



Education Report: Final Report of the Curriculum, Progress and Achievement Ministerial Advisory Group and update to Cabinet

To:	Hon. Chris Hipkins, Minister of Education		
Date:	20 June 2019	Priority:	Medium
Security Level:	In Confidence	METIS No:	1193652
Drafter:	s 9(2)(a)	DDI:	s 9(2)(a)
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Messaging seen by Communications team:	No	Round Robin:	No

Purpose of Report

This paper seeks your direction on the Curriculum, Progress and Achievement (CPA) work programme, following the receipt of the Ministerial Advisory Group's (MAG) report.

Summary


- 1 Your MAG has given us an independent voice, supported by the Reference Group and its wider networks, that tells us we need to take a range of steps to address the equity problem in our system and ensure all our diverse ākonga progress and achieve across the curriculum.
- 2 We broadly support the intent of the MAG's recommendations. In some areas we need to consider the best mechanism for achieving the MAG's intent within the context of the wider education system transformation, including the Tomorrow's Schools Review.
- 3 We consider that implementation of the recommendations will contribute to the objectives of the CPA work programme, which are to:
 - a. strengthen the design and use of school curriculum and marau ā-kura so that all ākonga progress and achieve across the national curricula in Years 1–10
 - b. embed a stronger focus on ākonga progress across the curricula
 - c. create the conditions to meet information needs across the system, for ākonga, parents, whānau, teachers, researchers, tumuaki, school leaders, Boards of Trustees and the Ministry, in relation to Years 1–13 student progress and achievement.
- 4 Our advice in this paper focuses on our proposed approach to co-design and implementation over the next five years to create the curriculum conditions for a system focused on equity and excellence for all ākonga.

- 5 The key changes arising from the MAG's recommendations will be:
- a. Establishing an agreed process, including clear roles and responsibilities, for updating *Te Marautanga o Aotearoa* and *The New Zealand Curriculum* so that they remain fit for purpose to 2030 and beyond.
 - b. Developing curriculum progress maps for *The New Zealand Curriculum* and anga tupuranga (progress maps) for *Te Marautanga o Aotearoa* so that it is easier to recognise progress and respond to the needs of ākonga
 - c. Developing records of learning so that ākonga, parents and whānau and teachers have the information they need to understand and support individual ākonga progress
 - d. Sharing information across the education system in the service of improving ākonga progress.

Recommended Actions

The Ministry of Education recommends you:

- a. **note** that the Curriculum, Progress and Achievement Ministerial Advisory Group (MAG) has provided its final report to you (Annex 1)
- b. **note** that the Ministry broadly supports the intent of the MAG's recommendations
- c. **accept** the MAG's final report
- d. **agree** to a staged approach to updating *Te Marautanga o Aotearoa* and *The New Zealand Curriculum*

Agree / Disagree
- e. **note** that the Ministry will work with the sector to provide you with advice on the scope and process for potential future updates of *Te Marautanga o Aotearoa* and *The New Zealand Curriculum*
- f. **note** that work will begin immediately to collaboratively develop and trial changes to *Te Marautanga o Aotearoa* and *The New Zealand Curriculum* to clarify the big ideas which are the essence of each learning area, to support the review of NCEA Achievement Standards
- g. s 9(2)(f)(iv) 
- h. **agree** that progress maps and anga tupuranga should be co-designed and trialled with the sector to prepare for optional use by schools and kura from 2021

Agree / Disagree
- i. **agree** that records of learning for sharing progress information between teachers, ākonga, parents and whānau should be co-designed and trialled with the sector to prepare for optional use by schools and kura from 2021

Agree / Disagree
- j. **note** that records of learning could, with ākonga and whānau agreement, provide an information source for other audiences and purposes but that governance and policy settings will need to be put in place first to protect privacy

- k. **agree** that the Ministry works collaboratively with the sector to provide advice to you by the end of 2019 on the approach to:
- a. establishing an independent Education Data Protection and Use Governance Group
 - b. developing and consulting on an education data protection and use policy
 - c. establishing a high trust model for sharing of education system data, which includes data services for schools and kura
- Agree / Disagree**
- l. **agree** to the exploration of regulatory approaches to ensure that information in the records of learning cannot be used for harmful practices, such as simplistic leagues tables of schools and kura, with advice to be provided alongside next steps for the records of learning
- Agree / Disagree**
- m. **agree** that advice on this work is provided to you by December 2019 to support an update to Cabinet in March 2020
- Agree / Disagree**
- n. **note** that parts of the Curriculum, Progress and Achievement work programme will be progressed through other aspects of the Education Work Programme, including the Tomorrow's Schools Review and the Education Workforce Strategy
- o. s 9(2)(f)(iv)
- p. **agree** to forward this Education Report to Hon Kelvin Davis, Hon Tracey Martin, and Hon Jenny Salesa
- Agree / Disagree**
- q. **proactively release** this Education Report as part of a suite of documents after Cabinet decisions are made. Any information which may need to be withheld will be done so in line with the provisions of the Official Information Act 1982.

Release / Not release

Pauline Cleaver
Associate Deputy Secretary
Early Learning and Student Achievement


Hon Chris Hipkins
Minister of Education

24/6/19

 / /

Background

- 6 In December 2017, you removed Ngā Whanaketanga Rumaki Māori and National Standards [CBC-17-MIN-0042 refers] to support a focus on progress across the curriculum.
- 7 In early 2018, the Curriculum, Progress and Achievement Ministerial Advisory Group (MAG) was established to provide you with advice on strengthening the use of the curricula to understand and support all ākonga to progress and achieve across the curricula [CAB-18-MIN-0165 refers]. In September 2018, the MAG's scope was broadened to include advice on meeting information needs across the system in relation to the progress and achievement of ākonga in Years 1 to 10 [SWC-18-MIN-0119 refers].
- 8 In December 2018, the MAG provided you with an interim report offering its vision and initial recommendations for strengthening curriculum, progress and achievement. Since then, the MAG has developed its recommendations relating to meeting information needs. It has also refined its vision and interim recommendations, including developing separate recommendations for Māori medium education. The MAG's final report is attached as Annex 1. The membership of the MAG can be found at page 56 of Annex 1.
- 9 The MAG worked closely with the Curriculum, Progress and Achievement Reference Group (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. 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 MAG's work, and test the MAG'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 ākonga, and ākonga with Learning Support needs (including gifted learners), along with their whānau.
- 10 Progress continues towards bipartisan support for the changes proposed in the CPA programme. The MAG Chair met again with Hon Nikki Kaye in June 2019 to discuss their recommendations related to reporting learner progress to parents.
- 11 Following our initial advice on the MAG's interim December report [METIS 1174975 refers] we have been testing and exploring of the concept of curriculum progress maps (including their use in records of learning), the development of new curriculum capability frameworks, and a process for the ongoing evolution of the National Curriculum.
- 12 Cabinet is expecting an update on the MAG's advice in July 2019.

The Curriculum, Progress and Achievement MAG's Vision

- 13 In thinking about what is needed to strengthen progress across the curriculum, the MAG has a vision of an education system focused on learning and improvement, a system that cares deeply about each of its children and young people and puts them at its heart. The MAG concludes that becoming a system where we commit to learning, inquiring, and problem solving together in new ways will address the complex, important, and enduring problem of inequity in our children's education.

- 14 The MAG's report makes recommendations for *Te Marautanga o Aotearoa* and for *The New Zealand Curriculum*. The MAG indicated that some recommendations for *The New Zealand Curriculum* also apply for *Te Marautanga o Aotearoa* (although the design and implementation will look different).
- 15 These recommendations were discussed with you at the 4 June Ministerial strategy session. At this session we advised you that the MAG, Reference Group, and Ministry are in broad agreement on how to strengthen ākonga progress across the National Curriculum. Annex 2 provides a summary of the full set of the MAG's recommendations and the Ministry's suggested response.

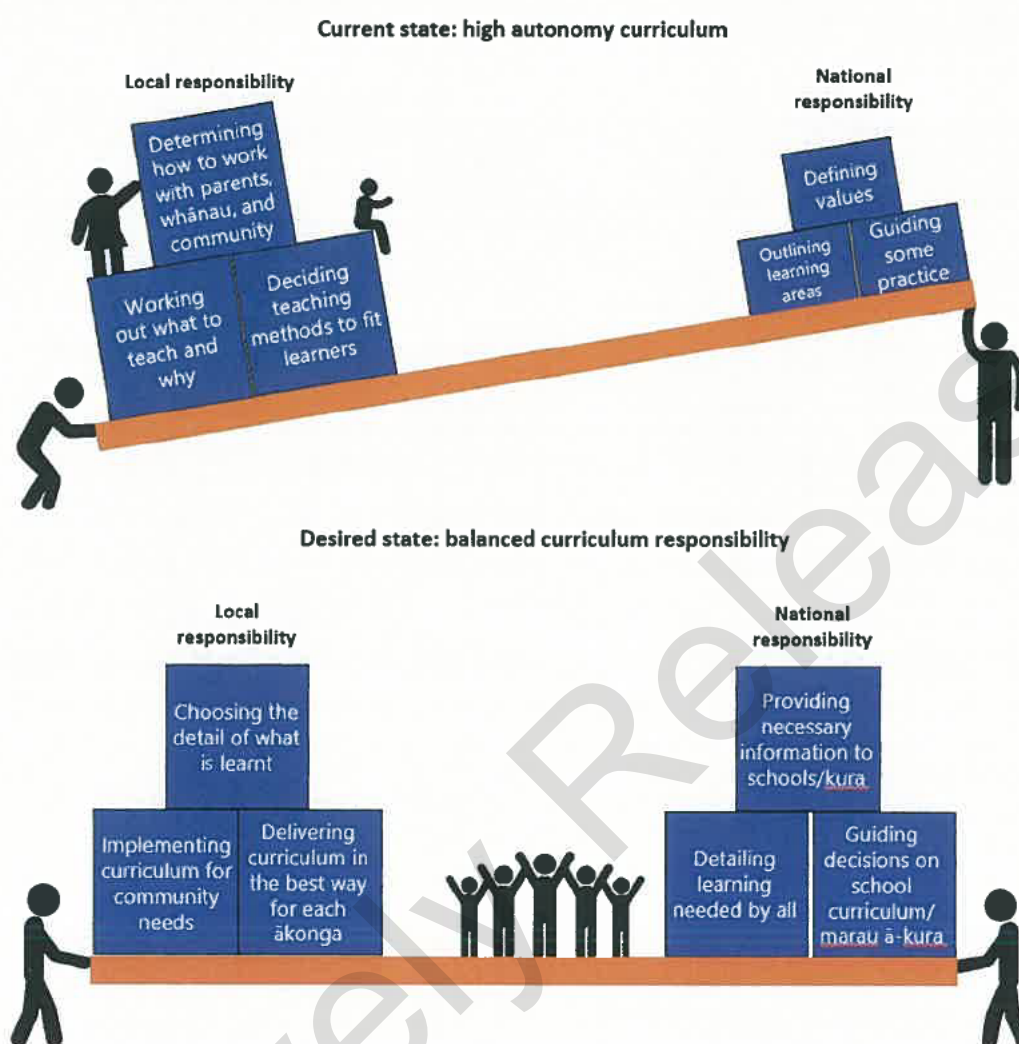
Our advice

- 16 Your MAG has provided an independent voice, supported by the Reference Group and its wider networks, that tells us we need to take a range of steps to address the equity problem in our system and ensure all our diverse ākonga progress and achieve across the curriculum. This will support ākonga to develop the skills and capabilities they need to live, work, and learn in the future. There is excitement about the direction of travel, and strong momentum for change amongst the sector.
- 17 We broadly support the intent of the MAG's recommendations. In some areas we need to consider the best mechanism for achieving the MAG's intent within the context of the wider education system transformation, including the Tomorrow's Schools Review.
- 18 We consider that realising the intent of the MAG's advice will contribute to the objectives of the CPA work programme, which are to:
- a. strengthen the design and use of school curriculum and marau ā-kura so that all ākonga progress and achieve across the national curricula in Years 1–10
 - b. embed a stronger focus on ākonga progress across the curricula
 - c. create the conditions to meet information needs across the system, for ākonga, parents, whānau, teachers, researchers, tumuaki, school leaders, Boards of Trustees and the Ministry, in relation to Years 1–13 student progress and achievement.
- 19 Our advice in this paper focuses on our proposed approach to co-design and implementation over the next five years to create the curriculum conditions for a system focused on equity and excellence for all ākonga.

Strengthening Progress across the National Curriculum

- 20 In our devolved system, schools and kura make critical choices when designing their school curriculum and marau ā-kura (local curriculum) over what is taught from our highly flexible National Curriculum, how and when it is taught, and how learning is described and reported.
- 21 Flexibility at the local level is necessary and important. It is valued by the sector because it supports innovation. It creates the conditions for learning to be tailored by schools and kura to meet the needs and aspirations of whānau, communities, local hapū and iwi.

- 22 However, high flexibility can be challenging for schools and kura, because they are required to take on the main responsibility for curriculum decisions at a local level. There is a chance that important learning may be missed when trying to balance competing demands to deliver teaching and learning while also leading collaborative local curriculum design. Conditions are different for each school, kura and community, and can't always be controlled. Some schools are better placed for success or face less challenging needs than others. This means that ākonga experiences of school can be inequitable and inconsistent.
- 23 There is therefore growing demand for the Ministry to provide greater stewardship and guidance of curriculum decisions from teachers who are shouldering the responsibility of local curriculum design. There are also regular calls, both through the media and made directly to the Ministry, for more prescription on what is taught on particular topics within *The New Zealand Curriculum*. Common areas of concern include what is taught about Te Tiriti o Waitangi, New Zealand history, and civics. We have the opportunity now to harness this momentum for change so that all ākonga, with their whānau:
- a. are able to explore, gain, and build on, the competencies, skills and knowledge they need to develop and grow and pursue their aspirations now and in the future
 - b. understand their progress, and can navigate the choices and build the paths they need to pursue their aspirations.
- 24 We can do this by making *Te Marautanga o Aotearoa* and *The New Zealand Curriculum* clearer, and developing shared understandings of progress. By better guiding school curriculum and marau ā-kura decisions at a national level, we can provide a safety net to ensure that all ākonga have access to learning across the curriculum.



- 25 The contexts for *Te Marautanga o Aotearoa* and for *The New Zealand Curriculum* are different, which means the shifts needed are different.
- 26 Balancing curriculum responsibility for *Te Marautanga o Aotearoa* is about ensuring the education system is set up to support the aspirations of ākonga, whānau, kura, and iwi.

Te Marautanga o Aotearoa	
FROM	TO
National initiatives feel out of step with whānau, kura, and iwi aspirations for their ākonga	National initiatives support the aspirations of whānau, kura and iwi for their ākonga
<i>Te Marautanga o Aotearoa</i> carries a legacy from western approaches to education	<i>Te Marautanga o Aotearoa</i> embodies a Māori and mātauranga Māori framework
Learning area- and outcome-focused	Holistic child-centred model
Lack of national support for a strengths-based approach (already in use in many kura)	Shared use of strengths-based approach
Lack of national support for progress approach (already in use in many kura)	Shared approach to progress nationally and locally
Fears around information sharing	High trust partnership model for information sharing

- 27 Balancing curriculum responsibility for *The New Zealand Curriculum* is about providing the support and guidance needed to ensure that the breadth of the curriculum is taught.

<i>The New Zealand Curriculum</i>	
FROM	TO
Achievement	Progress
Narrow learning	Rich, broad, holistic learning
Unclear learning progression	Clarity of learning progression
Learning privileges some	Learning for all
One size fits all support for teachers and leaders	Differentiated support for teachers and leaders
Some voices valued more than others	All voices valued
Ad hoc curriculum change	Transparent and responsive curriculum change
Fears around information sharing	High trust information sharing
Done to	Done with

Building blocks to strengthen understanding of progress across the *Te Marautanga o Aotearoa* and *The New Zealand Curriculum*

- 28 After consideration of the MAG's advice, we propose that the CPA work programme focuses on eight building blocks to strengthen understanding of progress across *Te Marautanga o Aotearoa* and *The New Zealand Curriculum*. Annex 3 shows the proposed change approach and phasing.
- 29 Four key building blocks will be progressed through co-design with the sector in 2019 and 2020:
- Establishing a process for **updating *Te Marautanga o Aotearoa* and *The New Zealand Curriculum*** so that the curricula are clear
 - Developing shared **understandings of progress** within *Te Marautanga o Aotearoa* and *The New Zealand Curriculum* so that it is easier to recognise progress
 - Developing **records of learning** so that ākonga, parents and whānau and teachers have the information they need to understand and support individual ākonga progress
 - Sharing information** across the education system in the service of improving ākonga progress.
- 30 The four key building blocks will be supported by four further areas of work:
- Establishing interim groups to provide **system leadership and independent critique** so that changes are leading the system forward and confronting the challenges that are most critical to address to achieve equity and excellence
 - Strengthening support that grows **sector capability** to support ākonga progress across the curriculum
 - Strengthening **learning relationships with whānau and networks** so that they spread practices that support ākonga progress across the curriculum
 - Providing **resources to support teachers to design school curriculum and marau ā-kura** so that ākonga experience learning across the curriculum in a way that makes sense to them, their whānau, and communities.

Establishing a process for updating *Te Marautanga o Aotearoa* and *The New Zealand Curriculum* so that the curricula are clear

- 31 We agree with the MAG that there should be a known process for reviewing *Te Marautanga o Aotearoa* and *The New Zealand Curriculum*. In a world characterised by uncertainty and an increasing pace of change, *Te Marautanga o Aotearoa* and *The New Zealand Curriculum* cannot remain static. We share a vision for curriculum and marautanga that remain current, relevant, and fit for purpose through 2030 and beyond. s 9(2)(f)(iv)
- 32 While work is needed to update *Te Marautanga o Aotearoa* and *The New Zealand Curriculum*, they do not need to be fully replaced. Both are already competency-based frameworks that can support wellbeing. We have heard through the CPA Reference Group members and their networks that radical change to the curriculum is not supported at this time. There is, however, recognition that the curriculum could be simplified to make it easier to use locally, and that there are improvements that could be made to better reflect emerging approaches to teaching and learning amongst our more innovative schools and kura.
- 33 We therefore recommend taking a staged approach to updating *Te Marautanga o Aotearoa* and *The New Zealand Curriculum*. The particular focus, steps and timing of the phases will be different for each curriculum.
- 34 To support the review of NCEA Achievement Standards the first phase will be completed by September 2019. This will ensure that the curriculum drives assessment, and will avoid a repeat of previous changes in which assessment drove curriculum. We will trial through co-design with the sector:
- a. updating learning area statements in *The New Zealand Curriculum* and iho statements in *Te Marautanga o Aotearoa* to clarify the big ideas that underpin the NCEA achievement standards
 - b. refreshing the aho in *Te Marautanga o Aotearoa* to strengthen a child-centred approach, derived from te ao Māori.
- 35 We recommend scheduling a report back to Cabinet in March 2020 on the scope and process for potential future updates to *Te Marautanga o Aotearoa* and *The New Zealand Curriculum*. Key areas to explore for *Te Marautanga o Aotearoa* include how the curriculum is derived from a Māori world view and recognises the “whole child as Māori, a global citizen, and contributor to our world”. Key areas to explore for *The New Zealand Curriculum* include developing a Tiriti-based curriculum, New Zealand’s official languages and the role of careers in the curriculum. We will provide you with advice on options by December 2019.
- 36 We heard throughout the Education Conversation that our stakeholders want a greater emphasis on wellbeing in teaching and learning. Work is needed so that *Te Marautanga o Aotearoa* and *The New Zealand Curriculum* deliberately support our ākonga to develop the social and emotional resources and other 21st century skills they need to succeed in a complex and changing world.
- 37 An important aspect of wellbeing is cultural recognition and affirmation. We view *Te Marautanga o Aotearoa* and *The New Zealand Curriculum* as mechanisms to grow our next generation of Treaty partners. Work is needed within both *Te Marautanga o Aotearoa* and *The New Zealand Curriculum* to develop responsive curricula that

honour Te Tiriti o Waitangi and address the issue of educational inequity. This would enable:

- a. ākonga Māori to achieve education success as Māori in a clear and coherent curriculum that upholds their position as tangata whenua
- b. equitable access for ākonga (New Zealand European/Pākehā, Pacific, and tauīwi (other ethnicities)) to a clear and coherent curriculum that supports their role as tangata tiriti within their own culture, identity and language.

- 38 Signalling that there will be a process to update *Te Marautanga o Aotearoa* and *The New Zealand Curriculum* is likely to increase public debate about what children and young people should be learning within schools. This will provide insights that can inform future changes to the curricula, and also highlights the need to carefully manage the process for making changes. We will need to ensure discussion is both robust and safe for all participants, and that final decisions are made on the basis of the learning outcomes needs for ākonga in Aotearoa New Zealand for a post 2030 world.

Developing shared understandings of progress within *Te Marautanga o Aotearoa* and *The New Zealand Curriculum* so that it is easier to recognise progress

- 39 Progress maps and anga tupuranga show what progress looks like. They provide ākonga, teachers, parents and whānau with learning markers across time from early learning to post-school.
- 40 Progress maps and anga tupuranga provide a holistic view by showing progress in learning within more than one area. They celebrate progress in broad meaningful skills, competencies and learning areas, and value the whole child socially, emotionally, culturally, and academically. This means they show strengths while helping to flag when further support or extension may be needed in particular areas of the curriculum. They will reflect the progress of all learners, including those working long term within level one of the curriculum.
- 41 Progress maps and anga tupuranga will support teaching with examples of progress and links to resources teachers can use to help take their ākonga to the next learning step. Progress maps and anga tupuranga will help teachers and leaders evaluate what teaching practices and approaches are having the most impact on student progress.
- 42 The Ministry has begun work with a sector group, parents and whānau to test the feasibility of anga tupuranga and progress maps, and will continue with co-design and trialling through 2020. These will be ready for optional use by schools and kura from 2021. Beginning with optional use will allow whānau, school, and kura to realise the value of progress maps, which will encourage uptake and use. Future decisions on whether progress maps become mandatory may be needed if patterns of uptake begin to exacerbate, rather than reduce, inequitable learning opportunities.
- 43 Schools and kura would have the flexibility to develop maps or anga tupuranga relevant to their local context, which they may also choose to include in records of learning. This would make progress clear (across the National Curriculum and school curriculum or marau ā-kura), so parents, ākonga and teachers know what to expect. Core aspects of the National Curriculum would be included in records of learning for all ākonga.

Anga tupuranga for Te Marautanga o Aotearoa

- 44 Annex 4 shows what anga tupuranga could look like. Anga tupuranga will be designed to strengthen kaiako in their understanding of holistic education and inform their

practice to address the learning needs of ākonga. As well, the framework will progressively address the skills, attributes and abilities ākonga need to achieve educational success in kura, their whānau, hapū, iwi and the wider world. These anga tupuranga are currently under development and will provide a frame through which progress in te reo matatini and pāngarau can be viewed. The tupuranga will focus on Te Tamaiti Hei Raukua, including the following aspects:

- a. Te Tamaiti Hei Ipu Kōrero (the child as a communicator)
- b. Te Tamaiti Hei Ākonga (the child as a learner)
- c. Te Tamaiti Hei Tangata (the child as a person)
- d. Te Tamaiti Hei Uri Whakaheke (the child as a descendant and member of their whānau, hapū and iwi).

Progress maps for The New Zealand Curriculum

- 45 Annex 5 shows an example of progress maps. We propose to explore through co-design a core map that includes up to five aspects from *The New Zealand Curriculum* for use in all schools, noting that each school may also wish to include their own content:
 - a. relating to others
 - b. managing self
 - c. literacy
 - d. numeracy
 - e. communication.
- 46 The Literacy and Numeracy Learning Progressions Frameworks have already been developed for the purpose of making progress in learning visible. The development of social and emotional frameworks (relating to others and managing self) would provide a more holistic view of how ākonga are progressing.

Developing records of learning so that ākonga, parents, whānau and teachers have the information they need to understand and support individual ākonga progress

- 47 Annex 6 shows an example of what records of learning could look like and shows how they could be different along the pathway, recognising the diversity of ākonga and their learning paths. The concept is to develop records of learning that ākonga, their teachers, their parents and whānau contribute to. They would be a reflection of what the ākonga has experienced from early learning through schooling and would recognise learning and progress, including across the curriculum progress maps. They would celebrate identity, language, culture, and passions or interests, including through learning from outside the classroom. Schools and kura that update records of learning over the course of the year to show learning across the curriculum would meet the requirements to report in writing to parents at least twice a year.
- 48 The MAG recommends ākonga learning within *The New Zealand Curriculum* and *Te Marautanga o Aotearoa* have records of learning that are added to throughout their educational journey. Māori medium members of the MAG are keen to ensure records of learning include the learning that matters for whānau, hapū, and iwi, alongside the learning needed by all ākonga nationally. The Ministry considers that developing records of learning for all ākonga is necessary for equity because:
 - a. ākonga move between *Te Marautanga o Aotearoa* and *The New Zealand Curriculum* and between educational settings

- b. records of learning will talk to future employers.
- 49 Records of learning would be the most obvious change from the proposed CPA work programme for ākonga, parents and whānau. Records of learning would provide parents and whānau with an access point to new ways of understanding how their child is doing, and enable a transparent view of their progress. Records of learning would be underpinned by anga tupuranga and/or progress maps. They would reflect *Te Marautanga o Aotearoa* and/or *The New Zealand Curriculum* alongside marau ā-kura or school curriculum. Records of learning would be able to adapt as national and school curriculum or marau ā-kura are adjusted.
- 50 There are multiple benefits to records of learning, all of which would transform the way the education system recognises and responds to progress for all ākonga.
- a. Records of learning bring ākonga, their teachers, their parents and whānau onto the same page, which will complement educationally powerful relationships that make a real difference to progress.
 - b. Records of learning travel with ākonga, which means teachers will know how to get ready for their ākonga and help learning momentum continue from the beginning of the relationship.
 - c. Records of learning help teachers have stronger relationships with their ākonga to ensure individual progress and the need for support and extension is identified.
 - d. Records of learning help teachers design personalised learning programmes and evaluate their practice for individual ākonga, and across groups of ākonga.
- 51 Te Rito will provide the platform for records of learning. Co-design and piloting can start from 2020. Records of learning will be ready for optional pick up by schools and kura from 2021.
- 52 While we propose a gradual opt-in approach to using records of learning from the start of piloting through to 2022, decisions will need to be made about whether any elements of the records of learning will be mandatory to ensure some level of consistency in the information provided to ākonga and parents, and that follows ākonga along their learning pathway. We will provide advice to you on this by the end of 2019. To ensure useful information on progress follows ākonga, records of learning will include information on both national and local learning aspirations. Consideration will be given to what information on learning may need to be consistently included, and the level of quality or rigour needed in that information.
- 53 In the meantime, we will provide further guidance to schools and kura on what good reporting to parents looks like. Guidance will support all schools and kura to give parents and whānau regular and timely information about their child's learning and progress.
- 54 Many schools and kura are already making use of third party online communication tools to support their teaching, learning and information sharing practices with parents and whānau in real time. 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. Guidance will support schools and kura that are already using online communication tools to provide useful information to parents, including information from the Progress and Consistency Tool (PaCT) and Te Waharoa Ararau (TWA).

- 55 The Joint Taskforce on Reducing Compliance Burden has found that schools using online communication tools on an ongoing basis often duplicate this material in paper form to satisfy the National Administration Guideline (NAG). Guidance will also support schools and kura in how to use online communication tools effectively to meet reporting requirements and reduce the risk of increased workload.

Sharing information across the education system in the service of improving ākonga progress

- 56 The MAG notes that records of learning could, with ākonga and whānau agreement, provide an information source for other audiences and purposes (for example, professional learning, research, evaluation, and policy making). We agree with the MAG that sharing progress information across the education system is necessary for all those in the education system to learn with, and from, each other. This means that decisions made about what should be included in the records of learning for all ākonga will also determine what information about learning progress could be accessed to understand what is happening across the full population.
- 57 The MAG's advice focuses on how to create trust so that ākonga, whānau, schools and kura willingly share progress information, including with the Ministry, knowing that it will be used safely and well, and that the benefits and insights will flow back to ākonga in tangible ways. We agree with the MAG that creating a trusted context for the collection and use of data is necessary for achieving its vision of a system that learns.
- 58 The MAG's work with the Reference Group, and our own work with the sector through Te Rito (the Student Information Sharing Initiative), has begun to grow more trust than we have had before. We need to build on that as we take this work forward, which means we need to continue to work collaboratively with the sector, parents and whānau to co-design solutions.
- 59 We also need to continue to separately attend to the needs of Māori medium education, to 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 ākonga who transition between pathways.
- 60 The Social Investment Agency (SIA) has been leading work to develop a Data Protection and Use Policy for the wider social sector. Its work was positively received by the MAG and Reference Group, and provides a strong foundation for complementary approaches in the education sector. You received a recent update on this work through your participation in the Data and Digital Ministers group, and it is due to be considered by Cabinet later this year. We are working closely with SIA to ensure our respective pieces of work are aligned, that advice is coherent, and that we are leveraging opportunities for joint and/or mutually beneficial work.
- 61 We recommend that the next step is to work collaboratively with the sector to provide advice to you on the approach to:
- a. establishing an independent Education Data Protection and Use Governance Group
 - b. developing and consulting on an education data protection and use policy
 - c. developing a high trust model for information sharing, which includes data services for schools and kura.

- 62 We will need to ensure that this work is informed by, and coherent with, the wider social sector work. This includes wider government approaches to governance of data, and the social sector Data Protection and Use Policy. This means that while some progress can be made now, we also need to wait for decisions on wider government approach before beginning substantive collaborative work. This means we will provide you with advice on the approach by the end of 2019, and expect that any design work and engagement on a draft education data protection and use policy will occur during 2020.
- 63 As discussed with you at the Ministerial strategy session of 4 June, we are concerned that these actions will not be sufficient on their own to fully mitigate sector concerns that data in the records of learning could be used for harmful practices, such as creating simplistic league tables of schools and kura. There are regulatory options we can explore to provide additional protections, but these could not be put in place until there is clarity about what information would be collected in records of learning. We propose exploring options as we work to co-design records of learning, so that we can provide advice to you alongside advice on next steps for the records of learning.
- 64 Once fully implemented, this work will create the system conditions necessary to meet curriculum progress information needs across the system. 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. Curriculum progress information is only one part of the information needed for system level purposes, including for monitoring expected by the Child and Youth Wellbeing Strategy and for the evaluation of the impacts of your Education Work Programme. We will provide advice on the wider education information and data context in an upcoming Education Report.

Supporting work to enable change

Establishing system leadership and independent critique

- 65 The MAG, Reference Group and the Ministry agree that it is important to have clear system leadership on curriculum, and effective mechanisms for supporting the spread and growth of knowledge about curriculum, teaching and learning that positively impacts on outcomes for diverse ākonga with their whānau. There is also agreement that there needs to be some independent critique of system performance with regards to curriculum policy and implementation, and its impact on the wellbeing and learning of ākonga with their whānau, on the wellbeing and learning of teachers and leaders, kaiako and tumuaki, and on equity and excellence across the system.
- 66 The MAG has provided one set of options for strengthening these functions in the system, which include some matters of system design with machinery of government implications. We anticipate that the Tomorrow's Schools Independent Taskforce will also make recommendations that are focused on strengthening these functions. Following the receipt of the Independent Taskforce's final report, we will provide you with advice on opportunities to strengthen curriculum leadership and independent critique as part of the education transformation.
- 67 This advice will separately consider the needs of Māori and English medium pathways, including the MAG's recommendation to establish an independent Māori medium Centre of Excellence, while also ensuring that all Māori ākonga benefit from our growing knowledge about indigenous approaches to curriculum, teaching and learning. We agree that there is merit in ensuring that system leadership and independent critique for Māori medium education is established separately. This would:

- a. acknowledge iwi, hapū, kaumātua, whānau and mātua as the source and owners of mātauranga Māori
- b. create space for exploration of the specific needs of the Māori medium sector
- c. provide leadership on sharing learning from Māori medium to English medium.

68 We consider that there is an immediate need to put in place transparent mechanisms for independent critique as we progress the next phases of the Curriculum, Progress and Achievement work programme. In the short-term, we propose to establish two small Expert Advisory Groups, one for Māori medium and one for English medium. These would be interim bodies while you consider the institutional arrangements necessary as part of an enduring system design.

Strengthening support that grows sector capability to support ākonga progress across the curriculum

69 Capability is a cross cutting issue for the Education Work Programme. The Workforce strategy, together with the NCEA review, the Learning Support Action Plan, Te Hurihanganui, Te Ahu o te Reo Māori, and the CPA MAG all identify or imply sector capabilities that will be required to support the range of proposed changes.

70 Culture and behaviour changes are at the heart of much of the capability building we need to achieve in the system. Sustained improvement in this type of change has proven elusive, reflecting in part the complexity of a highly devolved system. This system has many different and autonomous people and groups, across all layers, needing to meet high standards of curriculum design and personalising learning.

71 The recommendations of the MAG and our advice on the approach to change reflect what we know about culture and behaviour change in complex systems. Wider system settings also need to be aligned with and support the vision for curriculum, ensuring there are effective arrangements for professional supports that enable effective practices to emerge, spread and stick across the system. This will be an important consideration as we progress advice on education transformation.

72 We agree with the MAG that we need to be much more deliberate in how we support the development of teaching and leadership capabilities in individuals and across the workforce. We also agree that we need to significantly improve the resources that scaffold teacher and leadership capability, and make it easier for the workforce to access curriculum resources and use them to support teaching and learning and grow their knowledge and practice.

73 To support the Education Workforce Strategy, we are exploring the development of curriculum capability frameworks that complement the Professional Code and Standards by describing what growing capability in the key areas looks like. This will enable teachers and leaders, kaiako and tumuaki to reflect on their practice, and plan for their learning and growth throughout their career. It will also support schools and kura in their inquiries, plan for PLD needs and evaluate PLD actions.

74 As an initial step we have been testing a reset of the PLD priorities with the sector. Advice on this will be provided in a separate Education Report [METIS 1195102 refers] in time for you to include an update for Cabinet as part of your July CPA Cabinet paper.

Strengthening learning partnerships and networks so that they spread practices that support ākonga progress across the curriculum

- 75 We agree that effective relationships between ākonga, parents, whānau and teachers take time to build and maintain, and that this is important for learning. We will look at the sufficiency of resourcing provided for this aspect of teaching and learning (which includes resourcing, operational funding and Kāhui Ako roles and supports). This will need to take into account the time that may become available for teachers through other recommendations by the MAG that intend to make both the design of school curriculum and marau ā-kura and responsive teaching and learning easier.
- 76 We agree with the MAG on the importance of parent and whānau involvement in school curriculum and marau ā-kura. Such involvement helps enable diverse needs, perspectives and worldviews to be heard and incorporated into curriculum planning. We will provide further advice on this through the education system transformation work.
- 77 We agree with the MAG that collaborative networks are a critical underpinning to a system that learns. They are essential for achieving the culture and behavioural change we know is needed across the system to address the biggest issues that have emerged through the Education Conversation. We know that collaborative inquiry is one of the most powerful enablers of changes in practice that can influence ākonga progress and achievement. Strengthening networks will support teachers and leaders, kaiako and tumuaki to work collaboratively together, and to share local progress maps, anga tupuranga, and approaches to teaching and learning.
- 78 There are a number of ways that collaborative networks are already supported, including Kāhui Ako and the Networks of Expertise. We will be undertaking research and identifying opportunities to better support and connect these and other networks, so that participants are able to connect, share and learn to improve ākonga outcomes. Te Hurihanganui and Te Kawa Matakura may also offer some insights into how networks of whānau, hapū, iwi and communities can support culture and behaviour change in the system.
- 79 We will consider further opportunities to strengthen collaboration and networking through the education system transformation work.

Providing resources to support teachers to design school curriculum and marau ā-kura so that ākonga experience learning across the curriculum in a way that makes sense to them, their whānau, and communities

- 80 Constructing a curriculum that delivers the learning all ākonga need while addressing the priorities of local communities is demanding. Kaiako and tumuaki need to be supported to meet this demand.
- 81 Our curriculum resources are being iteratively improved and added to. Recent improvements include our "Leading Local Curriculum" guides. These support kaiako to develop understanding of how and why school communities should be reflected in their school curriculum and marau ā-kura. We plan to continue developing further guidance on how curriculum priorities can be balanced to provide the learning all ākonga need nationally while addressing local priorities, preferences, and issues.
- 82 Further support will be provided by the development of resources that give practical and effective guidance on high quality and responsive teaching and leadership. These are intended to be shared through the new education portal and He Kauwhata Reo

which will replace Te Kete Ipurangi (TKI), s 9(2)(f)(iv)

- 83 A modern web-based education portal will allow kaiako to share and access quality curriculum knowledge to support school curriculum delivery for culturally and linguistically diverse ākonga. This will mean that teachers and kaiako will be equipped with the knowledge and tools to effectively support ākonga of all backgrounds and learning needs. It is important that the portal provides differentiated supports depending on the capability and development needs of the kaiako or tumuaki, teacher or leader.
- 84 We support expanding and developing the National Monitoring Study of Student Achievement for *The New Zealand Curriculum* (NMSSA) and are exploring options for doing so, so that it informs changes in practice in schools, by:
- a. Providing insights reports aimed at kaiako, and workshops based on results and insights in real-time to enable adjustments to their approaches
 - b. Making NMSSA information and other data and information sources more relevant, enabling schools to reflect on impacts of changes at both a local and national level so that the system continues to improve.

Te Tiriti o Waitangi considerations

- 85 The CPA work programme has been deliberately designed to strengthen how we honour Te Tiriti o Waitangi and recognise the significant interest Māori have in the National Curriculum and how it is implemented in kura and schools. Māori medium representatives have been included on the MAG and Reference Group, along with Māori perspectives, and we have deliberately tried to reach the Māori medium sector and Māori generally through engagement activities.
- 86 The MAG report provides a strong foundation for continuing to strengthen this kaupapa. The MAG has explicitly considered the needs of Māori medium and English medium education, and identified opportunities for improving how curriculum, teaching and learning can better reflect aspirations under Te Tiriti of Waitangi and the educational success of ākonga Māori as Māori.
- 87 There is good alignment between the MAG's recommendations and what we heard through wānanga held during Kōrero Mātauranga. We are confident that progressing work to implement the vision of the MAG will contribute to a positive system shift for the education of ākonga Māori.
- 88 In the next stages of this work we will continue to work deliberately and purposefully with Māori across the system to ensure the aspirations they have are reflected in a meaningful manner in all aspects of the programme and any future decisions. We will continue to ensure that we are attending to the different needs of Māori medium and English medium pathways.
- 89 An ongoing challenge will be ensuring that efforts to improve clarity and coherence nationally do not create barriers for Māori to have tino rangatiratanga of the education opportunities their tamariki and rangatahi experience. The work programme we have proposed is intended to achieve balanced curriculum responsibility nationally and locally. We will deliberately partner with Māori at a national level as advice on national level settings is developed. Locally, the programme will create the conditions for schools and kura to work in close partnership with ākonga and their whānau in the design and delivery of school curriculum and marau ā-kura.

Risks

- 90 *Te Marautanga o Aotearoa* and *The New Zealand Curriculum* are highly valued by the sector. There is a risk that parts of the sector will question the need to start looking at updates to either curriculum document. There may also be concern about what future changes could look like, and that this is a move towards the highly prescriptive curriculum put in place in other jurisdictions. This will be mitigated through clear communications about the rationale for change and what it is intended to achieve, and through ongoing collaboration with the sector as this work programme proceeds.
- 91 Curriculum progress maps and records of learning could be perceived as a return to National Standards and Ngā Whanaketanga Rumaki Māori. This will be mitigated through clear communications about the intent, and careful attention throughout the design and implementation to focus on celebrating progress and supporting ākonga to learn across the curriculum in contexts that matter to them. Co-design, testing, piloting and well-supported implementation will also be critical to ensuring the success of these changes.
- 92 These changes are designed to make a significant contribution to the system's ability to address equity and excellence. There is a risk, however, that better information in records of learning perpetuates inequities in learning outcomes. This could arise because of digital inequities and/or inequities in the ability of parents to respond to information (for example, to work with their school to change approaches and supports, or to access external resources). It will be important to mitigate these risks through building the capacity and capability of parents to use the records of learning to inform how they work in partnership with teachers and kaiako to improve learning. It will also be important to ensure that information is being used systematically to identify and confront bias and the inequities that arise from it. This is important at all levels of the system, including when considering government investments focused on improving child and youth wellbeing (particularly for disadvantaged populations).
- 93 These risks of inequity could be exacerbated if there is variable uptake of records of learning (and therefore variability in which ākonga and whānau have access to them) or variability in the nature and quality of information in them. There may be a need to put some regulatory requirements around the records of learning to mitigate this risk. We will provide advice to you on this following the first phase of co-design work.
- 94 Full implementation of the new approach will take some time, and there may be concern that the pace is insufficient to meet the information needs of parents and whānau, and/or for system-level purposes. It is important that these changes are done with, and not to, the sector and this will take time. Existing requirements for reporting to parents remain in place, and we will continue to encourage and support schools and kura to improve their practices where it makes sense to do so ahead of the new records of learning being available. Although there are limitations with data available for system-level purposes, there is a range of information that can be used. This includes the National Monitoring Study of Student Achievement, NCEA achievement information, datasets such as e-asTTLe which can be used for research purposes, and reporting by schools and kura to their communities.

Change and implementation

- 95 The MAG emphasises that an inclusive and collaborative approach to design and implementation will be critical, and that this must be supported by realistic timelines and resourcing that acknowledge the time involved. We agree that changes must be carefully managed. We also acknowledge that there is urgency for the ākonga currently

at school and kura. We recommend an iterative approach to changes, so that those ākonga start receiving benefits sooner.

- 96 Updating the National Curriculum, developing progress maps and anga tupuranga, and building records or learning will make a significant difference to the teaching and learning that happens in kura and schools. However, these changes are also the areas of most concern for kaiako and tumuaki, teachers and educational leaders. They know there are significant risks to navigate in their design and implementation.
- 97 Feedback from the Reference Group indicates that, as long as the Ministry continues to work collaboratively through the design and implementation phases, these changes will be supported by the sector. It is therefore imperative that our approach to change is “done with” the sector, not “done to” the sector, via co-construction with kaiako, tumuaki, teachers and leaders, and ākonga with their parents and whānau as appropriate.
- 98 We need to plan for the time and resourcing that schools and kura will need in order to adopt and implement the changes. We also need to be aware of, and cater for, the different rates of adoption and capability while balancing the need for parents and whānau to have useful information about their ākonga. Within this in mind, iterative development and change can begin from the 2020 school year.
- 99 Annex 3 gives a view of the change process and the parallel and complementary initiatives. Together as a whole package, these initiatives will drive towards the vision of a more equitable and coherent education system. The changes are underpinned by processes that have already begun in some areas, some of which are long-term that will contribute to the overall change process.

Financial implications

100 s 9(2)(f)(iv)

101 s 9(2)(f)(iv)

Next steps

- 102 A draft Cabinet paper to support your scheduled update to Cabinet in July is planned to be provided to your office on 26 June for your feedback. The draft paper will reflect the advice contained in this Education Report.
- 103 We are working to the following timetable to enable you to update Cabinet by the end of July, as indicated in your last update to Cabinet in September 2018 [CAB-18-MIN-0449 refers]:

Draft Cabinet paper	26 June 2019
Education Report with communications advice	
Revised draft Cabinet paper for Ministerial consultation	3 July 2019

Final Cabinet paper for lodgement	17 July 2019
Lodgement	18 July 2019 am
SWC consideration	24 July 2019
Cabinet consideration	29 July 2019

- 104 Communications planning is underway, and will include direct communication with stakeholders through the Ministry's existing channels and via the Reference Groups, as well as a media release supported by reactive Q&As.
- 105 We had previously signalled that we would prepare plain language summaries of the MAG's report. Given the public will be most interested in the Government's response, we are no longer proposing to do this and will focus summary information on the system change approach outlined in this paper. The full MAG report would still be available – the version proposed for public release is attached to this report.
- 106 We will provide you with further advice on our communications planning alongside the draft Cabinet paper.
- 107 Note that, if you agree to our proposed approach, there would be an opportunity to update Cabinet in March 2020 on:
- the scope and process for refreshing *Te Marautanga o Aotearoa* and *The New Zealand Curriculum*
 - the elements of the curriculum progress maps and anga tupuranga that should be mandatory for inclusion in records of learning and/or reporting to parents and whānau
 - the approach for ensuring high levels of trust and the quality of information held in records of learning.





Annexes


- Annex 1: 'Strengthening curriculum, progress, and achievement in a system that learns', Report by the Curriculum, Progress, and Achievement Ministerial Advisory Group, June 4, 2019
- Annex 2: Recommendations of the Curriculum, Progress and Achievement Ministerial Advisory Group
- Annex 3: Proposed change approach and phasing for the Curriculum, Progress and Achievement work programme
- Annex 4: Example of anga tupuranga
- Annex 5: Example of social and emotional progress maps
- Annex 6: Example of a digital record of learning across the pathway







Annex 1: 'Strengthening curriculum, progress, and achievement in a system that learns', Report by the Curriculum, Progress, and Achievement Ministerial Advisory Group, June 4, 2019

Proactively Released

Annex 2: Recommendations of the Curriculum, Progress and Achievement Ministerial Advisory Group

MAG recommendations		Proposed next steps	
Māori medium			
Strategy: Equity			
1.1 Review Te Marautanga o Aotearoa Work in partnership with the Māori-medium sector to define a new curriculum framework policy for Māori-medium education that validates mātauranga Māori (body of knowledge that is derived from te ao Māori) and promotes a child-centred curriculum with a broader definition of success. This recommendation requires investment in teacher and leadership capability and the development of appropriate tools and processes. It also has implications for the review of paerewa paetae (the New Zealand Qualifications Standards), scheduled to begin in 2020.		<ul style="list-style-type: none">We agree with taking a staged approach to evolving Te Marautanga o Aotearoa (TMOA) into a truly indigenous framework.We recommend an evaluation of the implementation of TMOA and marau ā-kura to inform any further review.	
Strategy: Trust			
2.1 Build a high trust partnership model of information sharing Work in partnership with the Māori-medium sector to develop a model for information sharing that uses kaupapa Māori methodology, and involves the Māori medium sector in defining, gathering, and analysing their own data. The focus will be on how well the system is working to support the aspirations of Māori-medium whānau.		<ul style="list-style-type: none">We support the recommendation to work with the Māori medium sector to co-construct a high trust partnership model of information sharing.We support basing the model around the concept of Te tamaiti hei raukura. We are working with the sector to develop this concept and embed it within our work.	
Strategy: Coherence			
3.1 Establish a Centre of Excellence for Māori-medium Education Convene a Māori-medium Education Working Group to scope the establishment of a Centre of Excellence for Māori-medium Education. The Centre of Excellence would build system knowledge and leadership, and support coherence across the Māori-medium system – particularly in relation to curriculum, progress, and achievement. It would ensure coherence for ākonga and whānau from early learning through to tertiary education, and for kaiako from Māori-medium initial teacher education through to in-service teacher education. It would also ensure indigenous knowledge about teaching and learning is shared and informs our approach to curriculum, progress, and achievement.		<ul style="list-style-type: none">We agree the Māori medium sector would benefit from dedicated system leadership and stewardship of knowledge about indigenous education.We will consider the best approach to achieving this following receipt of the Tomorrow’s Schools Independent Taskforce’s final report.	
English medium			
Strategy: Clarity			
4.1 Responsive National Curriculum  1 Design and communicate a clear, realistic process and timeframe for ongoing review of the National Curriculum to ensure it remains relevant, coherent, and fit for purpose.		<ul style="list-style-type: none">We agree there needs to be a transparent process for updating The New Zealand Curriculum (The NZC) over time.We will explore the potential for a regulatory framework for curriculum stewardship.We recommend that work needs to begin now on a staged approach to updating the content of The NZC.	
4.2 Role and purpose of local curricula Clarify the role and purpose of local curricula, including their relationship to The New Zealand Curriculum.			
4.3 Curriculum progress maps Develop curriculum progress maps that clarify critically important markers of progress, helping to inform decisions about teaching and learning and about where ākonga need further support.			
Strategy: Trust			
5.1 Curriculum, Progress, and Achievement Sector Reference Group  Convene a Curriculum, Progress, and Achievement Sector Reference Group to co-construct the implementation of our recommendations, and to help design future responses to curriculum issues so that they positively impact on ākonga progress and achievement.		<ul style="list-style-type: none">We agree that it is critical to co-construct the implementation of our recommendations with the sector and will continue to take that approach to this work.	
5.2 Education Data Protection and Use Policy  In partnership with Māori and in consultation with people across the education system, develop an Education Data Protection and Use Policy (EDPUP) that ensures data is collected and used in ways that benefit learning and ākonga.		<ul style="list-style-type: none">We support the recommendation to develop an Education Data Protection Use Policy (EDPUP), and the establishment of an independent Education Data Protection and Use Governance Group.We recommend that the next step is to work collaboratively with the sector to provide advice to you on the establishment of an independent Education Data Protection and Use Governance Group.	
5.3 Education Data Protection and Use Governance Group  In partnership with Māori and in consultation with people across the education system, establish an independent Education Data Protection and Use Governance Group to ensure adherence to the EDPUP.			
Strategy: Information needs			

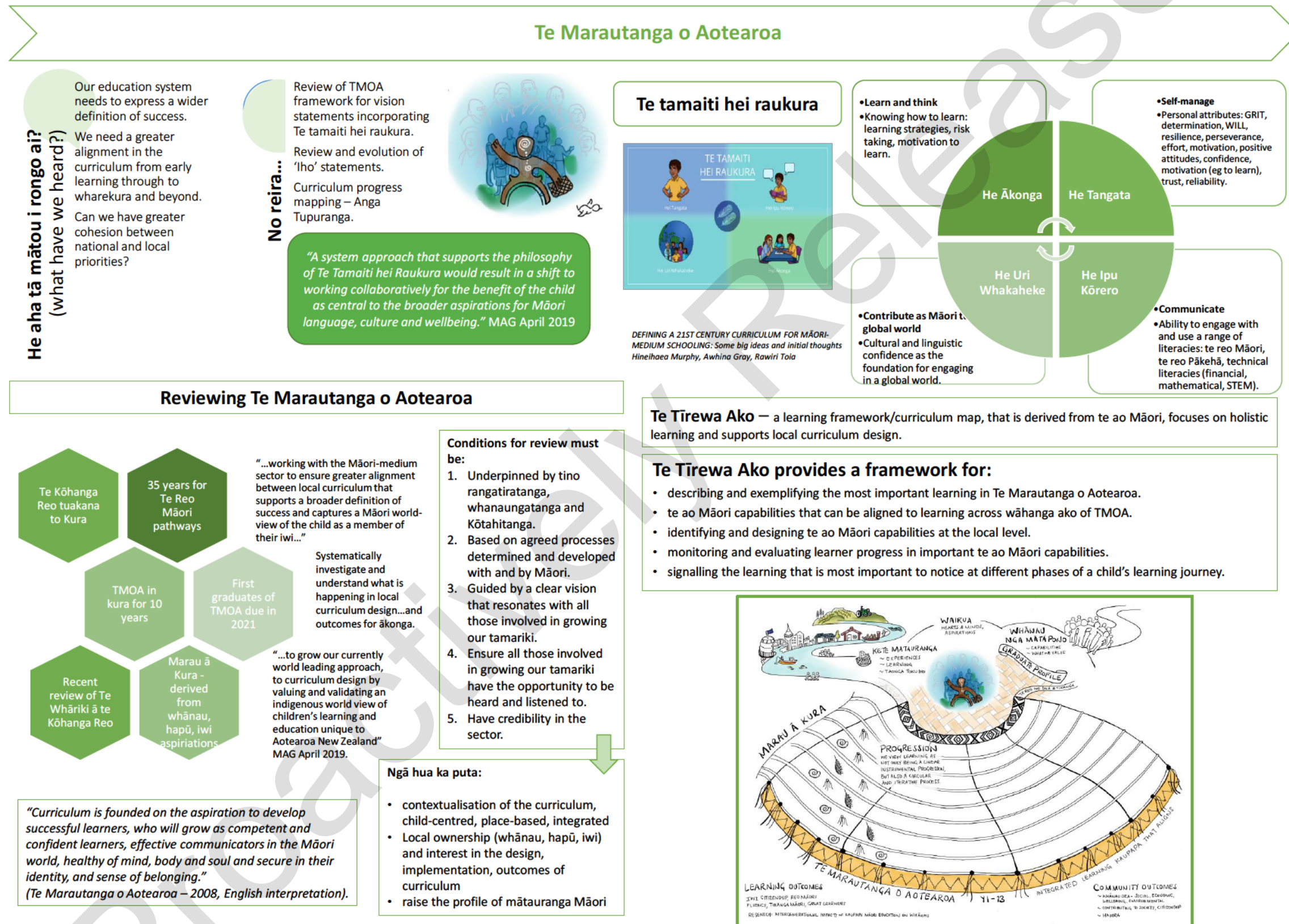
¹  The waka symbol represents recommendations that apply to both Māori medium and English medium. These are recorded with the English medium recommendations. Design and implementation of these recommendations will differ between Māori medium and English medium pathways.

6.1 Rich records of learning Design and trial rich records of learning that enable ākongā to capture, share, and celebrate their learning, progress, and achievement with others – including their parents and whānau.	<ul style="list-style-type: none"> We agree that rich records of learning are key to ensuring all parents and whānau have access to the information they need to understand their child’s progress across the curriculum, and to know how to support their children. We recommend national-level development and trialling of digital records of learning, built upon the platform provided by Te Rito.
6.2. Learning partnerships between ākongā, kaiako, and parents and whānau  Remove the regulatory requirement for reporting on the progress of individual ākongā in writing twice a year. Instead, require schools to partner with their communities to reach agreement on what ākongā progress and achievement information will be shared with parents and whānau, how, and when.	<ul style="list-style-type: none"> We agree that the existing regulatory requirement may not incentivise schools and kura to report in ways that would better support learning partnerships with parents. We do not recommend changes to the regulatory requirements at this time, as it provides a safety net while we build the capability and capacity across all schools and kura to share information effectively within learning partnerships.
6.3 Assessment approaches and tools Address gaps in currently available assessment tools by prototyping and trialling approaches and tools that illuminate progress in the learning outcomes identified in the curriculum progress maps.	<ul style="list-style-type: none"> We recommended addressing gaps in the current assessment toolkit, and encouraging formative practice through the use of assessment tools, as current tools place an emphasis on literacy and numeracy. We will consider inclusion of tools that enable dependable, developmentally appropriate assessment across broad curriculum learning, e.g. social and emotional learning and science.
6.4 Data analysis and support services for schools, kahui ako, and other Networks  Provide services to help schools, kahui ako, and other networks analyse, interpret, and use assessment and aromatawai information in ways that further improve teaching and learning.	<ul style="list-style-type: none"> We agree increased information sharing and analysis across the education system is necessary. Greater insights will be possible when school-level data is combined with system-level data, and there are equity and efficiency benefits to providing an analytical service to schools. The Ministry already provides some services like this (eg ‘Every Day Counts’ reports on attendance). We recommend that the development of this service is overseen by the proposed Education Data Protection and Use Governance Group. We also advise exploring the potential to develop a high trust partnership model for information sharing, as proposed in the Māori-medium education recommendations, across the whole sector.
6.5 Information sharing systems and processes Task the Education Data Protection and Use Governance Group with designing a process to allow stakeholders to access progress and achievement data for purposes that support system learning about curriculum, progress and achievement.	<ul style="list-style-type: none"> We agree that this is a role for the proposed Education Data Protection and Use Governance Group. Options for piloting include the existing Data Champions network and ongoing Te Rito pilots. These should be linked to early roll out of other areas across the Education Work Programme, including the Learning Support Delivery Model.
6.6 Making the most of the National Monitoring Study of Student Achievement Expand the focus of the National Monitoring Study of Student Achievement (NMSSA) to capture a wider range of outcomes. Use its findings to inform national priorities for system improvement, and the construction of capability-building tools and resources that support networks, schools, and kaiako to inquire into their own practice.	<ul style="list-style-type: none"> We support expanding and developing NMSSA, and are exploring options for doing so.
Strategy: Collaborative networks	
7.1. Effective networks across the system Strengthen networks by establishing an ongoing system level inquiry into how to more effectively make the most of expertise and capabilities across and between networks.	<ul style="list-style-type: none"> We agree that a system level inquiry into networks is required.
7.2. Supporting parents and whānau  Legislate minimum employee entitlements to recognise the importance of whanau involvement in their child’s education. Consider whether resourcing sufficiently accounts for the time involved in building and maintaining learning partnerships with parents and whānau, both from their perspective and that of kaiako.	<ul style="list-style-type: none"> We agree that parents and whānau are important partners in their child’s education. We have a range of work underway to strengthen the role of parents in their child’s learning, and will consider the MAG’s advice further within that work.
7.3 Develop resources to strengthen participatory processes Develop resources that exemplify ako-enabling processes (such as talanoa, wānanga, and reciprocal storytelling) and culturally responsive learning partnerships, drawing upon the knowledge and expertise of those who are already doing this successfully.	<ul style="list-style-type: none"> We agree with the recommendation to develop resources to strengthen participatory processes. We are already considering opportunities to strengthen engagement and contribution of ākongā, parents, whānau, iwi, employers and the wider community in designing school curriculum.
Strategy: Capability	
8.1 System leadership of curriculum, pedagogy, assessment and aromatawai  a. Review and strengthen capability in curriculum, pedagogy, assessment and aromatawai within the Ministry of Education so that the Ministry has the expertise necessary to lead the incubation, curation, communication, and stewardship of evidence-based knowledge. b. Establish an independent Advisory Group to report on the state of curriculum, pedagogy, assessment and aromatawai across the education system and identify opportunities for changes in system settings and policy to improve impacts on ākongā progress and achievement. c. Appoint an independent Chief Advisor Māori (Kaitiaki Mātauranga Māori) to provide strategic and proactive advice to the Government on improving the system with regard to Māori achievement, addressing structures, policies, processes, and (in) actions.	<ul style="list-style-type: none"> We agree that there needs to be clear system leadership of curriculum, pedagogy, assessment and aromatawai. The mechanisms for achieving this need to be considered following the receipt of the Tomorrow’s Schools Independent Taskforce’s final report.
8.2 High quality learning opportunities for kaiako and tumuaki  Deliberately plan for how teaching and leadership capabilities are built over time, recognising and investing in kaiako and tumuaki as learners, and in the diversity of career paths and expertise needed in a system that learns.	<ul style="list-style-type: none"> We agree with the recommendation to plan for how teaching and leadership capabilities are built over time. We recommend developing curriculum capability frameworks to support kaiako development and ensure that all ākongā have access to, and all whānau can expect quality, responsive local curriculum. These will be developed in accord with the Education Workforce Strategy to strengthen professional standards.
8.3 Resources that scaffold high quality and responsive teaching and Leadership  Drawing on the He Kauwhata Reo (te reo Māori education portal) approach that is underway in Māori-medium education, replace Te Kete Ipurangi with a new portal that enables kaiako and tumuaki to quickly access, use, adapt, and contribute to the collation of quality teaching and learning resources.	<ul style="list-style-type: none"> We agree that there is a need for more resources that scaffold high quality and responsive teaching and leadership, and have work underway in this area. We also agree that there is a need for a new education portal, which will replace TKI. We are currently preparing a business case for this.

Annex 3: Proposed change approach and phasing for the Curriculum, Progress and Achievement work programme



Annex 4: Example of anga tupuranga





Example of a Late Secondary SEL progress marker:
I display a sense of personal and collective responsibility for taking action on issues that concern me

Example of an Early Secondary SEL progress marker:
I adopt different social perspectives when addressing issues

Example of an Early Primary SEL progress marker:
I have a growing awareness of who I am and how I contribute

