



Briefing Note: Developing strategies for te reo matatini, pāngarau, literacy and mathematics

To:	Hon Chris Hipkins, Minister of Education		
Cc:	Hon Jan Tinetti, Associate Minister of Education		
Date:	05/02/2021	Priority:	Low
Security Level:	In Confidence	METIS No:	1249665
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Messaging seen by Communications team:	N/A	Round Robin:	No

Purpose of Report

The purpose of this paper is for you to:

- **Note** the status of the development of strategies for te reo matatini, pāngarau, literacy and mathematics (including numeracy), which are referenced in the draft Education Work Programme 2021 Cabinet Paper.
- **Note** that Hon Jan Tinetti has a range of relevant curriculum-related delegations, including explicit responsibility for development of a literacy strategy.
- **Agree** that this Briefing will not be proactively released at this time, and that its release be considered as part of communication on next steps in developing the strategies.

Agree / **Disagree**

Summary

- The draft Education Work Programme Cabinet Paper provided last week includes the development of te reo matatini, pāngarau, literacy and mathematics (including numeracy) strategies. These will review, and provide advice on, opportunities to strengthen system settings and supports to ensure all learners experience the literacy and mathematics teaching and learning they need and give learners the greatest opportunity to successfully attain the new NCEA co-requisites. This is necessary to address persistent inequities in learning outcomes and the long term declines in achievement indicated by a range of national and international studies.

- These strategies will draw on contemporary evidence about effective teaching and learning, from both research and practice to identify and plan for implementation of a range of actions to strengthen literacy and mathematics (including numeracy) teaching and learning that meet the unique needs of Māori and English medium education. The strategies will be developed with sector input.
- Hon Jan Tinetti has been delegated responsibility for development of a literacy strategy, and has a range of curriculum delegations relevant to strengthening mathematics teaching and learning. As the strategies are developed, we will provide advice on priorities, sequencing and timeframes for change. s 9(2)(f)(iv)
[Redacted]
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[Redacted]
- Work has already begun on improvements in early literacy and in mathematics, and will continue as part of Ministry's continual responsibility to provide quality curriculum support. This includes updated resources and improved training for early years literacy teaching.



Ellen MacGregor-Reid
Deputy Secretary
Early Learning and Student Achievement

05/02/2021



Hon Chris Hipkins
Minister of Education

10/2/21

Background

1. A comprehensive work programme to strengthen the national curriculum and how it is enacted in kura and schools is underway, alongside the NCEA change package. These will contribute to greater equity in learning and achievement, in particular for those not well served by the current system, and support the Government's five key objectives for education.
2. The curriculum work programme includes actions to strengthen teaching and learning generally (including the Curriculum, Progress and Achievement work programme; initial actions in this programme were agreed by Cabinet in 2019 [CAB-19-MIN-0427]), as well as actions focussed on specific learning areas. In terms of areas of learning, our current priorities are to strengthen support for social emotional learning, literacy and mathematics. These are all foundational for success across the wider curriculum and pathways into employment and tertiary study.

Shifting the dial on te reo matatini, pāngarau, literacy and mathematics

3. The Ministry of Education was commissioned by the Minister of Education in February 2020 to develop advice on how to strengthen the teaching and learning of literacy and te reo matatini, pāngarau and mathematics. This was driven by concerns about persistent inequities and a long-term decline in learners' and ākonga achievement (indicated by a range of national and international studies including the National Monitoring Study of Student Achievement), and the forthcoming introduction of new, more demanding literacy and numeracy co-requisites for learners and ākonga to achieve NCEA.
4. Initial advice to the Minister on te reo matatini and literacy was provided in a Post-Election Briefing in December 2020 [METIS 1245761 refers]. Although this advice was focussed on te reo matatini and literacy, at a high level there are common areas for potential improvement which should be considered within scope as we work with the sector and experts to develop the literacy and mathematics strategies. These are:
 - a. System structure; reviewing and re-designing the system functions and roles that impact literacy, mathematics, te reo matatini and pāngarau learning
 - b. Ensuring learners get access to support that they need; potentially including check-point mechanisms to identify and target supports
 - c. Support to develop high quality, culturally capable teaching for equity; including the possibility of credentialing and bespoke professional learning and development, including strengthening pedagogical content knowledge in these foundational areas
 - d. Resources to support quality teaching and learning; ensuring that teaching and learning is supported by the right curriculum tools and resources to promote learning and progress.
5. Within each of te reo matatini, pāngarau, literacy and mathematics, different challenges, risks and opportunities will emerge specific to each area. We anticipate, however, that the framework above will enable a coherent approach.
6. We are currently preparing advice for Hon Jan Tinetti on next steps for developing te reo matatini and literacy strategies. The key elements of this advice relate to the scope, timeline and dependencies of the development of these strategies, including alignment with the refresh of the national curriculum. For example, we propose using elements of the engagement and consultation approach to ensure coherence and credibility with

the community and sector. These strategies will involve both broad and targeted consultation, including with key stakeholders such as employers and tertiary providers.

7. For mathematics, we are developing the evidence base for change. To do this we are working with sector practitioners to critique evidence and understand what the practise and implementation challenges are, and gaining independent advice (through a Royal Society Te Apārangi convened independent paper) on the mathematics knowledge and skills learners need to know, and when. This will enable better understanding of why many learners are experiencing gaps in their maths curriculum learning.

Timelines for strategies for te reo matatini, pāngarau, literacy and mathematics

8. We intend to begin engagement with stakeholders, experts and the sector on these challenges, and the strategic shifts to address them this year. We will use the Curriculum Refresh processes where appropriate for high-level engagement, and focused consultation on specific changes where clear direction exists.
9. We intend to provide initial advice on literacy and te reo matatini strategies and key shifts later this year. This will include our recommended priorities for change, including sequence, timeframes and budgetary implications. We expect that we will be able to make a number of improvements within the existing investments curriculum support, but there may be some actions that have financial implication and need consideration through future budgets.
10. The mathematics and pāngarau strategies are on a slightly longer timeframe, as the evidence base for these are currently being developed. We will be providing an update on this work later in the year.

Early actions

11. We are already taking action to strengthen literacy progress achievement. In particular, improvements in early literacy capability, resources and system structure are underway from Ministry of Education baselines. This includes strengthened resources and guidance for early literacy, professional support for teachers, enhancements to the Ready to Read series and improvements to the Reading Recovery intervention. Online-tools and networked learning are being used both for teacher professional development and to inform the design of ākonga experiences.
12. We are also strengthening mathematics resources and supports to ensure they are informed by contemporary needs and evidence, in order to help prepare learners who will be among the first to sit the incoming NCEA numeracy co-requisites.

Proactive Release

13. We recommend that this Briefing is not released at this time. Its release will be considered as part of communication on next steps in developing the strategies, which are yet to be decided.