

Education Report: Curriculum, Progress and Achievement

To:	Hon Chris Hipkins, Minister of Education		
Date:	13 March 2018	Priority:	High
Security Level:	In Confidence	METIS No:	1111525
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Messaging seen by Communications team:	No	Round Robin:	Yes

Purpose of Report

The purpose of this paper is to seek your agreement to the proposed Terms of Reference of the *Curriculum, Progress and Achievement Ministerial Advisory Group* (Annex 1), and the proposed membership of the Ministerial Advisory Group (biographies attached at (Annex 2). The report also outlines the suggested Cabinet and Appointments and Honours Committee process and timeframes.

Summary

- Following the strategy meeting on strengthening the use of the curricula to understand and support all students' progress and achievement on 6 March 2018, you agreed to convene a *Curriculum, Progress and Achievement MAG*.
- The MAG will be an expert group that provides you with advice on strengthening the use of the curricula to understand and support all students' progress and achievement, including consideration of system level data needs. The advice of the MAG will help the Ministry and Government to develop a programme of work that builds teacher and leader capability to work with their students, parents, whānau and communities to:
 - design and deliver local curricula that includes learning opportunities that integrate knowledge, skills and key competencies in *The New Zealand Curriculum*, and Māori medium graduate qualities and characteristics in *Te Marautanga o Aotearoa*.
 - personalise learning opportunities to meet the needs and aspirations of all students and their whānau, within an inclusive and culturally responsive learning environment.
 - be data literate, understanding and acting on data/evidence for improvement, including making effective and efficient use of information in inquiry, planning and reporting, and sharing meaningful reports with students, parents and whānau.
- This report provides you with the proposed Terms of Reference (Annex 1) for the MAG, as well as the proposed membership and biographies (Annex 2) for the Group. We

recommend that you discuss these with your Associate Ministers, prior to seeking Cabinet approval.

4. We recommend you seek endorsement from Cabinet to the Terms of Reference for the MAG, ahead of initiating the Appointments and Honours Committee process to appoint members. This provides an opportunity to provide an early update to Cabinet on the work, including setting out which tools and supports are already in place for understanding and reporting on progress, including at a system level. You will also be able to signal the nature of further work that is required. A possible timeline for this process is provided in this report.

Recommended Actions

The Ministry of Education recommends you:

- a. **Agree** to the proposed Terms of Reference for the *Curriculum, Progress and Achievement Ministerial Advisory Group*.

Agree / Disagree

- b. **Agree** to the proposed membership, including co-chairs, of the *Curriculum, Progress and Achievement Ministerial Advisory Group*.

Agree / Disagree

- c. **Forward** the proposed membership and Terms of Reference of the *Curriculum, Progress and Achievement Ministerial Advisory Group* to your Associate Ministers.

Agree / Disagree

- d. **Note** the process for securing Cabinet approval of the Terms of Reference and membership of the Ministerial Advisory Group.

Noted

- e. **Note** that a draft Cabinet Paper to seek agreement to the Ministerial Advisory Group's Terms of Reference will be provided to your office on 28 March 2018.

Noted

- f. **Note** that once the Ministerial Advisory Group's Terms of Reference and approach is approved by Cabinet, a paper will be prepared for the Cabinet Appointment and Honours Committee to confirm and appoint the membership of the MAG.

Noted

- g. **Agree** that this Education Report is proactively released after Cabinet decisions have been made about MAG appointments, with appropriate redactions in line with the provisions of the Official Information Act 1982.

Agree / Disagree

- h. **Note** that the timing of the proactive release will be discussed with your office to ensure alignment with any communication activities, including the Cabinet approvals processes.

Noted

Ellen MacGregor-Reid
Deputy Secretary
Early Learning and Student Achievement

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Hon Chris Hipkins
Minister of Education

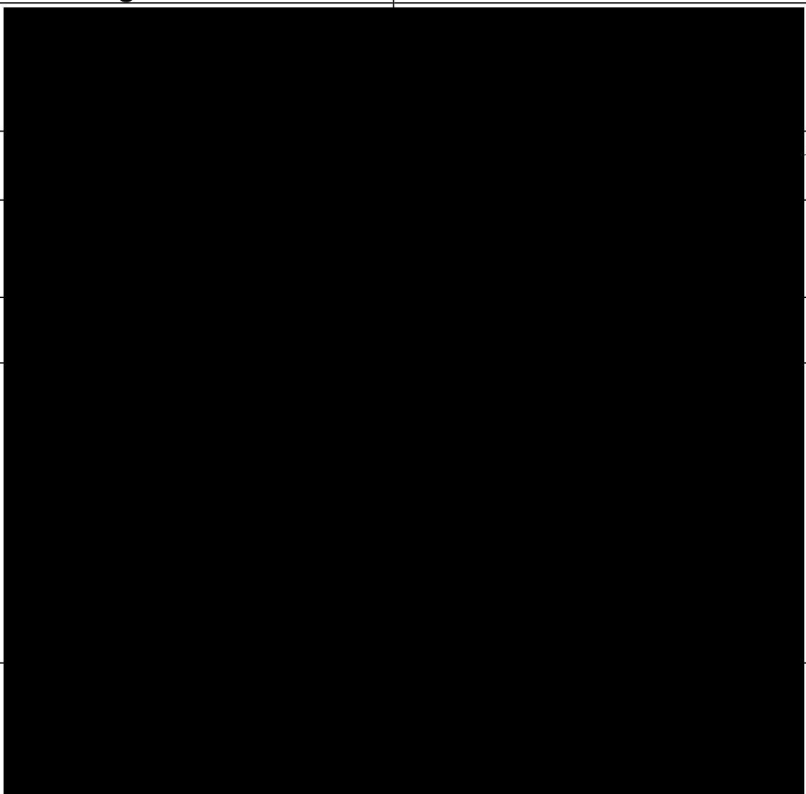
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Background

1. On 6 March 2018, you held a strategy meeting on strengthening the use of the curricula to understand and support all students' progress and achievement (METIS 1103867 refers).
2. At this meeting, you agreed to convene a *Curriculum, Progress and Achievement Ministerial Advisory Group* (MAG), and indicated your preferred approach to take forward work on strengthening the use of the curricula to understand and support all students' progress and achievement.
3. The MAG will be an expert group that provides advice to you on strengthening the use of the curricula to understand and support all students' progress and achievement. The MAG will also provide advice and guidance to the Ministry of Education ('the Ministry') throughout wide regional engagement with the sector, students, parents, family, whānau and iwi.

Draft terms of reference and proposed membership of the Ministerial Advisory Group

4. A proposed Terms of Reference is attached in Annex 1. We propose the *Curriculum, Progress and Achievement Ministerial Advisory Group*:
 - is a source of advice for you
 - is a critical friend and advisor to the Ministry
 - provides a report synthesising themes arising from the wider engagement, as well as recommendations to inform the future work programme.
5. Based on the proposed Terms of Reference, we have identified the following as having appropriate skills and knowledge for the MAG:

	English Medium	Māori Medium
Co-Chairs		
Mātauranga Māori expert		
Curriculum Experts		
Assessment experts		
Principals		
Teachers		

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6. Biographies for each proposed member of the MAG are attached as Annex 2.
7. It is recommended that you share the proposed Terms of Reference and membership of the *Curriculum, Progress and Achievement MAG* with your Associate Ministers.

Process for securing Cabinet agreement

8. We recommend that you seek Cabinet endorsement of the proposed Terms of Reference for the MAG before initiating the Appointments and Honours Committee (APH) process for appointing members.
9. If you agree to the names proposed above, we will confirm interest and availability against the proposed Terms of Reference and will then confirm final options of membership. We will then initiate the APH process.
10. A possible timeline is provided below to illustrate the proposed sequencing:

Description	Date
Update to Cabinet and endorsement of proposed Terms of Reference	
Draft Cabinet Social Wellbeing Committee (SWC) Paper seeking agreement to the Terms of Reference for the proposed MAG provided to Minister	Wednesday 28 March
Cabinet SWC paper finalised and lodged	By 10am Thursday 5 April
Cabinet SWC consideration	Wednesday 11 April
Cabinet consideration	Monday 16 April
Appointments and Honours Committee (APH) process	
Draft APH Paper seeking agreement to the membership of the MAG provided to Minister	Friday 20 April
APH paper finalised and lodged	By 10am Thursday 26 April
APH consideration	Wednesday 2 May
Cabinet consideration	Monday 7 May
MAG convenes	Mid May

Risks

11. The work that the MAG supports may not lead to significant new guidance or tools for use in the 2019 school year, which may add to the concerns held by some people about the perceived 'gap' left by removing Ngā Whanaketanga Rumaki Māori and National Standards. The Cabinet paper seeking agreement to the Terms of Reference will set out which tools and supports are already available to understand and report on progress and achievement, including for understanding system level performance, and will clarify that the work in 2018 is focused on which additional tools and supports are needed.
12. The Ministry will promote information on the tools and supports that are already available to mitigate this risk.

Proactive Release

13. It is intended that this Education Report is proactively released after Cabinet decisions have been made about MAG appointments 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.

14. We will work with your office on the timing of the proactive release to ensure that it aligns with any communication activities, including the Cabinet approvals processes.

Annexes

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| Annex 1: | Proposed <i>Curriculum, Progress and Achievement Ministerial Advisory Group</i> Terms of Reference |
| Annex 2. | Proposed <i>Curriculum, Progress and Achievement Ministerial Advisory Group</i> biographies |

Annex 1: Proposed Terms of Reference for the *Curriculum, Progress and Achievement Ministerial Advisory Group*

Background

In December 2017, the Minister of Education, Hon Chris Hipkins, revoked Ngā Whanaketanga Rumaki Māori and National Standards, and asked the Ministry of Education to work with experts and stakeholders to develop an approach to assessment and reporting which is based on understanding progress across the curricula, including key capabilities for success in life, learning and work.

To understand progress, one needs to understand what is most important to be learnt. The national curricula set expectations for teaching and learning, and provide flexibility for local curricula to be designed and delivered in a way that meets the needs of the learners within early learning services, kōhanga reo, kura, schools or Communities of Learning | Kāhui Ako.

Assessment and aromatawai is important for understanding how individual learners are progressing in relation to curricula expectations. It assists teachers to plan learning opportunities that support each learner's next learning step, including where more learning opportunities or additional support is needed. It also assists students' and their parents' understanding of progress and achievement.

There are a range of assessment tools available for understanding learners' progress, but these do not cover the full breadth of the curricula and few provide teachers with a comprehensive picture of progress against a curriculum learning area or for students working long term in level 1. As well as having tools available, teachers need to make effective decisions about when and how to use these tools to support students' progress without adding unnecessary workload.

We have a system-wide focus on ensuring that every child gets the necessary support and opportunities to learn, and to be successful in life, learning and work and to contribute to society. The achievement data shows that, despite pockets of improvement, the education system is not yet closing the equity gap. To address the equity gap, we need a system that reflects on student progress and re-focusses teaching, learning and system-level settings to better support all students' progress across the curricula, especially for Māori, Pasifika, those with additional learning needs, and those that are disadvantaged.

The Role and Purpose of the Ministerial Advisory Group

The Minister of Education ('the Minister') is establishing a *Curriculum, Progress and Achievement Ministerial Advisory Group* (MAG). This will be an expert group that provides advice to the Minister on strengthening the use of the curricula to understand student progress and achievement.

Objectives

The advice of the MAG will help to develop a programme of work that builds teacher and leader capability to work with their students, parents, whānau and communities to:

1. design and deliver local curricula that includes learning opportunities that integrate knowledge, skills and key competencies in *The New Zealand Curriculum*, and Māori medium graduate qualities and characteristics in *Te Marautanga o Aotearoa*.
2. personalise learning opportunities to meet the needs and aspirations of all students and their whānau, within an inclusive and culturally responsive learning environment.
3. be data literate, understanding and acting on data/evidence for improvement, including making effective and efficient use of information in inquiry, planning and reporting, and sharing meaningful reports with students, parents and whānau.

Scope

The scope of the *Curriculum, Progress and Achievement Ministerial Advisory Group* is to provide advice on:

- how to strengthen the design and use of local curriculum so that all children progress and achieve across the breadth and depth of the National Curriculum;
- how a stronger focus on student progress across the curricula can be embedded, including change management, implementation and capability building.

While the scope of the MAG is specific to curriculum, progress and achievement, its considerations will intersect with other workstreams such as the NCEA Review and the Education Workforce Strategy. The Ministry in their secretariat role will ensure the flow of relevant information and support the MAG to connect with other groups where appropriate.

Functions of the MAG

The MAG's role is subject to these Terms of Reference.

The MAG will be:

- a source of advice for the Minister;
- a critical friend and advisor to the Ministry;
- providers of a report synthesising themes arising from the wider engagement, as well as recommendations to inform the Minister's work programme.

Advisors to the Minister of Education

The primary and paramount function of the MAG is to advise the Minister.

The MAG and its Co-Chairs may engage directly with the Minister but, typically, the MAG's advice will be provided through the Ministry, as intermediary, at the Minister's request.

Advisors to the Ministry of Education

As part of their role in advising the Minister, the MAG will provide support and advice to the Ministry to assist in their delivery of the *Curriculum, Progress and Achievement* work programme.

The Ministry, through the Deputy Secretary, Early Learning and Student Achievement, may ask the MAG to provide support and advice by:

- contributing to, or reviewing, key documents prepared by the Ministry to support the process
- providing advice on the structure and nature of engagement with stakeholders and the wider public.

Membership

Members of the MAG will be appointed by the Minister. The initial term of appointment will be until 20 December 2018 and reappointment is possible. The MAG will comprise 13 paid members drawn from a diverse cross-section of New Zealand society – two of whom will Co-Chair the MAG.

Members have been selected to participate based on the following criteria:

- Contribution as curriculum and assessment thought leaders/experts e.g. involved in the development of significant papers such as 'Directions for Assessment in New Zealand' and 'Rukuhia, Rarangahia'.

- Contribution to significant curriculum design and implementation in New Zealand schools and classrooms.
- Ability to understand that each level of the system requires data in order to improve.
- Demonstrated commitment to equity and excellence across the education pathway
- Credibility within the sector.
- Commitment to the process and outcomes of the *Curriculum, Progress and Achievement Ministerial Advisory Group*.

Co-Chairs

The Co-Chairs will lead meetings of the MAG, unless otherwise directed by the Office of the Minister of Education, or otherwise agreed.

The Co-Chairs may also engage directly with the Minister, on behalf of the MAG.

Confirmation

Members of the MAG (including the Co-Chairs) are approved by the Appointment and Honours Committee. Members of the MAG affirm that they have provided all relevant and / or requested information relevant to the approval process, and that all information disclosed is true and accurate to the best of the knowledge of the MAG members.

Fees

Fees for members of the Group have been assessed in accordance with the Cabinet Fees Framework, according to Cabinet Office Circular (12)6. The Stakeholder Advisory Group falls within Group 4 ('All other committees and other bodies'), and has been scored at 22 (Level 2).

In addition, Co-Chairs and members will be reimbursed for actual and reasonable travel, meal and accommodation costs.

Secretariat

Secretariat services for the MAG will be provided by the Ministry.

Media

The MAG, and MAG members acting in that capacity, will not make media statements without the prior agreement of the Minister.

If the MAG are asked to provide comment on any issue relating to education by a third party (i.e. other than the Minister or Ministry), that MAG will forward the question or request to the Office of the Minister of Education, and to the Ministry of Education through the Assessment and Reporting mailbox: (AssessmentandReporting@education.govt.nz).

Meetings

Meetings of the MAG will be held in Wellington. The MAG will meet up to ten times in its initial term. MAG members are expected to attend MAG meetings wherever reasonably possible. The MAG will meet when requested by the Minister, in consultation between the Co-Chairs and the Ministry, or at the discretion of the Co-Chairs.

The MAG will aim to achieve a consensus on the issues it considers, but is not required to do so.

The Ministry of Education will support the Co-Chairs to prepare meeting agendas where appropriate. The agenda and papers for meetings of the MAG will be circulated to MAG members six working days in advance of each meeting, and draft minutes will be circulated to MAG members no later than five working days after each meeting.

The Ministry has a budget to operate the MAG, including travel costs. The MAG and its members will not have an independent budget.

Contestability of advice

Both the MAG and the Ministry will provide advice to the Minister on the *Curriculum, Progress and Achievement* work programme in good faith, and with regards to the interests of the other. Where appropriate, the MAG and Ministry will provide the other with copies of relevant advice provided to the Minister.

Conflicts of interest

As part of the Appointment and Honours Committee appointment process, the members of the MAG disclose conflicts of interest relating to the MAG and the *Curriculum, Progress, and Achievement* work programme.

Members of the MAG who have a specific, real conflict of interest in relation to an issue or item will advise the Co-Chairs and recuse themselves from consideration of those issues or items.

If members of the MAG develop new, relevant conflicts of interest, whether real, potential or perceived, in the course of the *Curriculum, Progress and Achievement* work programme, they will inform the Ministry's secretariat as soon as is reasonably practicable.

Key relationships

In addition to the Minister of Education and Ministry of Education, the MAG will have relationships with the *Curriculum, Progress and Achievement Reference Group(s)*.

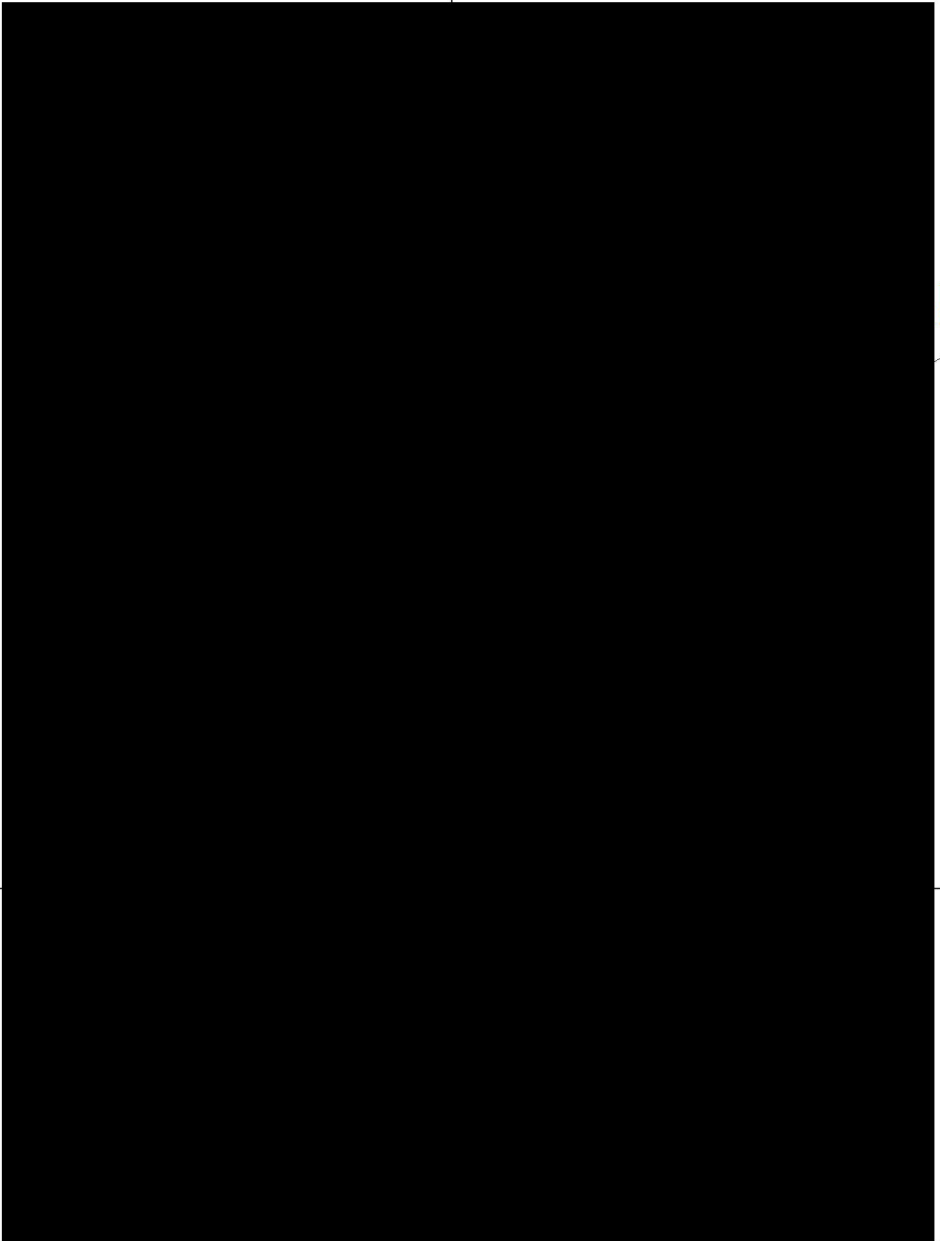
Unless otherwise agreed with the Ministry (in relation to the Reference Group), the MAG's contact with these groups will be facilitated by the Ministry and Minister respectively.

It is expected that the MAG will engage in the process in good faith, and champion the *Curriculum, Progress and Achievement* work programme process with stakeholders.

Confidentiality

The work of the MAG is confidential, unless otherwise agreed by either the Minister of Education or Ministry of Education as appropriate. Members of the MAG will maintain this confidence, and will not disclose information about the operations of the MAG to any person without the above agreement.

Annex 2: Biographies for the proposed membership of the *Curriculum, Progress and Achievement Ministerial Advisory Group*

	English Medium	Māori Medium
Co-chairs		
Mātauranga Māori expert		

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**Curriculum
Experts**

**Assessment
experts**

Principals

Teachers