



Education Report: Reset of PLD priorities

To:	Hon. Chris Hipkins, Minister of Education		
Date:	5 July 2019	Priority:	Medium
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Purpose of Report

The purpose of this paper is to update you on recent sector consultation on the reset of national professional learning and development (PLD) priorities and provide our advice on next steps.

Summary

1. PLD is part of a broader suite of capability supports, but is significant in the minds of the sector and for government investment. PLD priorities provide the criteria for allocation of \$47.4 million out of a total of \$109.5 million annually for centrally-funded PLD. This investment is used to support schools, kura and Kāhui Ako to address locally-identified challenges (locally focused PLD).
2. In September 2018, you informed Cabinet that you would test a new set of PLD priorities for locally focused PLD with the sector [CAB-18-MIN-0449] and indicated that the reset of PLD priorities would specifically focus on:
 - strengthening local curriculum design to help teachers focus across the curricula via curriculum tools
 - building data literacy and good assessment and aromatawai practices to strengthen learning in classrooms
 - building cultural responsiveness across the profession to contribute to equity and wellbeing issues in schools.
3. The intent of the reset is to broaden the scope of PLD priorities so that they focus on critical teacher capabilities and learning across the curriculum.
4. In March–May 2019, the Ministry engaged with the sector on a potential new set of priorities. Māori medium and English medium priorities were differentiated to reflect their different contexts. Overall our analysis suggests that all priority areas are supported in

principle. We recommend you update the PLD priorities for the 2020 school year to align with these foci.

5. There is almost unanimous support for 'cultural capability' and very high levels of support for 'local curriculum design' within English medium responses. 'Using information to support learning' had less support but the feedback narrative indicated a sense of this being translated as being too close to recent experiences of overassessment and national standards.
6. In Māori medium responses there was almost total support for each of the three priorities. The 'Mātauranga Māori' priority received the most favourable results, closely followed in this group by the 'Aromatawai' priority and finally the 'Marau ā-kura' priority because they feel they have been strong in this area historically.
7. During engagement with the sector about the reset of national PLD priorities, we have also identified some risks around understanding of their scope, content, implementation and PLD provider capability. As a result, the reset of the priorities will need to be supported with clarity about their scope, a transition process with PLD providers and communication around their alignment to the National Education Learning Priorities (NELP).
8. We also advise maintaining a priority focus on digital fluency across the curriculum given the Education Workforce Sector Group (EWSG) advice on its importance for future workforce capability. Our evidence suggests this focus on teaching *with* digital devices will need ongoing support.
9. This is distinct from the support already in place to build readiness capability for implementing the new curriculum content relating to Digital Technologies and Hangarau Matihiko. A dedicated package of Digital Technologies and Hangarau Matihiko supports which will continue to be available to schools and kura for the 2020 school year. We are monitoring school and kura readiness to implement the new curriculum content, and anticipate there may be a need extend availability of PLD and implementation supports beyond 2020. Current primary school principal action will also impact on school and kura readiness activities, increasing the likelihood that an extended period of implementation supports will be needed. We will provide advice on this later in the year.
10. Alongside the PLD priorities reset, the Curriculum, Progress and Achievement Ministerial Advisory Group (CPA MAG) has recommended a stronger focus on high quality learning opportunities for teachers and leaders. This requires us to systemise and more deliberately plan for how teaching and leadership capabilities are built over time, as we transform the education system through the Education Work Programme.

Recommended Actions

The Ministry of Education recommends you:

- a. **agree** to the continued inclusion of digital fluency as a PLD priority for English medium and Māori medium contexts

Agree/Disagree

- b. **agree** that the other existing priorities for locally focused PLD should be removed and replaced with:

- cultural capability, local curriculum design, assessment for learning in English medium contexts
- Mātauranga Māori and Te Reo Māori, Marau ā Kura and Aromatawai in Māori medium contexts

Agree/Disagree

- c. **agree** to new priorities for locally focused PLD being transitioned for use by schools, kura and Kāhui Ako from the beginning of 2020

Agree/Disagree

- d. **agree** to engage with Minister Davis about the Māori medium priorities as part of circulating this report to the Associate Ministers of Education

Agree/Disagree

- e. **agree** that this Education Report is proactively released as part of the next publication.

Release/Not release

Release

Pauline Cleaver
Associate Deputy Secretary
Early Learning Student Achievement



Hon Chris Hipkins
Minister of Education

5/07/2019

11/7/19

Background

11. Professional Learning and Development (PLD) is part of a broader suite of capability supports (see Annex 1), but is significant in the minds of the sector and for government investment. PLD priorities provide the criteria for allocation of \$47.4 million out of a total of \$109.5 million annually for centrally-funded PLD each year. This investment is used to support schools, kura and Kāhui Ako to address locally-identified challenges (locally focused PLD).
12. Locally focused PLD was redesigned with a PLD Advisory Group in 2014 and implemented from 2017. The key shift for the new design was to allow schools, kura and Kāhui Ako to request PLD based on their own evaluation of learner strengths and needs. This was a significant change from PLD needs and programmes being determined and designed by others and allocated by the Ministry. The role of the PLD priorities is to focus and strengthen the efforts of our workforce on improvements in the things that matter for the success of all learners.
13. We know that successful systems typically limit the focus to three to five clearly articulated and understood goals or priority areas and sustain these priorities over time. Schools and kura are currently required to focus local capability building on a small number of PLD priorities, currently: Pāngarau/mathematics, Pūtaiao/science, Te Reo Matatini (pānui, tuhituhi, korero/reading and writing) and digital fluency.
14. You are keen to broaden the scope of PLD priorities so that they focus on critical teacher capabilities and learning across the curriculum. The sector also views the current priorities as narrowing the lens for capability building and curriculum opportunities for their ākonga.
15. In September 2018, you informed Cabinet that you would be testing a new set of PLD priorities with the sector [CAB-18-MIN-0449] and indicated that the reset of PLD priorities would specifically focus on:
 - strengthening local curriculum design to help teachers focus across the curricula via curriculum tools
 - building data literacy and good assessment and aromatawai practices to strengthen learning in classrooms
 - building cultural responsiveness across the profession to contribute to equity and wellbeing issues in schools.
16. These were chosen because they would locate capability building in the foundations of good teaching and be relevant across all curricula areas rather than a focus on specific domains of learning. Māori medium and English medium priorities were differentiated to reflect their different contexts. The proposed PLD priorities were strongly aligned to themes coming out of the Kōrero Mātauranga and advice from the Curriculum, Progress and Achievement Ministry Advisory Group (CPA MAG).

Approach to testing a reset of PLD priorities with the sector

17. In March–May 2019, the Ministry engaged with existing reference groups about the proposed PLD priorities. These sector groups included a subgroup of the CPA Reference Group, E Ranga Reference Group and the PLD Service Design Group. Comments were also fed back as part of the recent Professional Learning Association New Zealand Te Māngai Whakangungu Kaiako o Aotearoa Conference.

18. The CPA reference subgroup was also asked to provide some explanations of these priorities that would help others understand their scope and intent (see Annex 2 and 3). These shared views were then used in an online survey for the education sector. Three Māori medium and three English medium PLD priorities were proposed in the survey.

19. The Māori medium proposed priorities are:

- Mātauranga & Te Reo Māori: Thriving learning environments rich in Te Reo Māori and strong kaiako leadership based in Mātauranga Māori
- Marau ā Kura: Responsive localised curriculum that reflects the expectations and aspirations of whānau, hapū and community
- Aromatawai: focussing learning on the learner, what they can do, their learning journey and experience, the relationship between kaiako and ākonga, and how that information can support learning, instantly, and over time.

20. The English medium proposed priorities are:

- Cultural capability so that all ākonga are secure in their identity, culture and language
- Local curriculum design that is truly responsive to the needs and priorities of ākonga, whānau and the community
- Using information to support learning (assessment for learning) is a capability to enrich learning, support inquiry practices and assessment to build on learner strengths.

21. Each priority had a series of questions each with a five point scale related to:

- their usefulness for strengthening participation, relationships and partnerships between educators, ākonga, whānau, communities, hapū and Iwi
- supporting ākonga progress and achievement
- relevance to individual needs of teachers, and needs of schools and kura
- addressing issues of equity impacting groups of learners who have been underserved by the educational system.

22. There were open ended questions to prompt responses about any gaps in the priorities and further comments that would signal important considerations for their implementation.

Sector response to proposed reset of PLD priorities

23. The Ministry received 849 responses to the English medium priorities and 23 for the Māori medium priorities. There were also five written representative responses received from PPTA, NZEI, NZPF and NZAGC (New Zealand Association of Gifted to Children) and Otago Principals Association. 20-30% of English medium and seven of the 23 Māori medium respondents offered written comments to questions in the survey.

24. Analysis from responses to the engagement survey, open questions and written submissions indicates that:

- the 'cultural capability' priority received the most favourable responses from English medium participants, followed closely by the 'local curriculum design' priority and then 'using information to support learning'.
- similarly, the Māori medium settings' respondents expressed almost total support for each of the three priorities. The 'Mātauranga Māori' priority received the most favourable results, closely followed in this group by the 'Aromatawai' priority and then the 'Marau ā-kura' priority.

25. Some implications for implementation were identified through the engagement process. Feedback on this included:

- a strongly expressed need for guidance, support and resourcing for schools to effectively implement each of the priorities
- concern that the delivery of a cultural capability priority may be tokenistic and that the PLD providers will need to be credible with proven expertise to support teachers and kaiako to grow this capability, particularly awareness of their own bias and the endemic inequities in the education system and society overall
- that cultural capability needs to address diversity in the larger sense, particularly in relation to other cultures represented in their schools, including specific mention of Pacific learners
- that Iwi, hapū, whānau and the community will also require support to engage in information sharing and working in partnership
- ensuring that PLD can still be tailored to and reflect the local community and students/ākonga needs.

26. Overall, our analysis suggests that all priorities are supported in principle. In the English medium survey and written submissions, respondents suggested other priorities should be considered such as wellbeing/hauora, supporting ākonga with mental or physical health issues, gifted and ESOL learners, digital literacy. Some wanted to keep priorities on curriculum areas such STEM/STEAM and key competencies. In the Māori medium survey, the only suggestion for another priority was STEM/STEAM. In fact, curriculum and competencies can still be a focus under the new priority for local curriculum design.

27. While there is almost unanimous support for 'cultural capability' and very high levels of support for 'local curriculum design' within English medium responses, 'using information to support learning' had less support. The feedback narrative indicated a sense of this being translated as being too close to recent experiences of overassessment and national standards. If this priority was shifted, then the New Zealand Principals' Federation suggested ākonga wellbeing as a third priority.

28. In Māori medium there was almost total support for each of the three priorities. However, comments about the 'marau ā-kura' priority indicated less support of the three because they feel they have been strong in this area historically.

Our advice on next steps for the PLD priorities

29. The sector response to the proposed PLD priorities has been extremely positive. We are confident that the proposed priorities respond to what New Zealanders have told us through the Mātauranga Kōrero, including the Wānanga and Fono. They are also aligned with the recommendations of the CPA MAG, feedback through the NCEA Review, and the blueprint for Te Hurihanganui.
30. We recommend you update the PLD priorities for the 2020 school year to align with the foci tested. We also advise maintaining a priority focus on digital fluency across the curriculum given the Education Workforce Sector Group (EWSG) advice on its importance for future workforce capability. Our evidence suggests this focus on teaching *with* digital devices will need ongoing support. This is distinct from the support already in place to build readiness capability for implementing the new curriculum content relating to Digital Technologies and Hangarau Matihiko.
31. This would mean that, from 2020, the priorities for locally-focused PLD would be:
- digital fluency for both English medium and Māori medium contexts (continuation of existing priority)
 - cultural capability, local curriculum design and assessment for learning in English medium contexts (new priorities – described further in Annex 2)
 - Mātauranga Māori and Te Reo Māori, Marau ā Kura and Aromatawai in Māori medium contexts (new priorities – described further in Annex 3).
32. A focus on these priorities in locally-focused PLD will better support schools and kura to grow the capabilities their staff need as part of the wider education system transformation. These priorities align with the draft Education Strategy 10 year outcomes being considered for your Education System Transformation update to Cabinet, and with the proposed draft Statement of National Education Learning Priorities (NELP) that is currently with you for consideration [METIS 1176618 refers].
33. As part of transitioning to the new PLD priorities we need to provide more clarity for educators and stakeholders as they seek locally focused PLD support. To support implementation of the new priorities for the 2020 school year we will ensure that:
- each priority has a full description so that what is included is clear for those seeking supports, any associated tools they might utilise and what evidence that they might look for in terms of impact practices they need to develop
 - there is assurance of PLD provider capacity and capability to support the new PLD priorities which will require some additional approaches to the current accreditation/attestation process.
34. When the NELP is issued, we will also ensure that there is clarity about the relevant teaching and leadership capabilities, and the potential role of PLD within school and kura strategic actions for responding to the NELP.
35. Implementation will also pay attention to explicitly integrating capability building for foundation learning into the new foci, so that the importance of reading, pānui, writing, tuhihi, and science are not seen as being disregarded by the reset of the priorities. There are also other supports in the system particularly focused on foundational learning (for example, Programmes for Students Mauri Tū Mauri Ora) that we are proactively reviewing

and improving. While we have not recommended a specific PLD priority related to inclusive practice, we will also pay attention to this being explicitly integrated into capability building.

36. The forthcoming Education Review Office evaluation of PLD in schools and kura recommends more support for evaluative capability to focus on the use of quantitative and qualitative data to identify capability building needs and to systematically evaluate impact of PLD on outcomes for learners. This is built into the model of PLD and has been a focus of our supports into Kāhui Ako, including the expert partners model which finishes at the end of this year. Alongside the new PLD priorities relating to using information and aromatawai, we will also explore how we can more strongly leverage our Student Achievement Function in regional offices to support schools and kura to identify capability building needs as part of their strategic planning processes.
37. We also need to provide more clarity about how iwi can take leadership in local curriculum design with their schools and early learning centres, and consider how this can be best supported. Currently there is pressure to accredit iwi as PLD providers in order to access funding, but this comes with barriers to participation and does not accurately reflect the important role tangata whenua play in local curriculum design and delivery. We are piloting approaches to supporting iwi involvement, which will help inform future consideration of whether the mix of curriculum supports and resources available across the system needs to be adjusted to better enable tangata whenua to exercise tino rangatiratanga around decisions about what and how mātauranga and tikanga are included in curriculum delivery.

Digital Technologies and Hangarau Matihiko PLD

38. Alongside the funding for locally-focussed PLD, there is a dedicated package of Digital Technologies and Hangarau Matihiko supports which will continue to be available to schools and kura for the 2020 school year.
39. 2018 was the first year of implementation support for the new curriculum content relating to Digital Technologies and Hangarau Matihiko. Early reports commissioned by the Ministry indicated a gradual start in the first year of implementation. Of the 221 English medium schools surveyed in term 3 2018, only seven percent reported they had sufficient understanding, knowledge and skills to implement the curriculum content ready for January 2020, with the majority (88 percent) reporting they were somewhat prepared. In Māori medium, around 60% of the 39 kura surveyed had yet to access support.
40. Since then, reporting from our Digital Technologies and Hangarau Matihiko providers shows that momentum is growing. There are increasing numbers of teachers and kaiako who are now engaging with the support opportunities that are available. Annex 4 provides metrics from providers' reports to May 2019.
41. We are continuing to monitor school and kura readiness to implement the new curriculum content. We anticipate there may be a need extend availability of dedicated PLD and implementation supports beyond 2020 as part of a sustained national focus. Current primary school principal action will also impact on school and kura readiness activities, increasing the likelihood that an extended period of implementation supports will be needed. We will provide advice on this later in the year.

Strengthening capability supports as part of the five-year shift for curriculum

42. The Code of Professional Responsibility | Ngā Tikanga Matatika and the Standards for the Teaching Profession | Ngā Paerewa (Code and Standards) set whole of system quality benchmarks for capabilities. Boards of Trustees, principals and tumuaki have the

responsibility for identifying capability building priorities and opportunities for all kaiako throughout their careers, across all sectors, including initial teacher education.

43. Teachers and kaiako, principals, tumuaki and leaders experience capability building in a number of forms. Government investment includes materials and resources (text and digital), mentoring and coaching, professional networks, structured PLD pathways, opportunities for secondments, scholarships and collaborative inquiry (such as the Teacher Led Innovation Fund [TLIF] and the Teacher and Learning Research Initiative).
44. The CPA MAG has identified a lack of system coherence in how high quality learning opportunities for teachers and leaders are enabled. There is a need for us to more deliberately plan for how teaching and leadership capabilities are built over time. Teachers and leaders need to be recognised and supported as learners, and there needs to be investment in the diversity of career pathways and expertise needed in the system.
45. Within the context of the Education Workforce Strategy, there are specific actions we will be taking to improve system coherence and strengthen capability supports in relation to curriculum. 'Capability supports' are a key building block of the five-year shift for curriculum we have proposed in response to the report of the CPA MAG [METIS 1193652 refers]. Initial actions include:
 - communicating a coherent view of the range and pathways for ongoing professional growth
 - development of capability frameworks for the new PLD priorities, with exemplars and identified impact practices related to cultural capability (inclusive of Tātaiako, and Tapasā), local curriculum design and assessment for learning
 - adding capability frameworks where gaps occur (such as strengthening capability to work as a team for learners with additional needs, alongside their specialist teachers and assistant teachers)
 - consideration of how kaiako, teachers, leaders and tumuaki might recognise growth of their capability, individually, as a school or kura with their community.
46. These actions will provide clarity on the capabilities important for teaching and learning so they can be understood and articulated by people across the many layers of a system. Everyone needs to be able to know what the priorities mean for their everyday practices, whether they are leaders, kaiako, teacher assistants, whānau or other key stakeholders who collectively influence and contribute to the success of ākonga.
47. As well as supporting schools and kura to evaluate the impacts of locally-focused PLD activities, these actions will enable us to align and evaluate the full range of PLD and capability supports (see Annex 1) around a single set of outcomes that explicitly link to the NELP, and to the Code and Standards.
48. Nationally focused PLD supports career pathways for beginning principals, leaders, overseas trained teachers, and beginning teachers. Current areas for national focus are Digital Technologies Hangarau Matihiko, Programmes for Students Mauri Tū Mauri Ora, and PACT/TWA. Māori medium PLD providers support Māori kaiako in English medium schooling as well as peer support and development for tumuaki and emerging leaders.
49. Expert Partners and TLIF have been among the nationally focused PLD opportunities. They are due for expiry in December 2019 and June 2020 respectively. These supports have provided specific support for the new role of Lead Principal in Kāhui Ako and

opportunities for sector-led innovation. In essence, nationally focused PLD has supported particular sector roles, innovation and/or introduces a new curriculum area.

50. The CPA MAG also identified collaborative networks and inquiries as critical to addressing equity and excellence. Alongside Kāhui Ako and TLIF, the Networks of Expertise Kāhui Putoi are one of our key mechanisms for supporting this. To date, 42 networks have been developed and a National Co-ordinator has been building effective relationships with the networks, connecting them together and shaping the work being done, with local leadership of regional workshops. We will be undertaking research to better understand the operation of the networks and how they can be better connected and strengthened. For example, we know that in practice, few of the networks are supporting teachers to connect expertise along the learner pathway as many networks are just focused on senior secondary education.

Risks

51. With the shift to generic teaching and learning capabilities, many in the secondary sector are concerned that they will not have support for strengthening their content pedagogical knowledge within specific curriculum areas. They regard their disciplinary knowledge as critical to their ākonga learning and achievement. We will show how this disciplinary pedagogical knowledge will be embedded in the PLD provided in relation to the priorities, and continue to promote and support the Networks of Expertise Kāhui Putoi as an opportunity for peer-to-peer professional learning in specific areas of interest. This will also support feedback through the NCEA Review which highlighted that changes to NCEA will require professional learning opportunities for secondary teachers alongside the redevelopment of NCEA standards.
52. There was also concern during engagement that the design of local curriculum priority may be interpreted as no longer focusing on teaching and learning. We will need to communicate the PLD priorities in ways that describe local curriculum as inclusive of pedagogy, as weaving learner capabilities, competencies and learning areas, including digital fluency.
53. There were some strong reactions from peak bodies to a PLD priority on assessment and aromotawai and its perceived return to assessment driving the teaching. We will need to ensure that our messaging is about assessment for learning practices (including building capability to make assessment choices that minimise unnecessary burdens on learners and teachers), and supporting the partnership with learners and whānau in identifying learning and progress across the curriculum. In particular, we need to communicate that assessment tools are one part of a joint conversation about learner progress and achievement.
54. We have a heightened interest and concern about racism, bias and discrimination in our education system and the strengthening of identity, language and culture as a critical contribution to improved learner wellbeing. Any priority around the provision of cultural capability will be highly scrutinised so we need to assure the sector that providers are credible and effective. Some providers have already indicated they will need upskilling and more guidance to deliver cultural capability and local curriculum design in schools and kura. For example, in the design of local curriculum mana whenua will have a strong role. Few English medium PLD providers have worked in such partnerships as part of their services to schools.

Next steps

55. We recommend that you update Cabinet on the next steps for the PLD priorities as part of your planned Curriculum, Progress and Achievement Cabinet paper in July. We will be providing you with a draft of the Cabinet paper soon. The draft will be aligned to the advice in this paper and any feedback you provide.
56. Once you have made a decision about the reset of PLD priorities, we will prepare for communications and implementation. Communications advice will be included as part of advice on communicating decisions on the wider Curriculum, Progress and Achievement work programme and response to the CPA MAG.

Proactive Release

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

Annex 1: PLD Overview

OVERVIEW OF PLD TO SUPPORT CURRICULUM TEACHING, LEARNING AND ACHIEVEMENT



Annex 2: Proposed scope and content of English medium PLD priorities

The following descriptions were used as part of consultation. These will be updated as part of the implementation of new priorities.

Cultural Capability

Building cultural capability so that all ākonga are secure in their identity

Capabilities that this priority is designed to develop and strengthen.

- Demonstrated commitment to Te Tiriti o Waitangi partnerships.
- Use of Te Reo Māori.
- Knowledge about specific cultures represented in your school community.
- Deep understanding of Tikanga Māori and manaakitanga.
- Partnership with parents, whānau, iwi and local organisations.
- Supporting ākonga wellbeing.

Local Curriculum Design

Relevant and engaging local curriculum design that is truly responsive to the needs and priorities of ākonga, whānau and the community.

Capabilities that this priority is designed to develop and strengthen.

- Partnership with local iwi, hapū and other organisations.
- Knowledge and understanding of community values, culture and identity.
- Curriculum that ensures progress for all ākonga.
- Inclusive learning.
- Use of National Curriculum at the school and kura level.
- Development of specific content knowledge.
- Curriculum leadership.
- Integrated curriculum (across learning areas and across the front and back end of the curriculum).

Using Information to Support Learning

Enrich learning in the classroom by growing aromatawai, inquiry and assessment capabilities and use of information to support student strengths.

Capabilities that this priority is designed to develop and strengthen.

- Information sharing with students/ākonga, parents and whānau to support learning.
- Assessment for learning practices.
- Aromatawai.
- Evaluative capability.
- Use of assessment and aromatawai to monitor and report progress.

Digital fluency is an existing PLD priority for locally focused PLD allocation. Digital fluency supports teachers and kaiako to confidently and effectively use digital technologies, programmes and devices to enhance the delivery of teaching and learning across all curriculum areas and Ngā Wāhanga Ako.

This is different from the nationally focused PLD on Digital Technologies Hangarau Matihiko Curriculum support which continues for the 2020 school year.

Annex 3: Content and scope of proposed Māori medium PLD priorities

The following descriptions were used as part of consultation. These will be updated as part of the implementation of new priorities.

Mātauranga Māori (Te Reo Māori and Leadership)

He mana tō te Mātauranga, He mana tō te Reo, He mana tō te Tangata

- Co-designs and co-creates learning environments and success indicators for ākonga, with ākonga and whānau, which are informed by mātauranga Māori.
- Demonstrates a deep understanding and appreciation of te reo Māori pedagogy, including second language acquisition pedagogy.
- Leads a strong commitment to integrate local language and cultural knowledge into teaching practices.
- Ensures the mana of the ākonga, whānau, hapū and iwi is respected, with particular regard for mana whenua.
- Motivates, supports and mentors others to use available research and resources, and apply the evidence of what works for mātauranga Māori.

Marau ā-kura

He marau ā-kura he mea hāngai, e aronui ana hoki ki ngā tino hiahia o ngā ākonga, ngā whānau, ngā hapū me ngā iwi

Relevant and engaging local curriculum design that is truly responsive to the needs and priorities of ākonga, whānau, hapū and iwi.

- Designs, develops and implements marau ā-kura with ākonga and whānau, that is informed by mātauranga Māori.
- Demonstrates a deep understanding and appreciation of ngā tikanga ā-iwi, as expressed locally and nationally.
- Motivates others and actively demonstrates how to systematically monitor and evaluate marau ā-kura with ākonga, whānau, hapū, and iwi.
- Demonstrates teaching and learning practices that reflect local and evolving pedagogies and manifest the aspirations of ākonga and whānau.

Aromatawai

He puāwaitanga harakeke, he rito whakakī whāruarua.

He wā anō ka pua te kōrari, kei ōna pua he mīere hei ngote mā te manu.

In a flourishing flax plant the rito, the new innermost leaves, are supported by outer leaves to become strong and then contribute to the growth of the whole plant.

- Develops and realises aspirational goals and outcomes for ākonga, with ākonga and whānau.
- Shares meaningful data and information with ākonga and whānau.
- Demonstrates aromatawai practices that strongly reflect the principles of *Rukuhia Rarangahia* and the kura.
- Consistently applies aromatawai that informs better teaching and learning practices.
- Motivates and empowers ākonga to achieve success as Māori and supports their transition along education pathways.

Mātauranga Māori (Te Reo Māori me te Aratakinga)

He mana tō te Mātauranga, He mana tō te Reo, He mana tō te Tangata

- Me mahi ngātahi ki te ākonga me te whānau he momo akoranga, he tohu angitu o te ahu whakamua o ngā ākonga Māori, i runga i te mātauranga Māori
- E whakaatu ana i ō rātou nā mōhiotanga ki te kaupapa whakaako i te Reo Māori, me te kawē kaupapa whakaako reo tuarua.
- He pā whakawairua te arataki me te whakatinana i te reo me te mātauranga o te takiwā ki ngā ritenga a te kaiako
- Kia ū tonu te mana o te ākonga, whānau, hapū me te iwi, otirā te mana whenua.

Marau ā-kura

He marau ā-kura he mea hāngai, e aronui ana hoki ki ngā tino hiahia o ngā ākonga, ngā whānau, ngā hapū me ngā iwi

- E whai mōhiotanga ana te mātauranga Māori ki roto i te marau-ā-kura, i whakaritea e te kaiako, te ākonga me te whānau
- E whakaatu ana i ō rātou nā mōhiotanga ki ngā tikanga ā-iwi, ngā tikanga ā-takiwā, tikanga ā-motu anō hoki
- E whakaoreore, e whakaatu atu ana i ngā āhuatanga o te aromatawai o te marau ā-kura ki te ākonga, whānau, hapū, me te iwi
- Me pā whakawairua te whakarite a te kaiako ki ngā kaupapa whakaako auaha, kia hua ai ngā taumata mātauranga o te ākonga me te whānau.

Aromatawai

He puāwaitanga harakeke, he rito whakakī whāruarua.

He wā anō ka pua te kōrari, kei ōna pua he mīere hei ngote mā te manu.

- Whai hua ai i ngā wawata o te ākonga me te whānau
- Me whakawhitiwhiti mōhiotanga, raraunga, tauira anō hoki ki te ākonga me te whānau
- Whai wāhi ai ngā mātāpono a *Rukuhia Rarangahia* me te kura ki ngā āhuatanga aromatawai katoa
- Whakairi ai ngā āhua katoa o te aromatawai, ki te whakapakari ake i ō rātou pūmanawa, i ō rātou mōhiotanga, i ō rātou whakaakotanga
- Whakaohoho, whakamanawa i te ākonga ki te whakapiki ki te taumata mātauranga, me te tauawhi i a ia i tōna huanui ako.

Annex 4: Metrics from Digital Technologies and Hangarau Matihiko providers' reports to May 2019

123 Tech: designed to drive student innovation and design through participation in a digital championships:

- Data from 2018 to 13 May 2019 shows increases in the number of teachers and the number of schools participating.
- In 2018, 512 teachers from 89 schools participated. By May 2019, over 1000 teachers from 486 schools participated. This represents a 50% increase in teacher engagement across larger number of schools.

Kia Takatū a-Matihiko | Digital Readiness Programme: designed to provide professional support all teachers and kaiako:

- From July to December 2018, the first six months of operation, 5,655 teachers registered to participate in their online programme.
- During each month in 2019 we have seen a steady increase in engagement with the online programme – with 6937 new registrations by 30 May.
- In total 12,592 teachers have registered from 1374 schools - this 54% of all schools (2555 total number of schools as at May 2019).
- We have also seen a steady increase in the number of teachers participating in face to face meetings from 200 in February 2019 to 1044 in May, an increase of 500% over three months.

DT&HM PLD

- Data shows a steady pattern of applications. From March we have consistently increased the number of applications at each round, and in 2019 the total number of applications from schools had tripled (152) since it started in March 2018 (44). The number of successful applications rose from 42 to 104 in the same period. The funding is fully allocated to date.

Technology Online: English medium portal on TKI for DT information, teaching resources, exemplars. Note; a similar portal is being developed for MM contexts.

- Data in 2019 shows a 15% increase of page views (over 18,000 more) from same period last year. The total number of page views is now 136,534

Digital Technologies for All Equity Fund: designed to give access to specialised, technology-rich teaching and learning directly to students from low decile schools and kura:

- 19,091 students have participated across 170 schools. This exceeds our anticipated numbers by around 2000 students.