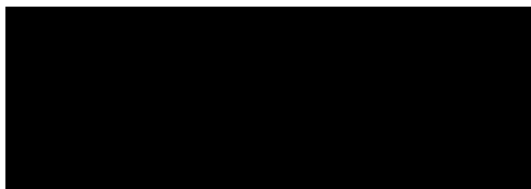




25 JAN 2019



Dear [REDACTED]

Thank you for your email of 3 December 2018 to the Ministry of Education requesting the following information:

- "1. The total cost of scoping, design and development, including tenders let, and staff brought into the MoE on contract to work on the project.*
- 2. The number of users that have registered for the tool.*
- 3. The number of regular users (daily/weekly/monthly).*
- 4. And provide any Education Reports, Briefing Notes, and Cabinet Papers provided by the Ministry of Education to the Minister of Education about the development of the Local Curriculum Design Tool from October 2016 to the date of this request."*

Your request has been considered under the Official Information Act 1982 (the Act).

The purpose of the Local Curriculum Design Toolkit is to facilitate conversations and supply formats, templates, questions and guidance for collaboration within and across schools. It is important to note that most of the work is done face-to-face.

In response to question one, the total cost of developing the Toolkit, from late 2016 to the date of your request, is \$2,820,311. This includes:

- Capital expenditure of \$2,378,232
- Operational expenditure of \$442,079

In response to question two, the Ministry does not collect information on user registration as management of each Toolkit is devolved to the lead school, cluster or Kāhui Ako. The number of Toolkit invitations issued to Education Sector Logon users is 1016.

In response to question three, the number of user sessions (or visits) per month since August 2018 follows (tool available):

Period	August 2018	September 2018	October 2018	November 2018	December 2018
Sessions	2,000	6,300	6,500	6,400	6,500

As work within the Toolkit is designed to be collaborative, the number of user sessions does not indicate the total number of people working within the Toolkit per session.

In response to question four, we have identified four documents in scope.

We are providing a paragraph and recommendation from the first document as an excerpt in **Appendix 1**. This content is from a Cabinet Paper titled *Paper A: Communities of Learning | Kāhui Ako: Progress Report*. We are providing an excerpt of the content as is allowed under section 16(1)(e) of the Act. This is due to the majority of the content being out of scope of your request.

We are providing the remaining three documents in full as **Appendices 2, 3, and 4**. I note Appendixes 2 is dated out of your requested time frame (1 September 2016). We are providing this in the interest of transparency.

Please note, the Ministry now proactively publishes responses under the Act on our website. As such, we may publish this response on our website after five working days. Your name and contact details will be removed.

Thank you again for your email. You have the right to ask an Ombudsman to review this decision. You can do this by writing to info@ombudsman.parliament.nz or Office of the Ombudsman, PO Box 10152, Wellington 6143.

Yours sincerely



Ellen MacGregor-Reid
Deputy Secretary
Early Learning and Student Achievement

Appendix 1 - Paper A: Communities of Learning | Kāhui Ako: Progress Report

From the Minister of Education (Hekia Parata) to the Chair of the Cabinet Social Policy Committee.

- 7 The Ministry is responding to the expressed need from Kāhui Ako leaders for practical, real-time support to help them develop local curriculum. An online tool which will be made available in staged releases from April 2017 and will support Communities of Learning to:
- 7.1 design and implement a quality localised curriculum that is responsive to the learning needs and interests of their students and their community
 - 7.2 use assessment as evidence of progress and growth across the curriculum
 - 7.3 consider the place of te ao Māori, te reo Māori, and tikanga Māori, and how these are positioned in their local curriculum as being central to what it means to learn and grow as New Zealanders
 - 7.4 monitor and share information on innovative practices to increase the spread of effective and quality teaching.

Page 8

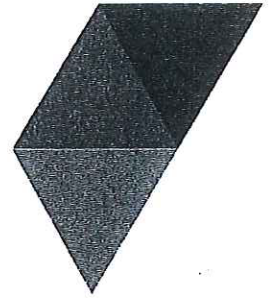
Recommendations

The Minister of Education recommends that the Committee:

...

- 7 **note** two examples of services and support within the Communities of Learning stewardship include:
 - 7.2 online local curriculum tools to realise the local curriculum opportunities that a whole 0-18 personalised pathway provides for children and young people to be rolled out progressively from April 2017.

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BRIEFING NOTE: CoL Curriculum Design

Date:	1 September 2016	Priority:	Medium
Security Level:	In Confidence	METIS No:	1019277
Approved by:	Lisa Rodgers	DDI:	

s 9(2)(a) OIA

Purpose

1. This briefing provides you with information on progress to develop a smart digital tool and support mechanisms for CoLs to respond to the local economic and curriculum opportunities to address their achievement challenges. We outline:
 - Interim thinking on the smart tool design;
 - Concept plans for CoL Curriculum Design Smart tools Integrating Kura and Māori medium settings; and
 - Progress on the secondary/tertiary interface aspects of the tool.

Smart Tool Design

2. Underpinning beliefs:
 - The CoL Curriculum Tool will support CoLs to implement a 'quality local kiwi curriculum' that is responsive to the learning needs and interests of their students and their community;
 - The tool will take account of the vision, values, key competencies and principles of the National Curriculum and include: what is taught (desired curriculum outcomes); how it is taught (pedagogy) and how it is measured (assessment);
 - The tool will foster the of rich learning opportunities in each CoL that reflect their diverse local community; and
 - Assessment as evidence of great teaching, informing but not driving the learning programme.
3. Key understandings from the sector:
 - Initial workshops have been held with school and CoL leaders in Auckland, Nelson and Christchurch. This was followed by a two-day hui on 18-19 August with several CoL

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We work together for maximum impact Ka mahi ngātahi mō te tukinga nui tonu

Great results are our bottom line Ko ngā huanga tino pai ā mātou whāinga mutunga

- A 1-2 page summary of the evidence base that underpins each element, why is it important and links to key readings
- Tools and questions
- Tips and practical steps
- Initial examples (these will be added to by CoL over time)
- CoL leaders who attended planning meetings are interested in trialling the online tool and providing formative feedback.
- Provide facilitated support to CoL leadership teams for 2-3 days is likely to be needed.

Māori medium CoL Curriculum Design (Te Reo Māori Group, MOE)

5. Smart tools will support Kura and Māori medium settings in mixed CoLs and dedicated Māori medium CoLs to develop localised curriculum.
6. Designs will support :
 - Yr 0-18 pathway – A strengthened focus on seamless curricula across the transitions, and transition to further study, training and employment.
 - Graduate profiles – A collective vision for student learning that is shaped by whānau, hapū, iwi and the wider community that summarises important qualities and characteristics of a graduate from a CoL.
 - Quality Teaching – Outcomes are a result of purposeful quality teaching
 - National Monitoring across the curriculum additional to literacy and numeracy – A mechanism to identify successes, trends and emerging issues to inform investment to support quality outcomes.
7. Next steps are:
 - English and Māori medium development teams working together to develop content
 - Prototype and test possibilities with web designer
 - Provide prototype in October

Secondary/Tertiary local curriculum design

8. The model/template being developed for the secondary/tertiary interface has three parts and uses the vocational pathways as the central framework for developing a shared language and purpose. This will align with the smart tool design, but has some unique features reflecting the particular needs of these students and secondary schools.

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- Examples from schools that have this alignment and can show student success covering particular aspects, e.g. what partnerships could look like, changing timetables, changing subject choice, changing when and how learning happens and is 'counted'.

12. Next steps are:

- Further review and leverage off tools already utilised to develop school and regional reality tools and processes further including the suitability of tools and support needed;
- Document examples of successful partnerships and curriculum adaptation; and
- Trial the template in the Gisborne or Rotorua region during October.

Risks and mitigations

13. Risks and Mitigations are set out in the table below:

Risk	Mitigation
The tool is not fit for purpose	Agile prototyping and trialling of the tools with CoLs in October
Insufficient support is provided to CoL leaders to implement the tool	Prototyping and trialling of the tool with CoL leaders reveals the level of implementation support required
Navigating the current local curriculum, i.e. Te Runanganui o Ngā Kura Kaupapa Māori	Work with Ngā Kura ā Iwi o Aotearoa affiliates who either have an iwi curriculum or are currently creating one
CoLs and schools/kura do not appreciate the potential of the Curriculum Design Tool to create a 'quality local kiwi curriculum' that is responsive to the learning needs and interests of their students and their community	Develop a detailed communication plan to socialise the importance of this to CoLs and schools/kura.

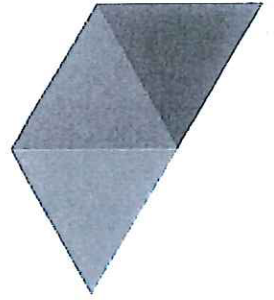
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We work together for maximum impact Ka mahi ngātahi mō te tūkinga nui tonu

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BRIEFING NOTE: Update on the Local Curriculum Design Smart-Tool

Date:	18 October	Priority:	Medium
Security Level:	In Confidence	METIS No:	1029699
Approved by:	Karl Le Quesne, Acting Deputy Secretary, Early Learning and Student Achievement	DDI:	[REDACTED]

s 9(2)(a) OIA

Purpose

1. The purpose of this briefing is to provide you with an update on the progress and description of the Local Curriculum Design Smart-Tool.
2. On 17 August 2016 you met with the Ministry, Mary Chamberlain and Robyn Baker, and outlined your vision for a Local Curriculum Design Smart-Tool to help each CoL implement a 'quality local kiwi curriculum' that is responsive to the learning needs and interests of their students and their community.
3. CoL provide an opportunity for leaders and teachers across schools/ECE to draw on the New Zealand Curriculum (NZC) and Te Marautanga o Aotearoa (TMOA) to plan coherent learning pathways and rich community-based learning experiences for their students as they progress from ECE to senior secondary and beyond.
4. During hui with CoL leaders, they asked for a tool which would help them collaborate and plan coherent learning pathways and rich community-based learning experiences for their students. The tool should be evidence based, process-oriented and non-prescriptive and that supports them on their own journey of local curriculum design.
5. The tool has been designed to use in English and Maori Medium settings.

Online Local Curriculum Design Smart-Tool

6. The purpose of the tool, as you envisioned it, is to situate the ownership for rich, deep and engaging curriculum design in the hands of CoL teachers and leaders. They can then offer a great local curriculum experience that reflects what it is to learn and grow in communities as New Zealanders.
7. The tool will provide an online platform and smart timesaving templates that CoL can use to:
 - create shared signposts or learning profiles that provide agreed high level markers of student progress at key learning transitions;
 - create local teaching and learning plans;
 - define and map the local expertise and partners that can support them to design and deliver their curricula, e.g. specialist teacher expertise, iwi partners, local body partners; and to define and map the local resources on which their local curricula are built, e.g. businesses, industries, community and cultural organisations; and
 - share and map CoL inquiries.

8. This will allow CoL to share quality teaching and innovative pedagogical practices, and to leverage the identified strengths within the community to meet student learning needs.
9. The tool will offer structured but flexible choices – CoL will be able to use the templates provided or create their own. The tool will include:
 - templates and a facilitation guide that shows how the tool could support the development of shared learning profiles at key learning transitions across a CoL (e.g. years 1, 6, 8, 10);
 - templates designed to help each CoL develop a database of their community resources;
 - planning templates designed to support CoL teachers and their wider communities to work together to address their achievement challenges through rich cross-curricular learning experiences;
 - a facilitation guide and a sample template designed to support CoL to systematically explore and develop rich curriculum practices through collaborative inquiries; and
 - templates for assembling the research and evidence each CoL uses; including pre-populated regional economic context information, CoL achievement data and templates for CoL to add their own strategic research if they wish.

Presenting to CoL Leadership Forum

10. You will announce the tool at the *CoL Advance* on 3 and 4 November.
11. At this event leaders will have the opportunity to provide feedback and become involved in the ongoing development of the tool's features.
12. You will have a presentation, in the form of a short video, to show how the tool will function. Speaking notes will be provided to you.
13. Following your address, the Ministry and developers will run a workshop for the attendees to become more familiar with the tool, and collect further feedback.
14. The tool will become available in a series of releases over 2017, working with CoL to support its successful implementation.
15. The first release of the tool will be ready for leaders to use in February 2017.

Progress to date

16. We have tested the initial design of the tool with a small number of CoL leaders who have responded positively. All were keen to be part of the ongoing design process and made recommendations for effective implementation.
17. The Blenheim CoL leadership team strongly endorsed the four areas we have designed content around: the learner profiles; rich learning opportunities; collaborative inquiries and community relationships/resources.
18. We have provided a run sheet with the key actions and deliverables leading up to your announcement at the *CoL Advance* in appendix 1.
19. As the tool concerns the whole of the learner pathway from ages 0 to 18, you may choose to have your office forward this briefing to Minister Joyce for his information regarding secondary tertiary pathways.

Run Sheet for the roll-out of the CoL Planning Tool

Date	For whom	What
2016		
Tuesday 18 October	Minister's Office	Briefing Note to the Minister's office on CoL Planning Tool
Wednesday 26 October	Minister's office	Speaking Points for Minister for 3 November CoL Leaders Forum
Wednesday 26 October	Ministry	Annotated A3 sheet with a screenshot of the home page with annotations that outline the functionality and content of the tool
Monday 31 October	Ministry	Final workshop plan and handouts
Monday 31 October	Ministry	Conceptual design mock-up of smart tool (presented in a short video in a way that highlights the key aspects of the proposed tool)
Monday 31 October	Ministry	Plan for a one-hour workshop within the CoL Leaders meeting to elicit feedback directly from CoL Leaders delivered.
Thursday 3 November	Minister's office, Ministry, CoL Leaders	CoL Leaders Forum – Day One <ul style="list-style-type: none"> 10AM – Minister speech 11AM – CoL Planning Tool workshop
Friday 4 November	Ministry	CoL Leaders Forum – Day two
2017: Functionality will be available over three releases		
A detailed implementation plan will be developed after initial consultation with CoL leaders.		
February 2017	Minister's office, Ministry, CoL Leaders	CoL Planning Tool – First Release
Term 2 (TBC) 2017	Minister's office, Ministry, CoL Leaders	CoL Planning Tool – Second Release of design released
Term 3 (TBC) 2017	Minister's office, Ministry, CoL Leaders	CoL Planning Tool – Third and final release

Key	
	Information for Minister's Office
	Event
	Ministry Action



Briefing Note: Communities of Learning | Kāhui Ako Local Curriculum Design Toolkit

To:	Hon Chris Hipkins		
Date:	8 November 2017	Priority:	Low / Medium / High
Security Level:	In Confidence	METIS No:	1089889
Drafter:	Stephanie McHardie	DDI:	[REDACTED]
Key contact and number:	Pauline Cleaver [REDACTED]	Round robin:	No s 9(2)(a) OIA
Messaging seen by Communications team:	No s 9(2)(a) OIA		

Summary

- This briefing provides you with further information about the Kāhui Ako Local Curriculum Design Toolkit and the plans for implementation over the next four months.
- The Toolkit is being developed in response to sector feedback. When complete, it will support Kāhui Ako to collaborate, to plan coherent learning pathways across the curriculum, and provide rich community-based learning experiences for students.
- We have worked collaboratively with the sector to develop the Toolkit, and a demo version of the Toolkit has been trialled by several Kāhui Ako.
- An agile development process has allowed us to schedule progressive releases of the Toolkit as each tool is built. We expect a full release of all tools by March 2018.
- Regional Ministry staff and Expert Partners are being trained to support Kāhui Ako to explore and use the Toolkit.


 Ellen MacGregor-Reid
 Deputy Secretary
 Early Learning and Student Achievement

8/11/17

Background

1. The Kāhui Ako Local Curriculum Design Toolkit is being developed in response to sector demand. Various engagement activities in 2016 with Communities of Learning | Kāhui Ako leaders told us they want practical, in-time support that helps them to collaborate, to plan coherent learning pathways across the curriculum, and provide rich community-based learning experiences for students. They indicated the need for a tool that was evidence based, process-oriented, non-prescriptive and one that supports them on their own journey of local curriculum design.
2. The Toolkit supports Kāhui Ako to utilise all the curricula to build a shared local focus across all of the learning areas and key competencies. The tools within the Toolkit combine to assist Kāhui Ako to centre their teaching and learning in the local context, and monitor how their students are progressing across their local curriculum.



- a. Within **Rapua Te Ara Tika** (seeking the right pathway), Te Whare Wānanga encourages deep and aspirational thinking as a prerequisite for developing curriculum. It helps guide Kāhui Ako decision making in curriculum design that reflects who the ākonga is, why that matters, and how curricula could be delivered in more authentic and meaningful ways. Rapua Te Ara Tika supports Kāhui Ako to engage in Māori ways of operating and thinking.
- b. The tools within **Designing Local Curriculum** are designed to help Kāhui Ako organise and carry out the key work of capturing their local curriculum, in a way that ensures their ākonga experience continuous and meaningful learning as they move through their education pathway. The tools in this section focus on establishing strategic areas of teacher inquiry, forming community relationships, and using key competencies to identify transition capabilities, and then using this information to create rich learning opportunities for their students.

We have attached a sample screenshot of the Coherent Pathways tool (part of the Designing Local Curriculum tools) as Annex 1.

3. Combined, the tools will:

- help leaders and teachers in Communities of Learning | Kāhui Ako plan a local curriculum focused on the needs of all of their students, and to develop personalised learning opportunities across all age groups and transition capabilities
- assist members in a Community of Learning | Kāhui Ako to learn from each other across their early learning, schooling and tertiary pathways
- allow Communities of Learning | Kāhui Ako to develop, and to share, collaborative inquiry projects, in order to raise the quality of teaching capability and learning by sharing innovative practices
- ensure Communities of Learning | Kāhui Ako consider te ao Māori, te reo and tikanga Māori in their local curriculum
- enable leaders and teachers to develop their curriculum with help from parents, iwi, employers and communities, to meet the needs of their students.

4. This tool will identify and link to other supports, developed by the Ministry and other education agencies that schools will find useful when planning their curriculum.

Design and development

5. We have worked collaboratively with Communities of Learning | Kāhui Ako and curriculum experts to inform the design and development of this tool using an agile process. A working group, reference group and advisory group were formed for this collaboration and co-design. A demo version of the tool has been trialled by the working and reference groups, and early feedback has been taken into account as development continues.
6. The agile process has allowed us to schedule progressive releases of the Toolkit as each tool is built. This has meant real time testing and feedback has been possible and we have been able to make adjustments based on user response before subsequent releases happen.
7. The final tools to be released are currently being built and are expected to be available by February 2018, with a full release expected by March 2018.

Next steps

8. We have been training regional Ministry staff so they can assist Communities of Learning | Kāhui Ako to explore and to use the Toolkit.
9. Expert Partners will also be providing support to Communities of Learning | Kāhui Ako on using the Toolkit, tailored to their needs and stages of development.
10. Use of the Toolkit is optional, and we anticipate a gradual uptake depending on where each Community of Learning | Kāhui Ako is in their formation and capability development.
11. We will continue to support Kāhui Ako to develop their practices and to understand the elements of the Toolkit. This Toolkit will provide Kāhui Ako with an opportunity to plan and collaborate within and across schools. It also offers personalised learning and rich experiences for students across all of the learning areas and key competencies within the curriculum.

12. When used in conjunction with other tools, Kāhui Ako will be able to monitor student progress across their localised curriculum.
13. As more Communities of Learning | Kāhui Ako engage with the tool, it is likely that their expectations will be greater than the tool can provide currently. For example, early indications were that they wanted space to work and share about aspects of their Community of Learning | Kāhui Ako beyond curriculum. We anticipate there will be ongoing demand for future expansion and enhancements.

Annexes

Annex 1: Sample screenshot of Coherent Pathways tool

Annex one: Sample screenshot of Coherent Pathways tool


Communities of Learning | Kāhui Ako

Home Using This Toolkit Our Community of Learning Kāhui Ako Rapua Te Ara Tika Designing Local Curriculum

DESIGNING LOCAL CURRICULUM

GUIDE CAPTURE SHARE

Coherent Pathways



Process Overview

Developing our Coherent Pathway strategy

Developing Kāhui Ako transition statements

Sharing aspirations for our ākonga

Minimise

Coherent Pathway strategy

— Hide Coherent Pathway strategy

Edit Capture Share

Edit, Capture and Share your Coherent Pathway strategy

Coherent Pathway strategy foreground the learning dispositions, competencies (including literacy and numeracy skills) and wider disciplinary knowledge that you consider to be critical for your learner cohorts at key points on their learning pathway. They remix aspects of all the key competencies and weave them together with the important knowledge and skills (including literacy and numeracy skills) that are articulated in each of the eight learning areas. They also help teachers to focus on ākonga dispositions to act in ways that support them to achieve success in learning to be responsible citizens.

Transition vision statements capture your vision for what ākonga should know and be able to do at key transitions in their learning. They can act as beacons, lighting up the learning path and providing a source of guidance and inspiration to all who support learning.

Transition Statements

You can use these filters to group your transition statements in different ways.

Capabilities

Learning Areas

Transition Statements

Transition to school

Capabilities

Making meaning

Akonga in years 1-3 develop strong foundations in oral language, reading, writing and mathematics, all of which are critical for learning. They use their oral language to learn to read and write, as well as to engage in their everyday worlds. Akonga in these years build their knowledge of new words and talk about their ideas using increasingly precise language. They build their understanding that numbers are abstract units that can be treated as wholes or partitioned to solve problems. They represent their ideas in a range of text forms, and create simple representations of their ideas and talk about these representations.

Critical Inquiry

Akonga in years 1-3 build a rich library of experiences across learning area disciplines and their experiences nurture their curiosity and questioning. They explore shapes and patterns and have many opportunities to respond to and create their own texts. Akonga gather and interpret simple sets of information, which may involve measuring things. They develop working theories about how their local man-made, natural and social worlds work.

Back to Dashboard