

Cabinet Paper material

Proactive release

Minister & portfolio Hon Chris Hipkins, Minister of Education
Name of package Curriculum, Progress and Achievement: Initial Actions
Date considered 26 August 2019
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These documents have been proactively released:

Cabinet paper: Curriculum, Progress and Achievement: Initial Actions

Date considered: 21 August 2019, Social Wellbeing Committee

Author: Ministry of Education

Strengthening curriculum, progress and achievement

Date considered: 21 August 2019, Social Wellbeing Committee

Author: Ministry of Education

This document has been publicly released here.

Cabinet Social Wellbeing Committee minute – SWC-19-MIN-0101

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Cabinet minute – CAB-19-MIN-0427

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Material redacted

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In Confidence

Office of the Minister of Education

Chair, Cabinet Social Wellbeing Committee

Curriculum, Progress and Achievement: Initial Actions

Proposal

1. This paper seeks agreement on initial actions as part of the Curriculum, Progress and Achievement (CPA) work programme, following the June 2019 report of the CPA Ministerial Advisory Group (Advisory Group).

Executive Summary

2. New Zealand's curriculum framework is world-leading in many respects, but some things need to change in the way *The New Zealand Curriculum* and *Te Marautanga o Aotearoa*¹ are used, in order to ensure that all our diverse students make progress in their learning.
3. I propose to take forward key elements of the advice in the Advisory Group's report through the next phase of the CPA work programme, which will focus on design and implementation with the sector, students, parents and whānau. Initial actions will contribute to:
 - 3.1. establishing an agreed process for updating *The New Zealand Curriculum* and *Te Marautanga o Aotearoa* so that they remain fit for purpose in a changing world
 - 3.2. developing a curriculum progress map that enables individual students' strengths and needs to be easily identified and responded to, with the intent that it will be ready for use by schools and kura from 2021
 - 3.3. developing a common approach to records of learning, that can and will travel with students from early learning to post school, so that students, parents and whānau and teachers have the information they need to understand and support individual progress
 - 3.4. appropriately sharing learner progress information across the education system so that we know what works, what needs to be improved, and where to allocate resources to better support students' learning, development, and wellbeing.

¹ *Te Marautanga o Aotearoa* is the national curriculum that was developed in te reo Māori. Kura and schools can choose to use *Te Marautanga o Aotearoa*, *The New Zealand Curriculum*, or both.

4. Once in place, these key elements will create significant benefits for students, their parents and whānau. They will provide clear information on how each child is doing in their learning, including whether they need extension or additional support.

Background

5. In April 2018, Cabinet agreed to the establishment of a Curriculum, Progress and Achievement Ministerial Advisory Group (Advisory Group) to provide advice on how to:
 - 5.1. ensure *The New Zealand Curriculum* and *Te Marautanga o Aotearoa* are fit for purpose, and schools and kura find them easy to use in their local contexts [CAB-18-MIN-0165 refers]
 - 5.2. provide greater visibility to parents, students and their teachers about what growth and progress looks like across all areas of the curriculum [CAB-18-MIN-0165 refers]
6. In September 2018, Cabinet agreed to extend the scope of the Advisory Group to provide advice on information needs across the system in relation to Years 1–10 student progress and achievement [CAB-MIN-0449 refers].
7. The Advisory Group provided me with its final report and recommendations in June (attached as Annex 1). The membership of the Advisory Group can be found at page 56 of Annex 1. The Advisory Group worked closely with a Reference Group as it developed its ideas and drafted its report, through a transparent and iterative process. The membership of the Reference Group can be found at page 58 of Annex 1.
8. This work followed the decision to revoke National Standards and Ngā Whanaketanga Rumaki Māori in December 2017 [CBC-17-MIN-0042 refers] to ensure the nation's diverse students all progress and achieve across the national curriculum.
9. Schools and kura welcomed the removal of National Standards and Ngā Whanaketanga Rumaki Māori as an opportunity to re-engage with broad learning across the curriculum. This re-engagement has consolidated sector appetite for using *The New Zealand Curriculum* and *Te Marautanga o Aotearoa* to take a more holistic approach to teaching and learning.
10. It has also shown that some aspects of the national curriculum, and the ways it is delivered, need attention. Schools have requested more support to implement *The New Zealand Curriculum* and *Te Marautanga o Aotearoa*, and to monitor and report progress across the curriculum. They are requesting information, guidance, and professional learning and development (PLD) to build their capability to deliver the curriculum to their students.
11. Inconsistency in the ways schools and kura implement *The New Zealand Curriculum* and *Te Marautanga o Aotearoa* needs to be addressed. Experiences at school continue to affect children and young people, with their whānau, throughout their lives. These experiences are not consistently positive. While many schools and kura

are delivering exceptional teaching and learning, not all students are getting the learning they need.

12. The curriculum children and young people learn through provides the framework for their learning experiences. Getting the curriculum, and its implementation, working for all our diverse learners will contribute to the aspirations set out in the draft Child and Youth Wellbeing Strategy and the Employment Strategy and Youth Employment Action Plan.

Curriculum in Aotearoa New Zealand

13. Curriculum is designed and interpreted in a three stage process: as the national curriculum, the school curriculum and the classroom programme. The national curriculum provides the framework and common direction for schools. It gives schools the scope, flexibility, and authority to design and shape their school curriculum so that teaching and learning is meaningful and beneficial to their students.
14. Schools use a range of assessment approaches to describe and measure students' progress and achievement. Teachers then adjust their classroom programme to meet the needs of students. The ability to craft a rich local curriculum and judge progress is highly dependent on both school and community resources and so is highly variable.
15. In our current system, *The New Zealand Curriculum* and *Te Marautanga o Aotearoa* are highly flexible and do not tell kura and schools exactly what to teach and when. This is quite different from how many other jurisdictions design national curricula. High flexibility at the local level is valued by the sector and communities because it creates the conditions for schools and kura to tailor learning to meet the needs and aspirations of whānau, communities, local hapū and iwi. High flexibility supports innovation. High flexibility is also challenging for schools and kura, because they then take on the main responsibility for curriculum decisions at a local level.
16. High flexibility requires consistently high quality teaching and learning. However, schools and kura are working with minimal national guidance on how to use *The New Zealand Curriculum* and *Te Marautanga o Aotearoa* in their local context. I am resetting PLD priorities as current PLD priorities do not explicitly focus on progress across the curriculum. Teachers and school leaders are not being sufficiently supported to develop the capability they need to make curriculum decisions at a local level.
17. In this context there is a chance that important learning may be missed as schools and kura try to balance competing demands to deliver teaching and learning. Conditions are different for each school, kura and community. Some schools are better placed for success or face less challenging needs than others. This means there is variability in the ways schools deliver the curriculum and students' experiences of school can be inequitable and inconsistent.

Overview of Advice and Proposed Initial Actions

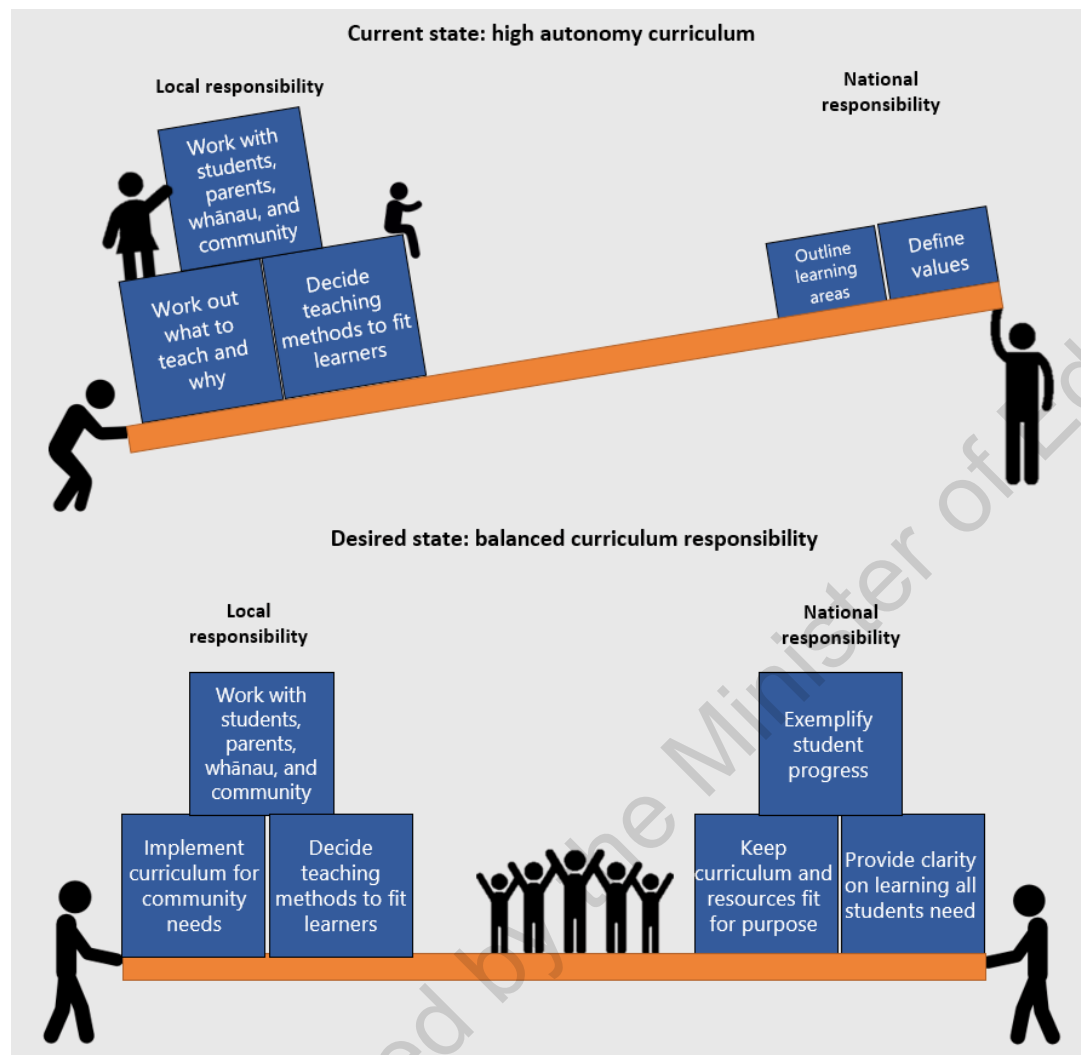
18. This paper provides an update on the Curriculum, Progress and Achievement (CPA) work programme and sets out my approach to the next stage of work, which is focussed on implementation with the sector, students, parents and whānau.
19. The Advisory Group has provided an independent voice that tells us some things need to change in the way *The New Zealand Curriculum* and *Te Marautanga o Aotearoa* are used to ensure that all our diverse students make progress in their learning. The Advisory Group's advice was developed collaboratively and there is strong momentum for this direction of change amongst the sector.
20. The Advisory Group has made recommendations for *The New Zealand Curriculum* and *Te Marautanga o Aotearoa*. The Advisory Group indicated that some recommendations for *The New Zealand Curriculum* also apply for *Te Marautanga o Aotearoa* (although the design and implementation will look different).
21. I agree with the general direction of the Advisory Group's recommendations and seek agreement about the next phase of the CPA work programme on the basis of the Advisory Group's report. I propose that the Ministry of Education work in collaboration with the sector, students, parents and whānau in 2019 and 2020. Initial actions will contribute to:
 - 21.1. establishing an agreed process for updating *The New Zealand Curriculum* and *Te Marautanga o Aotearoa* so that they remain fit for purpose in a changing world
 - 21.2. developing a curriculum progress map that enables individual students' strengths and needs to be easily identified and responded to, with the intent that it will be ready for use by schools and kura from 2021
 - 21.3. developing a common approach to records of learning, that can and will travel with students from early learning to post school, so that students, parents and whānau and teachers have the information they need to understand and support individual progress
 - 21.4. appropriately sharing learner progress information across the education system so that we know what works, what needs to be improved, and where to allocate resources to better support students.
22. Once in place, these key elements will create significant benefits for students, their parents and whānau. They will provide clear information on how each child is doing in their learning, including whether they need extension or additional support. Design and implementation will be tailored to the separate contexts of *The New Zealand Curriculum* and *Te Marautanga o Aotearoa*.
23. The implementation of these changes will be supported by further work within the CPA work programme. This will ensure teachers have the resources, supports and capability to implement *The New Zealand Curriculum* and *Te Marautanga o Aotearoa* and report to parents.

24. My wider Education Work Programme will consider how to support teachers to report to parents and strengthen learning partnerships. It will also consider the role of independent critique and advice in national curriculum development and implementation.
25. It is important that this work is driven by the sector and that they continue to feel a strong sense of partnership in the changes ahead. This responds to lessons learnt from the positively received change approaches to *The New Zealand Curriculum* and *Te Marautanga o Aotearoa*. It is clear that a 'do with' model is necessary for change to be embraced by the sector and have a positive impact on practice. I want to avoid the unintended consequences of the approach taken with National Standards, which included a narrow focus on literacy and numeracy with less attention paid to areas such as Science, the Arts, Health & Physical Education.
26. As this work progresses the Ministry will partner with Māori to develop advice on changes to national curriculum settings.

Updating *The New Zealand Curriculum* and *Te Marautanga o Aotearoa*

27. I have heard through the Education Conversation | Kōrero Mātauranga, the Advisory Group's engagement, and wider public discussions, that the current versions of *The New Zealand Curriculum* and *Te Marautanga o Aotearoa* could be improved. It is common for members of the public to ask for something to be included within *The New Zealand Curriculum*, when it is already there at a high level. An example is the ongoing discussions on how our schools teach New Zealand history and Te Tiriti o Waitangi. This tells me the national curriculum needs to be clearer about what we, as a nation, expect our students will learn in kura and schools.
28. To ensure consistency and equity there is a need to rebalance curriculum responsibility (refer Figure 1: Balancing curriculum responsibility). To carry its share of the responsibility the government will lead national decisions on the learning that all students need, while ensuring schools and kura retain sufficient flexibility for school curriculum to meet the needs and aspirations of whānau, communities, local hapū and iwi. This will make the work of kura and schools more manageable. It will also establish a safety net so that all children and young people get the learning they need at every kura and school.

Figure 1: Balancing curriculum responsibility



29. While work is needed to update *The New Zealand Curriculum* and *Te Marautanga o Aotearoa*, they do not need to be fully replaced. I have heard through my engagement with the sector that radical change to the curriculum is not supported at this time. There is, however, recognition that over time *The New Zealand Curriculum* and *Te Marautanga o Aotearoa* will need to be updated to remain fit for purpose in a changing world.

30. s 9(2)(f)(iv)

Developing a Curriculum Progress Map

31. National Standards and Ngā Whanaketanga Rumaki Māori emphasised a narrow focus on literacy and numeracy. This meant progress, and the broader efforts of children and young people in areas such as Science, the Arts, and Health & Physical Education, were not recognised.
32. The Education Conversation | Kōrero Mātauranga revealed that parents want to know how their children are doing in a broader sense alongside their progress in

literacy and numeracy. We know parents are interested in their children's wellbeing at school. We know parents do not always feel they have the information they need about how their children are doing.

33. I intend to make it easier for parents to understand and discuss their children's progress across the curriculum with teachers. The development of a curriculum progress map will exemplify progress that should not be left to chance. This focus on progress recognises all students grow and develop at different rates and enables their strengths and needs to be easily identified and responded to.
34. The Ministry has begun work with a sector group to test the feasibility of a curriculum progress map and I propose that they continue collaborating and trialling with the sector, students, parents and whānau through 2020. This work will explore which parts of a progress map would be developed nationally, and what schools and kura may wish to add locally. These are intended to be ready for use by schools and kura from 2021.
35. A curriculum progress map will provide students, teachers, parents and whānau with learning markers across time that demonstrate how students are progressing across the curriculum. When used in records of learning, parents will see a picture of students' strengths alongside areas where they may need extra support.

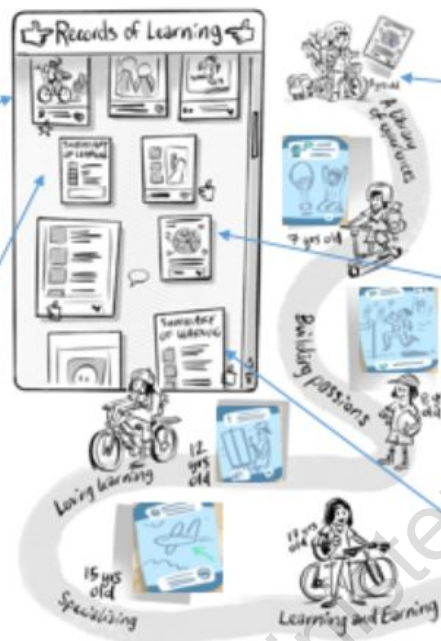
Developing Records of Learning

36. Building on current good practice, a common approach to digital records of learning will support consistent quality in reporting to parents across the school year. Records of learning will provide parents and whānau with an access point to new ways of understanding how their child is doing. Records of learning will be able to be contributed to by teachers, students, parents, and whānau.
37. Each student's record of learning will be a reflection of what they have experienced from early learning through schooling and will recognise their learning and progress, including across the curriculum progress map. Their record of learning will celebrate their identity, language, culture, and passions or interests, including through learning from outside the classroom. Their record of learning will also identify any need for extension and support for their learning, development, and wellbeing. Figure 2 shows an example of a record of learning.

Figure 2: Example of a record of learning

Learners can enter their evidence of learning e.g. Toby's group videoed each other problem solving ways to answer the science questions about gravity.

Family, parents and whānau can comment and contribute.



Early Learning information

Curriculum Progress Map

Regular summaries of learning throughout the year.

38. Some schools and kura already use third party online communication tools to support their teaching, learning and information sharing practices with parents and whānau. The information these tools provide to parents and whānau varies in quality, often due to the level of tool functionality or the kind of information inputted by teachers.
39. Students' records of learning will move with them and will contain nationally consistent information, alongside local information and information from students' own families. This will strengthen transitions (into and between schools and kura) because teachers will have trusted information on what students already know and can do. This will help them to get ready for their students and sustain learning momentum from the beginning of the relationship.
40. I propose that piloting with the sector, students, parents and whānau will start from 2020. Records of learning are intended to be ready for optional pick-up by schools and kura from 2021.
41. I am retaining the requirement to report at least twice a year in writing to students and their parents to ensure students, their parents and whānau continue to receive information on their progress and achievement. Schools and kura that update records of learning over the course of the year to show learning across the curriculum would meet the requirement.

42. In the meantime, the Ministry would provide further guidance to schools and kura on what good reporting to parents and whānau looks like, including providing regular and timely information about their child's learning. For those schools using third party online communication tools, guidance would focus on how to use these effectively to meet reporting requirements without duplicating effort to provide paper reports.

Sharing Progress Information across the Education System

43. The Advisory Group has told me that individuals and agencies across the education system need access to progress information (although to different extents), so that all in the system can learn with, and from, each other. The Advisory Group notes that records of learning could, with students' and whānau agreement, provide an information source for other audiences and purposes (for example, professional learning, research, evaluation, and policy making).
44. With the right protections in place, aspects of records of learning could provide the information the government needs to know what works, what needs to be improved, and where to allocate resources to better support students' learning, development and wellbeing. Records of learning could help improve our understanding of learning and development objectives under the draft Child and Youth Wellbeing Strategy. Aspects of records of learning could provide information on education equity for Ngā Tohutō Aotearoa – Indicators Aotearoa New Zealand. Records of learning would help Oranga Tamariki meet requirements under the National Care Standards to monitor and support the educational progress and achievement of children in care, and maintain records of their achievements.
45. The Advisory Group tells me that lack of trust continues to be a significant barrier, and that I need to prioritise creating the conditions for high trust sharing of information. This lack of trust stems from experiences in the past where the sector felt changes were done to them, rather than done with them. The sector continues to be concerned that student progress information could be used for harmful practices, including the creation of simplistic league tables that rank kura and schools.
46. The Advisory Group's work with the Reference Group, and the Ministry's work with the sector through Te Rito (the Student Information Sharing Initiative), has begun to grow trust around the idea of sharing information. I propose that the Ministry continue to work collaboratively with the sector and to continue to separately attend to the needs of Māori medium education. This will ensure that any solutions support their aspirations and are fit for purpose in a Māori medium context, while also supporting coherence across the system and for students who transition between *The New Zealand Curriculum* and *Te Marautanga o Aotearoa*.

47. The Social Investment Agency (SIA) work to develop a draft Data Protection and Use Policy for the wider social sector was positively received by the Advisory Group and Reference Group. The SIA work provides a strong foundation for complementary approaches in the education sector. As work proceeds, I will ensure it is aligned to the wider social sector work. I have asked the Ministry to continue to work collaboratively with the sector, students, parents and whānau to provide advice on:
 - 47.1. establishing an independent Education Data Protection and Use Governance Group
 - 47.2. developing and consulting on an education data protection and use policy
 - 47.3. developing a high trust model for information sharing, which includes data services for schools and kura.
48. I want the Ministry to proceed with records of learning so that students receive benefits as soon as possible. The Ministry and third parties will not have access to individual learner data (except through trials and with permission) until and unless governance and policy settings are in place to protect privacy. I also asked the Ministry to explore regulatory approaches to ensure that information in records of learning cannot be used for harmful practices, such as simplistic league tables of schools and kura. I expect advice on this alongside next steps for the records of learning.

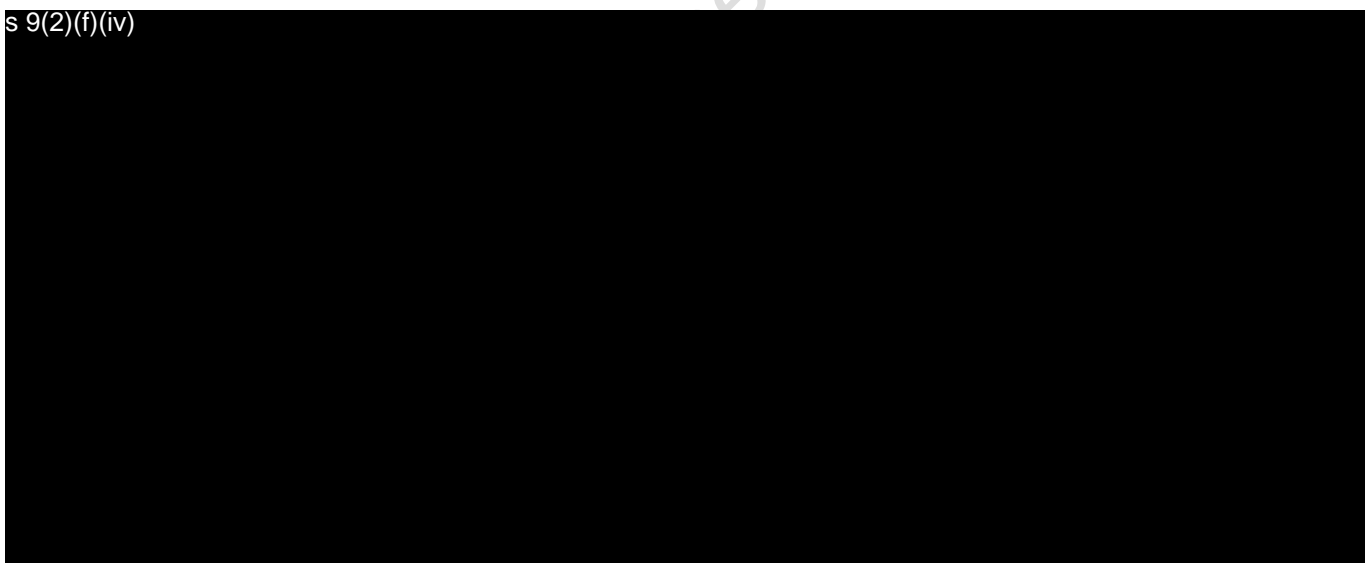
Future Decisions

49. After further work with the sector, students, parents and whānau, the Ministry will provide advice to me on updates to *The New Zealand Curriculum* and *Te Marautanga o Aotearoa*, piloting of curriculum progress maps and records of learning, and approaches to ensure appropriate safe sharing of information. I will report back to Social Wellbeing Committee by the end of March 2020 on:
 - 49.1. the scope and process for future updates to *The New Zealand Curriculum* and *Te Marautanga o Aotearoa*
 - 49.2. next steps for records of learning and curriculum progress maps, including whether any elements should be mandatory for reporting to parents and whānau
 - 49.3. governance, regulatory and policy approaches to ensuring that information in the records of learning is used in service of students and cannot be used for harmful practices.

Consultation

50. The Treasury, Department of Prime Minister and Cabinet, State Services Commission, Education Review Office, New Zealand Qualifications Authority, Teaching Council, Tertiary Education Commission, Te Puni Kōkiri, Ministry of Youth Development, Ministry of Health, Ministry of Pacific Peoples, Ministry for Women, Ministry of Social Development, Office of Disability Issues, Oranga Tamariki, Statistics New Zealand, Social Investment Agency, Department of Internal Affairs, Ministry of Justice, and the Ministry of Business, Innovation and Employment have been consulted on this paper.
51. The Advisory Group worked closely with the Reference Group as it developed its ideas and drafted its report, through a transparent and iterative process. The members of the Reference Group also engaged widely through their own networks in 2018 to bring a range of different on-the-ground perspectives into the Advisory Group's work, and test the Advisory Group's emerging ideas. A key focus of the engagement was to ensure that the perspectives of communities that have traditionally been underserved by the system were heard, including Māori and Pacific students, and students with Learning Support needs (including gifted learners), along with their whānau.
52. The Advisory Group's Chair has also met with Hon Nikki Kaye.

s 9(2)(f)(iv)



Legislative Implications and Regulatory Impact Analysis

56. There are no legislative or regulatory implications that directly arise from this paper. I will provide Cabinet with an analysis if there are legislative or regulatory implications related to future recommendations that I may make as a result of the work outlined in this paper.

Human Rights

57. This paper is consistent with the New Zealand Bill of Rights Act 1990 and the Human Rights Act 1993.

Te Tiriti o Waitangi

58. The Advisory Group described itself as “guided by the principles of Te Tiriti o Waitangi” and acknowledged the bicultural foundations that support an inclusive education approach that strives for equitable education outcomes for all. The Advisory Group comprised representation of Māori medium and English medium. A major focus of the Advisory Group was ensuring Māori were well represented, deliberately targeting Māori voice. Work will continue to consider how to uphold the Ministry’s commitment to Te Tiriti o Waitangi and tangata whenua to guarantee that the Māori-Crown partnership is an integral part of the decision making process.

Gender Implications

59. Women are over-represented in the education workforce, so they are being disproportionality affected by the insufficiency of curriculum supports that is highlighted by the Advisory Group. 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.
60. The use of progress maps and the information within records of learning would enable teachers and schools to reflect on gender issues relating to learner progress within their schools. National level information could enable policy makers and researchers to identify and address trends in early schooling that may contribute to the gender wage gap, such as women being over-represented in lower paid jobs.

Disability Perspective

61. The Advisory Group took learning support perspectives into consideration as it developed its advice. Learning support perspectives were represented on both the Advisory Group and the Reference Group and more voices were actively sought through engagement. The Reference Group was positive about the ability of diverse groups to access the survey, either directly, or through a collaborative conversation captured by a facilitator. Feedback showing a learning support perspective was received from students, parents, whānau, and educators.
62. The changes proposed in this paper would improve the responsiveness of the education system to students with learning support needs (including gifted students). If fully developed, the curriculum progress maps would make visible the progress and achievement of students with learning support needs, so that their needs can be better met and they feel valued. With appropriate privacy protections in place, records of learning could communicate students’ needs for extension and support to their future teachers.

Proactive Release and Publicity

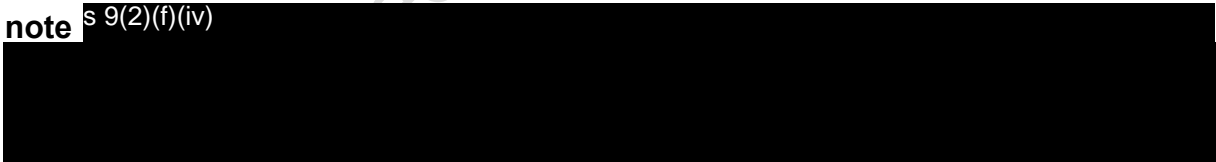
63. I intend to proactively release this Cabinet paper and associated reports, including the Advisory Group’s report (Annex 1). Any information that may need to be withheld will be done so in line with the provisions of the Official Information Act 1982.

64. The Ministry will use its existing channels to communicate directly with key stakeholders about Cabinet's decisions and next steps for the CPA programme, and encourage members of the Reference Group to share the information through their networks. A range of resources will be available through the Education Conversation website. Schools and kura will be provided with information resources they can use to communicate with parents and whānau.

Recommendations

The Minister of Education recommends that the Committee:

1. **note** that the Curriculum, Progress and Achievement Ministerial Advisory Group (Advisory Group) has provided its final report on strengthening the use of the curricula to understand and support student progress and achievement in Years 1–10
2. **note** that the Advisory Group has identified that some things need to change in the way *The New Zealand Curriculum* and *Te Marautanga o Aotearoa* are used to ensure that all our diverse students make progress in their learning
3. **direct** the Ministry of Education to work in collaboration with Māori and Pasifika, the sector, students, parents and whānau in 2019 and 2020 on initial actions towards:
 - 3.1. establishing an agreed process for updating *The New Zealand Curriculum* and *Te Marautanga o Aotearoa*, including roles and responsibilities
 - 3.2. developing a curriculum progress map that enables individual students' strengths and needs to be easily identified and responded to, with the intent that it will be ready for use by schools and kura from 2021
 - 3.3. developing a common approach to records of learning so that students, parents and whānau and teachers have the information they need to understand and support students' progress, with the intent that it will be available for optional use from 2021
 - 3.4. appropriately sharing learner progress information across the education system so that we know what works, what needs to be improved, and where to allocate resources to better support students.
4. **note** that the implementation of the changes in recommendation 3 will be supported by ongoing refinement of the Ministry of Education's curriculum resources and supports, and through actions within the wider Education Work Programme including the Education Workforce Strategy and the Review of Tomorrow's Schools
5. **note** that information about progress is important for all parts of the system but that work is needed to create the conditions for safe and appropriate sharing of progress information
6. **note** that the Minister of Education has directed the Ministry of Education to provide advice on:

- 6.1. establishing an independent Education Data Protection and Use Governance Group
 - 6.2. developing and consulting on an education data protection and use policy
 - 6.3. establishing a high trust model for sharing of education system data, which includes data services for schools and kura
 - 6.4. regulatory approaches to ensure that information in the records of learning cannot be used for harmful practices, such as simplistic league tables of schools and kura.
7. **note** that, once fully implemented, the Curriculum, Progress and Achievement work programme will create the system conditions necessary to meet curriculum progress information needs across the system, and that any Ministry of Education access to information will be under conditions set by the Education Data Protection and Use Governance Group and any relevant legislation
8. **invite** the Minister of Education to report back to Social Wellbeing Committee by the end of March 2020 on:
- 8.1. the scope and process for future updates to *The New Zealand Curriculum* and *Te Marautanga o Aotearoa*
 - 8.2. 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
 - 8.3. governance, regulatory and policy approaches to ensuring that information in the records of learning is used in service of improving teaching and learning.
9. **note** s 9(2)(f)(iv)
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Authorised for lodgement

Hon Chris Hipkins

Minister of Education

Annex 1: 'Strengthening curriculum, progress, and achievement in a system that learns | E whakaha ana i te marautanga, te koke, me te ekenga tuamata i te rangapū e ako ana', A report by the Curriculum, Progress, and Achievement Ministerial Advisory Group, submitted June 4, 2019.

Proactively Released by the Minister of Education



Cabinet Social Wellbeing Committee

Minute of Decision

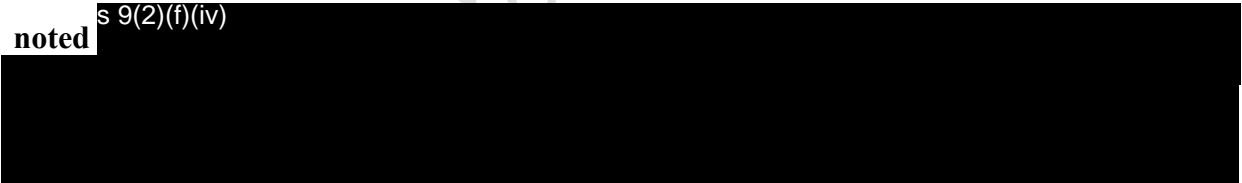
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Curriculum, Progress and Achievement: Initial Actions

Portfolio Education

On 21 August 2019, the Cabinet Social Wellbeing Committee (SWC):

- 1 **noted** that the Curriculum, Progress and Achievement Ministerial Advisory Group (Advisory Group) has provided its final report on strengthening the use of the curricula to understand and support student progress and achievement in Years 1–10, attached in the submission under SWC-19-SUB-0101;
- 2 **noted** that the Advisory Group has identified that some things need to change in the way *The New Zealand Curriculum* and *Te Marautanga o Aotearoa* are used to ensure that all New Zealand's diverse students make progress in their learning;
- 3 **directed** the Ministry of Education to work in collaboration with Māori, Pacific, the sector, students, parents and whānau in 2019 and 2020 on initial actions towards:
 - 3.1 establishing an agreed process for updating *The New Zealand Curriculum* and *Te Marautanga o Aotearoa*, including roles and responsibilities;
 - 3.2 developing a curriculum progress map that enables individual students' strengths and needs to be easily identified and responded to, with the intent that it will be ready for use by schools and kura from 2021;
 - 3.3 developing records of learning so that students, parents and whānau and teachers have the information they need to understand and support students' progress with the intent that it will be available for optional use from 2021;
 - 3.4 appropriately sharing learner progress information across the education system so that we know what works, what needs to be improved, and where to allocate resources to better support students;
- 4 **noted** that the implementation of the changes in paragraph 3 will be supported by ongoing refinement of the Ministry of Education's curriculum resources and supports, and through actions within the wider Education Work Programme, including the Education Workforce Strategy and the Review of Tomorrow's Schools;
- 5 **noted** that information about progress is important for all parts of the system but that work is needed to create the conditions for safe and appropriate sharing of progress information;

- 6 **noted** that the Minister of Education has directed the Ministry of Education to provide advice on:
- 6.1 establishing an independent Education Data Protection and Use Governance Group;
 - 6.2 developing and consulting on an education data protection and use policy;
 - 6.3 establishing a high trust model for sharing of education system data, which includes data services for schools and kura;
 - 6.4 regulatory approaches to ensure that information in the records of learning cannot be used for harmful practices, such as simplistic league tables of schools and kura;
- 7 **noted** that, once fully implemented, the Curriculum, Progress and Achievement work programme will create the system conditions necessary to meet curriculum progress information needs across the system, and that any Ministry of Education access to information will be under conditions set by the Education Data Protection and Use Governance Group and any relevant legislation;
- 8 **invited** the Minister of Education to report to SWC by the end of March 2020 on:
- 8.1 the scope and process for future updates to The New Zealand Curriculum and Te Marautanga o Aotearoa;
 - 8.2 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;
 - 8.3 governance, regulatory and policy approaches to ensuring that information in the records of learning is used in service of improving teaching and learning;
- 9 **noted** s 9(2)(f)(iv)
- 

Gerrard Carter
Committee Secretary

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Present:

Rt Hon Jacinda Ardern
Hon Kelvin Davis
Hon Grant Robertson
Hon Dr Megan Woods
Hon Chris Hipkins
Hon Andrew Little
Hon Dr David Clark
Hon Stuart Nash
Hon Iain Lees-Galloway
Hon Jenny Salesa
Hon Damien O'Connor
Hon Tracey Martin (Chair)
Hon Willie Jackson
Hon Aupito William Sio
Hon Poto Williams
Jan Logie, MP

Hard-copy distribution:

Minister of Education

Officials present from:

Office of the Prime Minister
Office of the Minister for Social Development
Office of the Chair
Officials Committee for SWC



Cabinet

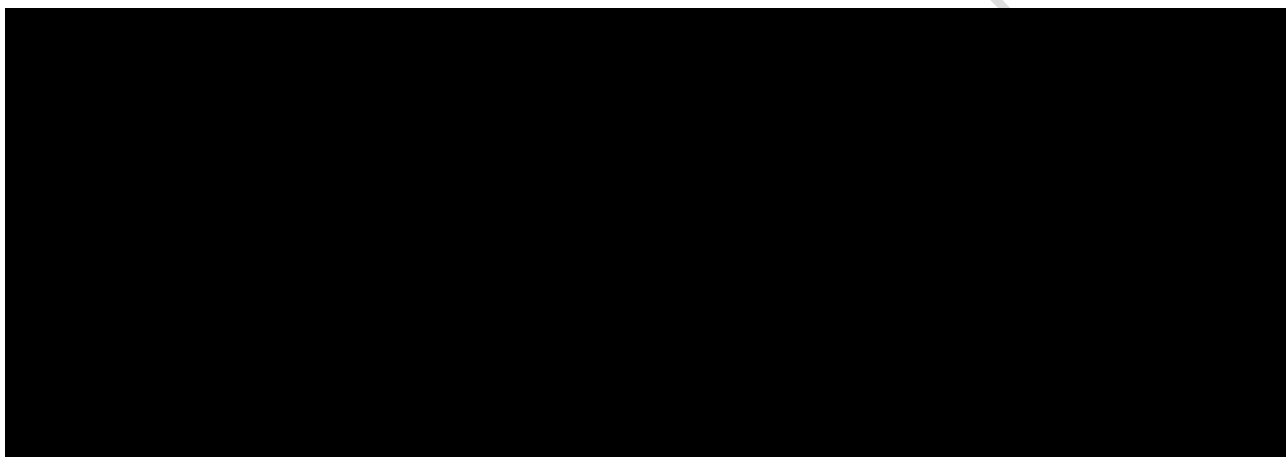
Minute of Decision

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.

Redactions made as content outside scope of Minister's portfolio responsibilities

Report of the Cabinet Social Wellbeing Committee: Period Ended 23 August 2019

On 26 August 2019, Cabinet made the following decisions on the work of the Cabinet Social Wellbeing Committee for the period ended 23 August 2019.

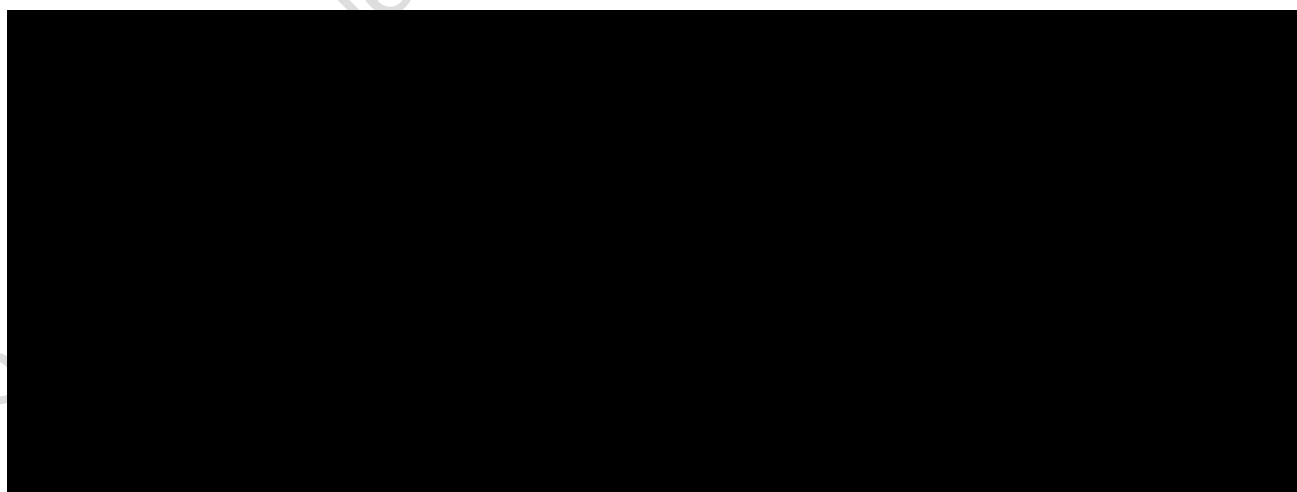


SWC-19-MIN-0101

Curriculum, Progress and Achievement: Initial Actions

CONFIRMED

Portfolio: Education





Redactions made as content outside scope of Minister's portfolio responsibilities

Michael Webster
Secretary of the Cabinet

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Cabinet Social Wellbeing Committee