- b. **Note** that the timeline and budget for the Curriculum, Progress and Achievement work have been impacted by the COVID-19 response
- c. **Note** that the COVID-19 response emphasised the need to improve equitable learning outcomes by increasing clarity in the national curriculum and ensuring important learning is not left to chance
- d. **Note** work that will continue through the remainder of 2020 on these key initiatives
- e. **Note** that we will provide you with a further update on this work early in 2021

f. **Indicate** your preference for the timing of a Cabinet report back

a. July 2020 as previously agreed

Yes ☒ No

b. after the early 2021 update

☒ Yes No

g. **Agree** to proactively release this report

☒ Agree Disagree



Ellen MacGregor-Reid
Deputy Secretary
Early Learning and Student Achievement

17/07/2020



Hon Chris Hipkins
Minister of Education

24/ 7 /2020

Update on the CPA work programme














1. This paper provides you with a brief update on the Curriculum, Progress and Achievement work programme and also outlines how the timeframes for the work programme are being reset as a result of prioritising the response to COVID-19.
2. We have made a lot of progress on:
 - a. A Curriculum Refresh, which will ensure clarity and consistency for users of the *Te Marautanga o Aotearoa* (TMOA) and *The New Zealand Curriculum* (NZC), define learning that cannot be left to chance and ensure curricula which recognises students' identity, language and culture;
 - b. Records of Learning, which travel with students throughout schooling, so that students, parents and teachers have the information they need to understand and support individual progress;
 - c. Curriculum Progress Maps, which identify the most important foundational aspects of learning, such as social and emotional and literacy and numeracy to ensure wellbeing and success in schooling;
 - d. Data, which will be shared through a high-trust model and used to inform decision making so we know what works, what needs improving and how to allocate resources; and
 - e. Curriculum support that will ensure teachers have the necessary knowledge, tools and capabilities to implement the curriculum to enable students to be successful.
3. The COVID-19 response required rapid, significant shifts to the way young people access and lead their own learning across Aotearoa New Zealand. These shifts highlighted inequities in the quality of curriculum, teaching and learning, and there is now greater urgency to address this variability.
4. Specifically, the COVID-19 response exposed the urgent need for two key aspects of the CPA work programme: increasing clarity in *Te Marautanga o Aotearoa* and *The New Zealand Curriculum* so that the important learning is not left to chance, and providing high quality digital access to curriculum, curriculum resources, and curriculum-based learning so that teaching and learning can take place anywhere, anytime.
5. The work on the development of Aotearoa New Zealand's histories curriculum content provides the opportunity to test the clarity of the refreshed structural elements of *Te Marautanga o Aotearoa* and *The New Zealand Curriculum*.
6. Our experience in COVID-19 lockdown is taking us into digital provision more quickly than we had envisioned. Investment in the technological infrastructure required to support the updated *Te Marautanga o Aotearoa* and *The New Zealand Curriculum* is required to make it more accessible, so we will have a national curriculum that is more coherently and consistently applied locally.
7. We have become increasingly aware of work that is needed on the Record of Learning, the Virtual Learning Environment and Te Kete Ipurangi (TKI) as teachers, students and parents are increasingly turning to online learning tools and approaches. We need to ensure our support for teaching, learning, and understanding progress works for both synchronous and asynchronous, in-person and remote, modes.

8. We have worked closely with the sector, community etc. to work through early scope and design thinking across the range of initiatives. There is broad support for the way of working which has enabled much of the work to progress into the testing phase over the next 6 months.
9. The next steps for the remainder of 2020 are mapped out in the A3 attached, indicating the nature of the activity taking place. Some of these timeframes are slower due to the Covid-19 disruption. We have also refined and rephased activities to be manageable within baseline budget parameters.
10. We recommend that your report back to Cabinet is deferred until after the end of 2020 progress update.

Proactive Release

11. It is intended that this Education Report is proactively released as per your expectation that information be released as soon as possible. Any information which may need to be withheld will be done so in line with the provisions of the Official Information Act 1982.

Curriculum, Progress and Achievement: Work Programme

CPA Initiative	Current status	Next steps July – December 2020	
Update Te Marautanga o Aotearoa (TMOA)	Working with Te Ohu Matua, sector reference group, on purpose and scope of review. Positive response to testing of Te Tamaiti Hei Raukura framework with stakeholders.		Strengthening tools and processes for monitoring akonga progress
			Exemplars to support the use of Te Tamaiti Hei Raukura as way of viewing ākonga progress.
			Enhancements to Te Waharoa Ararau and alignment with Te Rito VLE and Kauwhata Reo
Increase clarity in the New Zealand Curriculum (NZC), and ensure significant learning is not left to chance	Developed advice with Sector Working Group on scope and scale of change required.		
	Creation of a digital mock-up of a refreshed framework with: <ul style="list-style-type: none"> a new way of framing NZC that weaves Key competencies and learning areas a bicultural and inclusive approach that supports students' identities, languages and cultures 		Test refreshed framework with sector.
	Draft curriculum progress map that exemplifies two competencies, Relating to Others, and Managing Self, and supports judgements for School Entry Assessment (SEA).		Developing review cycle for learning areas starting with the addition of Aotearoa New Zealand's Histories to the Social Science learning area.
Curriculum stewardship, to ensure the NZC and TMOA are sustainably maintained	Exploration of potential regulatory framework for curriculum stewardship.		Trialling the CPM prototype materials in term three, and alignment with School Entry Assessment.
	Further advice on a Māori Medium Centre of Excellence aligned to decisions made on Tomorrow's Schools		Development of advice and options for early 2021 report back
Improve digital presence for TMOA and NZC	Draft requirements for Records of Learning (RoL) in Māori and English medium identified.		Exploration of the concept of a Māori Medium Centre of Excellence aligned to direction of Tomorrow's Schools outcomes.
			Targeted engagement to test RoL requirements.
	Stabilising the multiple 'Te Kete Ipurangi' (TKI) platforms that house in excess of 65 separate websites and conducting an initial content audit		Further consideration on which elements of RoL will be mandatory, testing of interest in this with Accord partners is an option.
	ClassroomNZ2020 delivering access to Te Aho o te Kura Pounamu resources as interim support for NCEA learners.		Begin early design and seek to procure a new curriculum publishing system dependent on budget being secured.
	Design for Virtual Learning Environment underway on Te Rito.		Virtual Learning Environment (VLE) testing and planned pilot completed by the end of 2020.
	Sector discussions on developing capability and systems to ensure safe use of education data.		
	Discussions on an approach to Māori data sovereignty within education data systems.		Consider options and advise on a joint governance structure for learner progress data. Draft procedures and policies developed.

Next steps key:

