

In confidence

Office of the Minister of Education

Chair, Cabinet Business Committee

## **ESTABLISHING THE CURRICULUM, PROGRESS AND ACHIEVEMENT MINISTERIAL ADVISORY GROUP**

### **Proposal**

- 1 This paper outlines my intention to establish the following:
  - 1.1 Curriculum, Progress and Achievement Ministerial Advisory Group (MAG)
- 2 In order to do this, I intend to make the following appointments to the Curriculum, Progress and Achievement MAG.

<b>Name</b>	<b>Position</b>	<b>Start date</b>	<b>End date</b>
Dr Georgina Stewart	Co-Chair	1 May 2018	21 December 2018
Mary Chamberlain	Co-Chair	1 May 2018	21 December 2018
Distinguished Professor Graham Hingangaroa Smith	Member	1 May 2018	21 December 2018
Dr Claire Sinnema	Member	1 May 2018	21 December 2018
Charles Darr	Member	1 May 2018	21 December 2018
Dr Jeff Smith	Member	1 May 2018	21 December 2018
Professor Margie Hohepa	Member	1 May 2018	21 December 2018
Sonia Johnston	Member	1 May 2018	21 December 2018
Laura Hawsworth	Member	1 May 2018	21 December 2018
Diane Whyte	Member	1 May 2018	21 December 2018
Sarah Martin	Member	1 May 2018	21 December 2018
Liam Rutherford	Member	1 May 2018	21 December 2018
Rangimarie Mahuta	Member	1 May 2018	21 December 2018

- 3 The Terms of Reference for the Curriculum, Progress and Achievement MAG were confirmed at Social Wellbeing Committee on 11 April 2018 [SWC-18-MIN-0040] and will be considered by Cabinet on 24 April. These are attached at Annex 1.

### **Background**

- 4 I am seeking the Cabinet Business Committee's approval for the membership of the Curriculum, Progress and Achievement MAG. I am also seeking Cabinet Business Committee's approval for the Terms of Reference for the Curriculum, Progress and Achievement MAG, attached at Annex 1. The group will be announced prior to Education Summit; the Group therefore needs to be established before the first Summit (5-6 May).

### ***The Curriculum, Progress and Achievement MAG***

- 5 The scope of the Curriculum, Progress and Achievement MAG is to provide advice to me on:
  - 5.1 how to strengthen the design and use of local curriculum so that all children and young people progress and achieve across the breadth and depth of the national curricula in years 1-10
  - 5.2 how a stronger focus on student progress across the curricula can be embedded, including change management, implementation and capability building.
- 6 The Curriculum, Progress and Achievement MAG will be an external group comprising 13 members. It will have representation from English and Māori medium settings and a diverse cross-section of New Zealand society. This includes:
  - 6.1 two Co-Chairs appointed by the Minister of Education
  - 6.2 eleven members appointed by the Minister of Education.
- 7 The Social Wellbeing Committee considered the Cabinet paper Curriculum, Progress and Achievement, which provided an update on work on progress across the curricula for years 1-10, following the removal of Ngā Whanaketanga Rumaki Māori and National Standards. It agreed to the Terms of Reference for a Curriculum, Progress and Achievement MAG to inform this work during 2018 [SWC-18-MIN-0040].

### **Comment on the Curriculum, Progress and Achievement MAG**

- 8 I intend to establish the Curriculum, Progress and Achievement MAG with each member serving an initial term commencing on 1 May 2018 and expiring on 21 December 2018. I have considered a range of candidates and intend to appoint the following people.
- 9 **Dr Georgina Stewart (Co-Chair)** is an Associate Professor of Education at Auckland University of Technology. Dr Stewart's research centres on the nexus between language, knowledge, culture and education. Her approach to research rests on a politicised understanding of our place as human beings and educators in the natural and social worlds, mediated by a cross-cultural lens that respects diverse indigenous and scientific frames of understanding and self-understanding. Dr Stewart brings her expertise in Kaupapa Māori and science education to the role, as well as her background in the philosophy of education.
- 10 **Mary Chamberlain (Co-Chair)** is a Director of Evaluation Associates and a highly respected education consultant. Ms Chamberlain has led the development of key educational initiatives within the Ministry of Education, for the OECD and throughout the sector. Her leadership of the creation of the New Zealand Curriculum, as well as National Standards for literacy and mathematics, position Ms Chamberlain to provide critical insights into the development of an approach to progress and achievement.
- 11 **Distinguished Professor Graham Hingangaroa Smith (Mātauranga Māori expert)** is a Māori education thought leader at Te Whare Wānanga o Awanuiārangī and is the current Principal Investigator of *Te Pae Tawhiti: Māori Economic Development*. His iwi are Ngāti Apa, Ngāti Kahungunu, Kai Tahu and Ngāti Porou. Previously Prof Smith has been the CEO and Vice Chancellor of Te Whare Wānanga O Awanuiārangī: Indigenous-University. His recent research has focused on the use of theory to

develop ways to transform education and schooling to intervene in Māori cultural, political, social, educational and economic crises.

- 12 **Dr Claire Sinnema (curriculum expert English medium)** is an Associate Professor of University of Auckland. Dr Sinnema's work spans the design of education policies, their enactment in educational settings, and interactions amongst educators seeking to improve teaching and learning. She has carried out multiple national evaluations, including of the implementation of New Zealand's national curriculum (2010), and of the Teacher-Led Innovation Fund (2017). She has co-led Ministry of Education funded projects including the Quality Teaching Research and Development project (2010) and the Best Evidence Synthesis in Social Studies/Tikanga-a-iwi (2008). Dr Sinnema has served on numerous reference, advisory and expert groups for national education bodies and has carried out research and development related to Government initiatives in New Zealand, South Australia, Wales and Norway.
- 13 **Charles Darr (assessment expert)** is a senior researcher and manager of the Assessment, Design, and Reporting (AD&R) team at the New Zealand Council for Educational Research (NZCER). Mr Darr led the project team that developed the Literacy and Numeracy for Adults Assessment Tool and led the psychometric programme that supported the development of the Progress and Consistency Tool (PaCT). His content knowledge will help inform the development of a robust progress approach. Mr Darr is also on the NCEA Ministerial Advisory Group.
- 14 **Dr Jeff Smith (curriculum expert)** is Professor and Associate Dean (Research) in the College of Education at the University of Otago in New Zealand. For 29 years he was on the faculty of Rutgers University, serving the Department of Educational Psychology as professor and chair. While at Rutgers, he also served for 18 years as Head of the Office of Research and Evaluation at the Metropolitan Museum of Art in New York City. He has written or edited eight books on educational assessment and statistics, the psychology of aesthetics, and educational psychology. He has published more than 70 research articles and reviews in the field of education, also founding and co-editing a journal, *Psychology of Aesthetics, Creativity, and the Arts*. Smith received his undergraduate degree from Princeton University and his PhD from the University of Chicago.
- 15 **Prof Margie Hohepa (aromatawai expert)** is the Associate Dean, Māori at the University of Waikato. Her iwi are Te Māhurehure, Ngāpuhi and Te Ātiawa. Prof Hohepa teaches in Māori education undergraduate and graduate courses and supervises honours, masters and doctoral research students across a range of Māori education topics. She has taught in primary school and kōhanga reo settings. Her field of research is also Māori education framed by Kaupapa Māori, with a particular interest in Māori medium education. Recent research projects have focused on Māori medium initial teacher education and on kōhanga-kura transitions. I also intend to appoint Prof Hohepa to the Early Learning Strategic Plan MAG.
- 16 **Sonia Johnston (English medium and Pasifika education)** is principal at Roscommon School. Sonia is an Executive member of the Graduate Diploma in Teaching English in Schools to Speakers of Other Languages (TESSOL) at Auckland University, President of Manurewa Principal's Association 2018 (previously Junior & Vice President 2015-2017) and an active member of New Zealand Pasifika Principals Association (NZPPA). Ms Johnston has also presented on Pasifika education and bilingual education at NZEI Te Rui Roa and New Zealand Schools Trustees Association (NZSTA) conferences.

- 17 **Laura Hawksworth (Māori medium)** is principal at Te Kura Kaupapa Māori o Tōku Māpihi Maurea. She is a leading tumuaki in Māori medium and has successfully lead Tōku Māpihi Maurea for a significant period of time. Ms Hawksworth has contributed to the development of Te Marautanga o Aotearoa and is a lead practitioner in the use of Te Waharoa Ararau (Māori medium equivalent of the Progress and Consistency Tool (PaCT)), and in particular in pangaru (mathematics).
- 18 **Diane Whyte (special education)** is principal at Fairhaven (Special) School in Hawkes Bay. Fairhaven School is educationally inclusive and caters to a variety of students from a range of cultural backgrounds and diverse needs. Ms Whyte is the Treasurer of the Special Education Principals' Association NZ (SEPANZ) and has previously been the principal at Maitai Special School in Nelson. She has been closely involved in the Ministry's work on describing progress of students learning long-term in level one of the curricula. Ms Whyte believes that effective schools are educationally inclusive schools and her advocacy in the area of Māori education and students with disabilities will strengthen the work of the group.
- 19 **Sarah Martin (English medium)** is the Foundation Principal of Stonefields School in Auckland. Ms Martin has taught in, and held, various senior leadership positions. Her facilitation work includes the numeracy project and curriculum exemplar development. Ms Martin's practice focusses on the integration of inquiry learning, e-learning, future school environments, competencies as well as teacher effectiveness.
- 20 **Liam Rutherford (dual-language medium)** is a classroom teacher at Ross Intermediate School. He has been teaching for the last 9 years. He works in dual-language medium and has been involved with a number of projects including the introduction of 1-1 devices. Mr Rutherford has an interest in internet based classrooms, personalising learning, student activism, and real life learning. Additionally, he has been an active member of the Digital Technologies and Hangarau Matihiko (Curriculum) Change and Enablement working since its initiation in 2017. He has recently been appointed to the National Digital Technologies and Hangarau Matihiko curriculum implementation professional learning and development allocation panel.
- 21 **Rangimarie Mahuta (Māori medium)** is a longstanding lead practitioner at Te Wharekura O Rakaumanga School. In her kura, she leads work in understanding progress and achievement across the kura from years 1 to 13. Ms Mahuta has contributed to the development of Te Marautanga o Aotearoa.

### **Representativeness of appointments**

- 22 I am satisfied that the appointments will provide for reasonably well-balanced groups in terms of gender, ethnicity and geographic representation, and an appropriate mix of skills and experience, comprising:
  - 9 women and 4 men
  - 5 Māori, 1 Pasifika and 7 European/Pākehā members
  - 5 members from Auckland, 2 from Hamilton, 1 from Wellington, 1 from Dunedin and 4 are from regional New Zealand



- 23 Membership of the Curriculum, Progress and Achievement MAG includes curriculum experts, assessment experts, principals and teachers. Five members are experts in Māori medium and one brings a special school perspective.
- 24 Alongside the Curriculum, Progress and Achievement MAG, the Ministry of Education is convening a Reference Group which will provide a broad 'on the ground' view to inform the Curriculum Progress and Achievement work programme, including the MAG. The Reference Group will include members of peak bodies and education sector representation, including a Board of Trustees. The Reference Group will also support engagement with students and regional networks. Regional networks will be formed to include diverse voices and bring in specific perspectives (e.g. parent focus groups, disability perspectives, rural voice).

### Remuneration

- 25 The group has been assessed under the Cabinet Office Circular CO (12) 6 - *Fees framework for members appointed to bodies in which the Crown has an interest*. It has been classified as a Group 4 Level 2 body.
- 26 I therefore intend to set fees as follows:  
26.1 [REDACTED] for members of the Curriculum, Progress and Achievement MAG
- 27 Payments to public servants, State servants and employees of Crown bodies will be made in line with the Cabinet Office Circular CO (12) 6. As set out in the Circular, employees of a government agency, organisation, body or local authority must not retain both the fee and their ordinary pay where the duties are undertaken during ordinary working hours. Full-time, salaried judges who continue to receive their usual salary will not receive an additional fee.

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### Appointment process and consultation

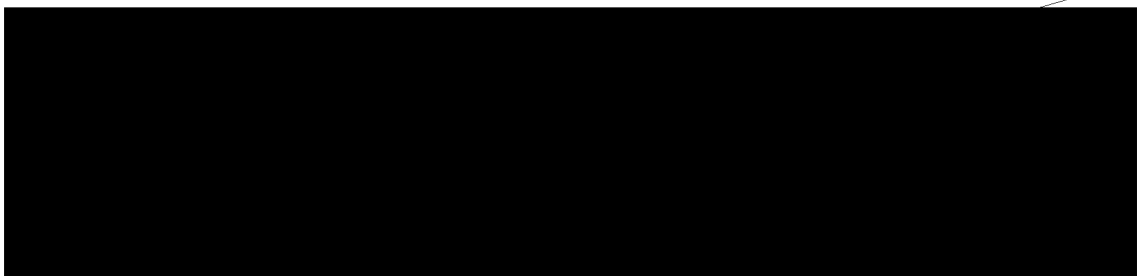
- 28 I confirm that an appropriate process has been followed in selecting the proposed appointees with reference to the State Services Commission appointment guidelines and Crown Entities Act 2004. In summary, given the specific skillset required, nominations were sought from colleagues and from nominating agencies. Nominations and other candidates were considered against identified criteria.
- 29 I also consulted the Treasury, State Services Commission, ERO, Te Puni Kokiri, Statistics New Zealand, and Social Investment Agency on the candidates.
- 30 The appointment process was appropriate because the group will play a significant role in the Education Work Programme, but will not control a budget or otherwise exercise independent powers.
- 31 Appropriate probity checks are currently being undertaken for candidates and are expected to be completed by the end of April 2018. Candidates' appointment will be subject to any outstanding checks being satisfactory. A public release on members will not be made until probity processes are complete for all members.

## Conflicts of interest

- 32 I can confirm that appropriate enquiries concerning conflicts of interest have been carried out, in accordance with the State Services Commission appointment guidelines, to identify any conflict of interest that could reasonably be identified.
- 33 Generally, given members of the Curriculum, Progress and Achievement MAG are in active leadership and governance roles within the education sector, there are a number of perceived and potential conflicts of interest. We have considered whether there is a risk that these interests could undermine the impartiality or credibility of the work of the MAG and assessed this risk as low. This is due to the size of the group, the breadth of education sector curriculum experience, the group's advisory role, and the transparency of the interests which have been declared.
- 34 The specific interests have been identified below. Management of these risks will be in disclosing identified interests to the Co-Chairs and MAG members as part of initial briefings. It will be the Co-Chairs' responsibility to ensure that there is no undue influence from individual members in respect of their specific interests.
- 34.1 Dr Georgina Stewart is an Associate Professor at Auckland University of Technology (AUT)
- 34.2 Mary Chamberlain is a Board member of New Zealand Qualifications Authority (NZQA), which is responsible for regulating achievement
- 34.3 Distinguished Professor Graham Smith is Patron of the Māori Principals Association (Te Akatea) and a Member of the Prime Minister's Education Excellence Panel
- 34.4 Dr Claire Sinnema is an Associate Professor of University of Auckland
- 34.5 Dr Jeff Smith is a professor at Otago University
- 34.6 Charles Darr is a senior researcher and manager of the Assessment, Design, and Reporting team at the New Zealand Council for Educational Research (NZCER)
- 34.7 Professor Margie Hohepa is the Associate Dean, Māori at the University of Waikato
- 34.8 Sonia Johnston is a Principal at Roscommon School in Napier
- 34.9 Laura Hawksworth is principal at Te Kura Kaupapa Māori o Tōku Māpihi Maurea and on the Tōku Māpihi Maurea Kura Kaupapa Māori Board of Trustees
- 34.10 Diane Whyte is a Principal at Fairhaven School
- 34.11 Sarah Martin is a Foundation Principal at Stonefields School in Auckland, a member of the Network for Learning Advisory Group, a member of the Education Council ITE Advisory Group and President of Remuera Primary Principals Association
- 34.12 Liam Rutherford is a teacher at Ross Intermediate School, a National Executive of NZEI Te Riu Roa and on the NZ Council of the Labour Party
- 34.13 Rangimarie Mahuta is a lead practitioner at Te Wharekura O Rakaumanga School

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- 36 In addition to the management strategies outlined above, it is important to note that the MAG's role will cease prior to the design and implementation phase. Any future conflicts of interest would be managed through the Ministry of Education's procurement policy and process.

#### **Timing and publicity**

- 37 I will arrange for a media release announcing these appointments when they are confirmed and after the probity checks have been completed. This release will take place ahead of the first Summit on 5-6 May.

#### **Terms of Reference**

- 38 The Terms of Reference for the Curriculum, Progress and Achievement MAG is attached at Annex 1.
- 39 The Terms of Reference for the Curriculum, Progress and Achievement MAG were confirmed at Social Wellbeing Committee on 11 April 2018 [SWC-18-MIN-0040] and will be considered by Cabinet on 24 April.
- 40 Subject to Cabinet's approval, the Terms of Reference will be published at the same time that membership of the group is released.

## Recommendations

41 I recommend that the Committee:

- a. **approve** the Terms of Reference for the Curriculum, Progress and Achievement MAG attached at Annex 1
- b. **note** my intention, pending satisfactory probity checks, Dr Georgina Stewart and Mary Chamberlain as Co-Chairs and Prof Graham Hingangaroa Smith, Dr Claire Sinnema, Charles Darr, Dr Jeff Smith, Prof Margie Hohepa, Sonia Johnston, Laura Hawksworth, Diane Whyte, Sarah Martin, Liam Rutherford and Rangimarie Mahuta as members of the Curriculum, Progress and Achievement MAG for a term from 1 May 2018 to 21 December 2018

Authorised for lodgement  
Hon Chris Hipkins  
Minister of Education

## **Annex 1: Terms of Reference for the Curriculum, Progress and Achievement Ministerial Advisory Group and Candidate CV forms**

### **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 include 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 and young people progress and achieve across the breadth and depth of the national Curricula in years 1-10
- 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 21 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).

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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](mailto: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.

## Candidate CV forms

# Organisation Form

## Cabinet Appointments and Honours Committee

All sections must be completed.

This form is available in Word format at <http://cabguide.cabinetoffice.govt.nz/>

### Organisation

#### Curriculum, Progress and Achievement Ministerial Advisory Group (MAG)

(Education)

### Current Membership

Name	Age	City/Town	Date of original appointment	Expiry date of present term
N/A – the Ministerial Advisory Group is about to be established				

### Brief Outline of the Functions and Responsibilities of the Organisation

The Curriculum, Progress and Achievement MAG is being established to provide advice to the Minister of Education on:

- how to strengthen the design and use of local curriculum so that all children and young people progress and achieve across the breadth and depth of the national curricula in years 1-10
- how a stronger focus on student progress across the curricula can be embedded, including change management, implementation and capability building.

It has representation from English and Māori medium settings and a diverse cross-section of New Zealand society, and will operate from 1 May 2018 to 21 December 2018.

**Date: 20/04/2018**

## 42 Candidate CV Form

All sections must be completed.

This form should be completed in consultation with the candidate where possible.

This form is available in Word format at <http://cabguide.cabinetoffice.govt.nz/>

<b>Name</b> (family name in upper case; include title if appropriate)	<div></div>	s 9(2)(a) OIA
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### The Position

<b>Organisation</b>	<div></div>	s 9(2)(a) OIA
<b>Position</b> (chair/member etc.)		
<b>Term</b>		
<b>Payment</b> (per day and/or per year)		

### How the Candidate Meets the Needs of the Position

<b>Skills and attributes the candidate will bring to the position</b> (e.g. business skills, community involvement, cultural awareness, regional perspective – as relevant to the needs of the position)	<div></div>	s 9(2)(a) OIA
<b>Possible conflicts of interest</b>		
<b>Proposals for conflict management</b> (if applicable)		

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## The Candidate

<b>Name</b> (family name in upper case; include title if appropriate)	
<b>Address</b>	
<b>Citizenship</b> (if not New Zealand)	
<b>Age</b>	
<b>Current or most recent Employment</b> (specify position and employer, include years)	
<b>Government board appointments held</b> (current and previous, include years)	
<b>Private and/or voluntary sector board appointments held</b> (current and previous, include years)	
<b>Qualifications and experience</b> (include significant work history and community involvement)	

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Use further pages, if required, to provide the information requested

**Date: 20/4/2018**

## 44 Candidate CV Form

All sections must be completed.

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<b>Name</b> (family name in upper case; include title if appropriate)	<div></div>	s 9(2)(a) OIA
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<b>Proposals for conflict management</b> (if applicable)		

Continue on next page if required

## The Candidate

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<b>Citizenship</b> (if not New Zealand)	
<b>Age</b>	
<b>Current or most recent Employment</b> (specify position and employer, include years)	
<b>Government board appointments held</b> (current and previous, include years)	
<b>Private and/or voluntary sector board appointments held</b> (current and previous, include years)	
<b>Qualifications and experience</b> (include significant work history and community involvement)	

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Use further pages, if required, to provide the information requested

**Date: 20/4/2018**

## 45 Candidate CV Form

All sections must be completed.

This form should be completed in consultation with the candidate where possible.

This form is available in Word format at <http://cabguide.cabinetoffice.govt.nz/>

<b>Name</b> (family name in upper case; include title if appropriate)	
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### The Position

<b>Organisation</b>	
<b>Position</b> (chair/member etc.)	
<b>Term</b>	
<b>Payment</b> (per day and/or per year)	

s 9(2)(a) OIA

### How the Candidate Meets the Needs of the Position

<b>Skills and attributes the candidate will bring to the position</b> (e.g. business skills, community involvement, cultural awareness, regional perspective – as relevant to the needs of the position)	
<b>Possible conflicts of interest</b>	
<b>Proposals for conflict management</b> (if applicable)	

s 9(2)(a) OIA


Continue on next page if required



## The Candidate

<b>Name</b> (family name in upper case; include title if appropriate)	
<b>Address</b>	
<b>Citizenship</b> (if not New Zealand)	
<b>Age</b>	
<b>Current or most recent Employment</b> (specify position and employer, include years)	
<b>Government board appointments held</b> (current and previous, include years)	
<b>Private and/or voluntary sector board appointments held</b> (current and previous, include years)	
<b>Qualifications and experience</b> (include significant work history and community involvement)	

s 9(2)(a) OIA

	
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Use further pages, if required, to provide the information requested

**Date: 20/4/2018**

## 47 Candidate CV Form

All sections must be completed.

This form should be completed in consultation with the candidate where possible.

This form is available in Word format at <http://cabguide.cabinetoffice.govt.nz/>

<b>Name</b> (family name in upper case; include title if appropriate)	<div></div>
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s 9(2)(a) OIA

### The Position

<b>Organisation</b>	<div></div>
<b>Position</b> (chair/member etc.)	
<b>Term</b>	
<b>Payment</b> (per day and/or per year)	

s 9(2)(a) OIA

### How the Candidate Meets the Needs of the Position

<b>Skills and attributes the candidate will bring to the position</b> (e.g. business skills, community involvement, cultural awareness, regional perspective – as relevant to the needs of the position)	<div></div>
<b>Possible conflicts of interest</b>	
<b>Proposals for conflict management</b> (if applicable)	

s 9(2)(a) OIA

Continue on next page if require

## The Candidate

<b>Name</b> (family name in upper case; include title if appropriate)	
<b>Address</b>	
<b>Citizenship</b> (if not New Zealand)	
<b>Age</b>	
<b>Current or most recent Employment</b> (specify position and employer, include years)	
<b>Government board appointments held</b> (current and previous, include years)	
<b>Private and/or voluntary sector board appointments held</b> (current and previous, include years)	
<b>Qualifications and experience</b> (include significant work history and community involvement)	

s 9(2)(a) OIA

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s 9(2)(a) OIA

Use further pages, if required, to provide the information requested

**Date: 20/04/2018**

## 49 Candidate CV Form

All sections must be completed.

This form should be completed in consultation with the candidate where possible.

This form is available in Word format at <http://cabguide.cabinetoffice.govt.nz/>

<b>Name</b> (family name in upper case; include title if appropriate)	<div></div> s 9(2)(a) OIA
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### The Position

<b>Organisation</b>	<div></div>
<b>Position</b> (chair/member etc.)	
<b>Term</b>	
<b>Payment</b> (per day and/or per year)	

s 9(2)(a) OIA

### How the Candidate Meets the Needs of the Position

<b>Skills and attributes the candidate will bring to the position</b> (e.g. business skills, community involvement, cultural awareness, regional perspective – as relevant to the needs of the position)	<div></div>
<b>Possible conflicts of interest</b>	
<b>Proposals for conflict management</b> (if applicable)	

s 9(2)(a) OIA

Continue on next page if required

## The Candidate

<b>Name</b> (family name in upper case; include title if appropriate)	
<b>Address</b>	
<b>Citizenship</b> (if not New Zealand)	
<b>Age</b>	
<b>Current or most recent Employment</b> (specify position and employer, include years)	
<b>Government board appointments held</b> (current and previous, include years)	
<b>Private and/or voluntary sector board appointments held</b> (current and previous, include years)	
<b>Qualifications and experience</b> (include significant work history and community involvement)	

s 9(2)(a) OIA

Use further pages, if required, to provide the information requested

**Date: 20/04/2018**

## 51 Candidate CV Form

All sections must be completed.

This form should be completed in consultation with the candidate where possible.

This form is available in Word format at <http://cabguide.cabinetoffice.govt.nz/>

<b>Name</b> (family name in upper case; include title if appropriate)	<div style="background-color: black; width: 300px; height: 20px;"></div>	s 9(2)(a) OIA
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### The Position

<b>Organisation</b>	<div style="background-color: black; width: 500px; height: 150px;"></div>	s 9(2)(a) OIA
<b>Position</b> (chair/member etc.)		
<b>Term</b>		
<b>Payment</b> (per day and/or per year)		

### How the Candidate Meets the Needs of the Position

<b>Skills and attributes the candidate will bring to the position</b> (e.g. business skills, community involvement, cultural awareness, regional perspective – as relevant to the needs of the position)	<div style="background-color: black; width: 500px; height: 250px;"></div>	s 9(2)(a) OIA
<b>Possible conflicts of interest</b>		
<b>Proposals for conflict management</b> (if applicable)		

Continue on next page if required



## The Candidate

<b>Name</b> (family name in upper case; include title if appropriate)	
<b>Address</b>	
<b>Citizenship</b> (if not New Zealand)	
<b>Age</b>	
<b>Current or most recent Employment</b> (specify position and employer, include years)	
<b>Government board appointments held</b> (current and previous, include years)	
<b>Private and/or voluntary sector board appointments held</b> (current and previous, include years)	
<b>Qualifications and experience</b> (include significant work history and community involvement)	

s 9(2)(a) OIA

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s 9(2)(a) OIA

Use further pages, if required, to provide the information requested

**Date: 20/04/2018**

## 52 Candidate CV Form

All sections must be completed.

This form should be completed in consultation with the candidate where possible.

This form is available in Word format at <http://cabguide.cabinetoffice.govt.nz/>

<b>Name</b> (family name in upper case; include title if appropriate)	<div style="background-color: black; width: 200px; height: 20px; display: inline-block;"></div> s 9(2)(a) OIA
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### The Position

<b>Organisation</b>	<div style="background-color: black; width: 450px; height: 100px; display: inline-block;"></div>
<b>Position</b> (chair/member etc.)	
<b>Term</b>	
<b>Payment</b> (per day and/or per year)	

s 9(2)(a) OIA

### How the Candidate Meets the Needs of the Position

<b>Skills and attributes the candidate will bring to the position</b> (e.g. business skills, community involvement, cultural awareness, regional perspective – as relevant to the needs of the position)	<div style="background-color: black; width: 450px; height: 150px; display: inline-block;"></div>
<b>Possible conflicts of interest</b>	
<b>Proposals for conflict management</b> (if applicable)	

s 9(2)(a) OIA

Continue on next page if required

## The Candidate

<b>Name</b> (family name in upper case; include title if appropriate)	
<b>Address</b>	
<b>Citizenship</b> (if not New Zealand)	
<b>Age</b>	
<b>Current or most recent Employment</b> (specify position and employer, include years)	
<b>Government board appointments held</b> (current and previous, include years)	
<b>Private and/or voluntary sector board appointments held</b> (current and previous, include years)	
<b>Qualifications and experience</b> (include significant work history and community involvement)	

s 9(2)(a) OIA

Use further pages, if required, to provide the information requested

Date: 20/4/2018

## 53 Candidate CV Form

All sections must be completed.

This form should be completed in consultation with the candidate where possible.

This form is available in Word format at <http://cabguide.cabinetoffice.govt.nz/>

<b>Name</b> (family name in upper case; include title if appropriate)	<div style="background-color: black; width: 300px; height: 20px;"></div> s 9(2)(a) OIA
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### The Position

<b>Organisation</b>	<div style="background-color: black; width: 450px; height: 120px;"></div>
<b>Position</b> (chair/member etc.)	
<b>Term</b>	
<b>Payment</b> (per day and/or per year)	

s 9(2)(a) OIA

### How the Candidate Meets the Needs of the Position

<b>Skills and attributes the candidate will bring to the position</b> (e.g. business skills, community involvement, cultural awareness, regional perspective – as relevant to the needs of the position)	<div style="background-color: black; width: 450px; height: 180px;"></div>
<b>Possible conflicts of interest</b>	
<b>Proposals for conflict management</b> (if applicable)	


s 9(2)(a) OIA

Continue on next page if required

## The Candidate

<b>Name</b> (family name in upper case; include title if appropriate)	
<b>Address</b>	
<b>Citizenship</b> (if not New Zealand)	
<b>Age</b>	
<b>Current or most recent Employment</b> (specify position and employer, include years)	
<b>Government board appointments held</b> (current and previous, include years)	
<b>Private and/or voluntary sector board appointments held</b> (current and previous, include years)	
<b>Qualifications and experience</b> (include significant work history and community involvement)	

s 9(2)(a) OIA

	
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s 9(2)(a) OIA

Use further pages, if required, to provide the information requested

**Date: 20/4/2018**

## 54 Candidate CV Form

All sections must be completed.

This form should be completed in consultation with the candidate where possible.

This form is available in Word format at <http://cabguide.cabinetoffice.govt.nz/>

<b>Name</b> (family name in upper case; include title if appropriate)	<div></div> s 9(2)(a) OIA
---	---------------------------

### The Position

<b>Organisation</b>	<div></div>
<b>Position</b> (chair/member etc.)	
<b>Term</b>	
<b>Payment</b> (per day and/or per year)	

s 9(2)(a) OIA

### How the Candidate Meets the Needs of the Position

<b>Skills and attributes the candidate will bring to the position</b> (e.g. business skills, community involvement, cultural awareness, regional perspective – as relevant to the needs of the position)	<div></div>
<b>Possible conflicts of interest</b>	
<b>Proposals for conflict management</b> (if applicable)	

s 9(2)(a) OIA

Continue on next page if required



## The Candidate

<b>Name</b> (family name in upper case; include title if appropriate)	
<b>Address</b>	
<b>Citizenship</b> (if not New Zealand)	
<b>Age</b>	
<b>Current or most recent Employment</b> (specify position and employer, include years)	
<b>Government board appointments held</b> (current and previous, include years)	
<b>Private and/or voluntary sector board appointments held</b> (current and previous, include years)	
<b>Qualifications and experience</b> (include significant work history and community involvement)	

s 9(2)(a) OIA

Use further pages, if required, to provide the information requested

**Date: 20/04/2018**

## 55 Candidate CV Form

All sections must be completed.

This form should be completed in consultation with the candidate where possible.

This form is available in Word format at <http://cabguide.cabinetoffice.govt.nz/>

<b>Name</b> (family name in upper case; include title if appropriate)	<div style="background-color: black; width: 150px; height: 20px; display: inline-block;"></div> s 9(2)(a) OIA
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### The Position

<b>Organisation</b>	<div style="background-color: black; width: 100%; height: 100%;"></div>
<b>Position</b> (chair/member etc.)	
<b>Term</b>	
<b>Payment</b> (per day and/or per year)	

s 9(2)(a) OIA

### How the Candidate Meets the Needs of the Position

<b>Skills and attributes the candidate will bring to the position</b> (e.g. business skills, community involvement, cultural awareness, regional perspective – as relevant to the needs of the position)	<div style="background-color: black; width: 100%; height: 100%;"></div>
<b>Possible conflicts of interest</b>	
<b>Proposals for conflict management</b> (if applicable)	

s 9(2)(a) OIA

Continue on next page if required

## The Candidate

<b>Name</b> (family name in upper case; include title if appropriate)	
<b>Address</b>	
<b>Citizenship</b> (if not New Zealand)	
<b>Age</b>	
<b>Current or most recent Employment</b> (specify position and employer, include years)	
<b>Government board appointments held</b> (current and previous, include years)	
<b>Private and/or voluntary sector board appointments held</b> (current and previous, include years)	
<b>Qualifications and experience</b> (include significant work history and community involvement)	

s 9(2)(a) OIA

Use further pages, if required, to provide the information requested

**Date: 20/4/2018**

## 56 Candidate CV Form

All sections must be completed.

This form should be completed in consultation with the candidate where possible.

This form is available in Word format at <http://cabguide.cabinetoffice.govt.nz/>

<b>Name</b> (family name in upper case; include title if appropriate)	<div></div> <div>s 9(2)(a) OIA</div>
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### The Position

<b>Organisation</b>	<div></div> <div>s 9(2)(a) OIA</div>
<b>Position</b> (chair/member etc.)	
<b>Term</b>	
<b>Payment</b> (per day and/or per year)	

### How the Candidate Meets the Needs of the Position

<b>Skills and attributes the candidate will bring to the position</b> (e.g. business skills, community involvement, cultural awareness, regional perspective – as relevant to the needs of the position)	<div></div> <div>s 9(2)(a) OIA</div>
<b>Possible conflicts of interest</b>	
<b>Proposals for conflict management</b> (if applicable)	

Continue on next page if required

## The Candidate

<b>Name</b> (family name in upper case; include title if appropriate)	
<b>Address</b>	
<b>Citizenship</b> (if not New Zealand)	
<b>Age</b>	
<b>Current or most recent Employment</b> (specify position and employer, include years)	
<b>Government board appointments held</b> (current and previous, include years)	
<b>Private and/or voluntary sector board appointments held</b> (current and previous, include years)	
<b>Qualifications and experience</b> (include significant work history and community involvement)	

s 9(2)(a) OIA

Use further pages, if required, to provide the information requested

**Date: 20/4/2018**

## 57 Candidate CV Form

All sections must be completed.

This form should be completed in consultation with the candidate where possible.

This form is available in Word format at <http://cabguide.cabinetoffice.govt.nz/>

<b>Name</b> (family name in upper case; include title if appropriate)	<div style="background-color: black; width: 250px; height: 30px;"></div> s 9(2)(a) OIA
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### The Position

<b>Organisation</b>	<div style="background-color: black; width: 450px; height: 100px;"></div> s 9(2)(a) OIA
<b>Position</b> (chair/member etc.)	
<b>Term</b>	
<b>Payment</b> (per day and/or per year)	

### How the Candidate Meets the Needs of the Position

<b>Skills and attributes the candidate will bring to the position</b> (e.g. business skills, community involvement, cultural awareness, regional perspective – as relevant to the needs of the position)	<div style="background-color: black; width: 450px; height: 150px;"></div> s 9(2)(a) OIA
<b>Possible conflicts of interest</b>	
<b>Proposals for conflict management</b> (if applicable)	

Continue on next page if required

## The Candidate

<b>Name</b> (family name in upper case; include title if appropriate)	
<b>Address</b>	
<b>Citizenship</b> (if not New Zealand)	
<b>Age</b>	
<b>Current or most recent Employment</b> (specify position and employer, include years)	
<b>Government board appointments held</b> (current and previous, include years)	
<b>Private and/or voluntary sector board appointments held</b> (current and previous, include years)	
<b>Qualifications and experience</b> (include significant work history and community involvement)	

s 9(2)(a) OIA

Use further pages, if required, to provide the information requested

**Date: 20/04/2018**

## 58 Candidate CV Form

All sections must be completed.

This form should be completed in consultation with the candidate where possible.

This form is available in Word format at <http://cabguide.cabinetoffice.govt.nz/>

<b>Name</b> (family name in upper case; include title if appropriate)	<div></div> <div>s 9(2)(a) OIA</div>
---	--------------------------------------

### The Position

<b>Organisation</b>	<div></div>
<b>Position</b> (chair/member etc.)	
<b>Term</b>	
<b>Payment</b> (per day and/or per year)	

s 9(2)(a) OIA

### How the Candidate Meets the Needs of the Position

<b>Skills and attributes the candidate will bring to the position</b> (e.g. business skills, community involvement, cultural awareness, regional perspective – as relevant to the needs of the position)	<div></div>
<b>Possible conflicts of interest</b>	
<b>Proposals for conflict management</b> (if applicable)	

s 9(2)(a) OIA

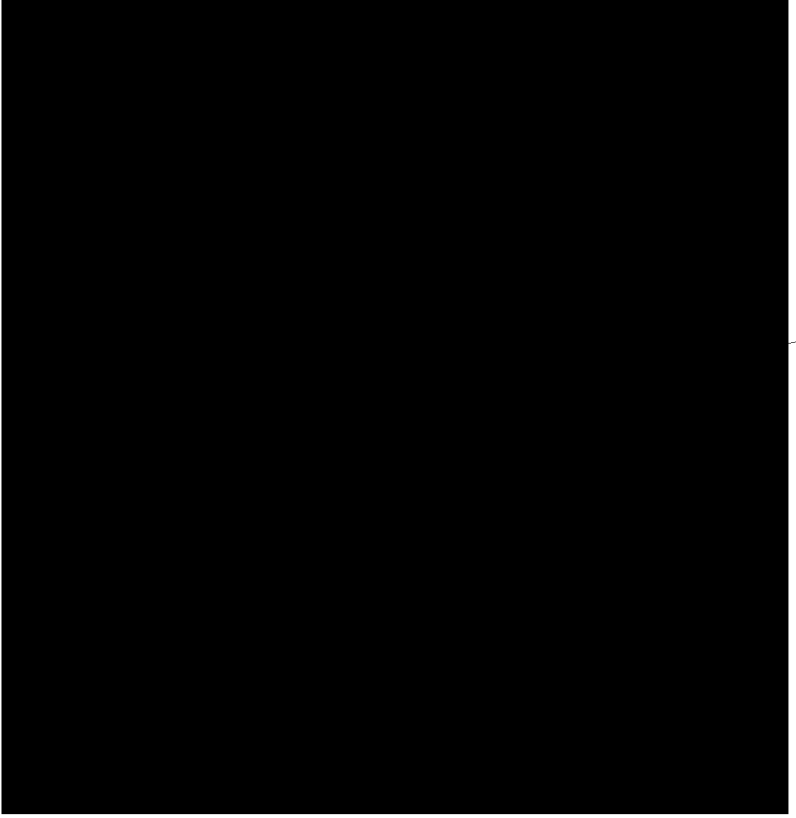
Continue on next page if required



## The Candidate

<b>Name</b> (family name in upper case; include title if appropriate)	
<b>Address</b>	
<b>Citizenship</b> (if not New Zealand)	
<b>Age</b>	
<b>Current or most recent Employment</b> (specify position and employer, include years)	
<b>Government board appointments held</b> (current and previous, include years)	
<b>Private and/or voluntary sector board appointments held</b> (current and previous, include years)	
<b>Qualifications and experience</b> (include significant work history and community involvement)	

s 9(2)(a) OIA

	
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s 9(2)(a) OIA

Use further pages, if required, to provide the information requested

**Date: 20/04/2018**