

Education Report: Developing te reo matatini and literacy strategies

To:	Hon Jan Tinetti, Associate Minister of Education		
Date:	12 February 2021	Priority:	Medium
Security Level:	In Confidence	METIS No:	1249302
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Messaging seen by Communications team:	No	Round Robin:	No

Purpose of Report

To seek your agreement to the approach for developing strategies to strengthen the teaching and learning of literacy and te reo matatini.

Summary

- 1 Following discussion about the post-election briefing on literacy and te reo matatini [METIS 1245761 refers], you have asked for advice on the approach and timeline for developing strategies to strengthen the teaching and learning of literacy and te reo matatini.
- 2 As advised in the post-election briefing, internal work by the Ministry has identified a number of opportunities to improve system settings and supports to strengthen the teaching and learning of literacy and te reo matatini, which align with and contribute to the process and direction of change to our national curriculum.
- 3 While this internal work could provide the foundation of literacy and te reo matatini strategies, the ideas in it need to be explored with stakeholders, representatives from the sector and other experts. Further analysis is also necessary in order to provide advice on the implications of progressing some of those ideas and inform final decisions on literacy and te reo matatini strategies.
- 4 In order to provide you with advice on draft literacy and te reo matatini strategies for your consideration, we propose to work within the context of the wider Curriculum Refresh and support this with targeted engagement.
- 5 We propose that the approach to developing a draft te reo matatini strategy for your consideration must be underpinned by fundamental principles founded in te ao Māori to achieve quality te reo matatini outcomes across Māori medium pathways, and therefore is developed separately, but aligned with and on the same timelines as the strategy for English medium settings.
- 6 This paper sets out for your agreement the scope, plan and timeline for the collaborative work to support development of advice on draft literacy and te reo matatini strategies. s 9(2)(f)(v)

As we engage on the ideas in our internal paper, we will make clear that that no decisions have been made by government. This includes making clear these ideas are being explored in order to provide advice, informed by the sector and experts, on whether they are worthwhile, what implementation could look like, and the implications of taking them forward – it is not a commitment to their inclusion in the literacy or te reo matatini strategies or to future funding.

Proactively Released

Recommended Actions

The Ministry of Education recommends you:

- a. **Agree** that the Ministry of Education will lead development of separate strategies for literacy in English Medium settings and te reo matatini in Māori Medium settings.

Agree/Disagree

- b. **Note** that as part of a communications and engagement plan on literacy and te reo matatini the background papers presented with the Post-Election Briefing on Literacy and Te Reo Matatini will be publicly released, which include potential actions for:

- i. Ensuring universal literacy teaching in schools and early learning services is evidence-based and meets the needs of diverse learners;
- ii. Increasing the literacy capabilities, including cultural capability for equity, in the education workforce;
- iii. Developing systematic checks to ensure learning needs are identified and addressed; and
- iv. Reviewing and re-designing the system functions that impact literacy learning, particularly targeted literacy supports.

Noted

- c. **9(2)(f)(iv)**

Noted

- d. **Agree** that this report is proactively released as part of communication on next steps in developing the strategies.

Release/Not release


Ellen MacGregor-Reid
Deputy Secretary
Early Learning and Student Achievement

15/02/2021


Hon Jan Tinetti
Associate Minister of Education

16/02/2021

Background

1. 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.
2. Initial advice to you on te reo matatini and literacy was provided in a Post-Election Briefing in December 2020 [METIS 1245761 refers]. This identified a range of opportunities to strengthen te reo matatini and literacy teaching and learning, which can be grouped into four high level shifts. These are:
 - a. System structure; reviewing and re-designing the system functions and roles that impact literacy and te reo matatini 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; and
 - 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 and that the curriculum supports this.
3. Following discussion of the post-election briefing on literacy and te reo matatini, you asked for advice on the approach and timeline for developing strategies to strengthen the teaching and learning of literacy and te reo matatini.
4. While this internal work could provide the foundation of literacy and te reo matatini strategies, the ideas in it need to be explored with stakeholders, representatives from the sector and other experts. Further analysis is also necessary in order to provide advice on the implications of progressing some of those ideas and inform final decisions on literacy and te reo matatini strategies.
5. During 2021 and beyond the Ministry of Education will be progressing the refresh of the national curriculum [METIS 1245699 refers]. This will ensure that our curriculum, assessment, marautanga and aromatawai systems do not leave fundamental learning, including literacy and te reo matatini, to chance. The specific engagements for literacy and te reo matatini described further below will sit under the national mechanisms and processes of engagement for the curriculum refresh.
6. While the work of developing strategies for literacy and te reo matatini is going on, there are a number of short and medium changes which the Ministry is making to strengthen teaching and learning in these areas. We will continue to progress these and ensure that they align with the emerging direction of the strategy. The evidence base developed in 2020 provides a direction for this. This includes updating resources and services delivered under contract to meet current needs and contemporary evidence, such as the changes to Reading Recovery, and early years reading resources.

Approach to developing advice on draft literacy and te reo matatini strategies

7. Due to the unique contexts and needs of English and Māori medium pathways we recommend the development of separate strategies for literacy in English Medium settings and te reo matatini in Māori Medium settings.
8. In order to provide you with advice on draft literacy and te reo matatini strategies for your consideration we will work within the context of the wider Curriculum Refresh and support this with targeted engagement to explore in more depth the possible shifts identified in *Shifting the Dial* and *Te Reo Matatini - He tūāpapa mō ngā mahi ako kia angitu*.
9. We propose that the approach to developing a draft te reo matatini strategy for your consideration is independent of the development of the literacy strategy as it must be underpinned by fundamental principles founded in te ao Māori to achieve quality te reo matatini outcomes across Māori medium pathways.
8. 9(2)(f)(iv) [Redacted]
9. It is possible that this work may be progressed more rapidly than proposed, depending on the outcomes of the engagement process. In this case we may be able to present you with draft strategies earlier than October.
10. s 9(2)(f)(iv) [Redacted] As we engage on the ideas in our internal paper, we will make clear that that no decisions have been made by government. This includes making clear these ideas are being explored in order to provide advice, informed by the sector and experts, on whether they are worthwhile, what implementation could look like, and the implications of taking them forward – it is not a commitment to their inclusion in the literacy or te reo matatini strategies or to future funding.
10. Depending on the outcome of consultation and your decisions on the strategy, specific further consultation may be required for certain actions. For example, this would be the case in regards to changes to specialist roles with parts of the education workforce and their unions, who may be particularly affected. How this will take place and the timeline will form part of our advice on implementation of the strategies.

Development of a draft literacy strategy (English medium pathways)

11. Targeted engagement on the draft English Medium strategy for literacy will explore the ideas in the shifting the dial on literacy paper [METIS 1245761 refers], which included consideration of a large number of potential changes, which can be grouped under the following four shifts:
 - i. Ensuring universal literacy teaching in schools and early learning services is evidence-based and meets the needs of diverse learners;
 - ii. Increasing the literacy capabilities, including cultural capability for equity, in the education workforce;
 - iii. Developing systematic checks to ensure learning needs are identified and addressed; and

- iv. Reviewing and re-designing the system functions that impact literacy learning, particularly targeted literacy supports.
12. The changes proposed under these headings would take a life-course and across the pathway approach to developing literacy, and build consistency of practice and expectations, underpinned by a clear curriculum and supporting tools.
 13. An engagement and consultation timeline is attached as Annex 1. Starting in March 2021, we will engage with the sector using both targeted and broad approaches to test the directions described above (and actions proposed in Annex 2) and gather information on whether there are alternative actions which will be worth pursuing.
 14. This process will proceed through three phases.
 - a. Phase 1: Listening and testing.
 - b. Phase 2: Synthesise and prioritise.
 - c. Phase 3: Check and confirm.
 - d. Phase 4: Government approval.
 15. Principles for this consultation will broadly be:
 - a. All stakeholders have the opportunity to contribute;
 - b. We will use social media and online tools to enable broad engagement;
 - c. We will work with the sector; and
 - d. We will use an evidence-based approach.
 16. This process will be aligned to the curriculum refresh approach, which will provide high-level sector consultation, mandate and testing.
 17. In March we will establish a specialist literacy reference group which will be convened from key literacy stakeholders. This will include literacy experts from research backgrounds, key interest groups, literacy practitioners, specialist groups and wider public sector stakeholders with a mandate for literacy learning. This group will be a key reference for testing wider sector feedback and advising on priority actions.
 18. Targeted engagement will be designed for specific stakeholders to take place between April and June.
 19. Between July and August, we will develop the strategy, including testing with the specialist literacy reference group, and ensuring alignment with the overall curriculum refresh reference group. This will be informed by the development of evidence briefs on literacy, to be completed in July.
 20. Wider consultation with learners, whanau, communities, education stakeholders, tumuaki, principals, kaiako and teachers will also take place, under the banner of the Curriculum Refresh. The background papers informing the shifts will be released as part of this engagement, and responses to these will be sought, both online and in-person. The actions we will undertake to develop this strategy, and concepts for testing, are described in Annex 2.

Development of a draft te reo matatini strategy (Māori medium pathways)

21. The establishment of the Ohu Matua who are overseeing the refresh of Te Marautanga o Aotearoa will also provide advice regarding the development and design of the te reo

27. In addition, the development of systemic safety net assessments would need to proceed carefully to risks of harm or inequities that can arise from assessment approaches are minimised and that there is a positive impact on teaching and learning and. Any assessments need to be inclusive and equitable, and informed by a holistic understanding of each learner's strengths, aspirations and needs. Implementing this strategic shift may also need to follow the others, in order to ensure that all learners identified as needing extra support can, without barriers, access the support to which they are entitled. Data generated through these assessments will also need to be carefully governed and managed in ways which uphold Māori data sovereignty and the principles of the government's data protection and use policy.

s 9(2)(f)(iv)

Proactive Release

29. We recommend that this Education Report is proactively released as part of communication on next steps in developing the strategies.

Annexes

- Annex 1: Developing strategies for literacy and te reo matatini: timeline and engagement
- Annex 2: Actions to develop a literacy strategy
- Annex 3: Actions to develop a te reo matatini strategy

Annex 1: Developing strategies for literacy and te reo matatini: timeline and engagement

Annex 2: Actions to develop a literacy strategy

Annex 3. Actions to develop a te reo matatini strategy

Proactively Released

9(2)(f)(iv)

Annex 2: Actions to develop a Literacy Strategy

Strategic shift	To develop the Literacy Strategy we will:	Outputs to support the Literacy Strategy and its implementation In the Strategy we will provide advice on:
<p>Ensure universal literacy teaching in schools and early learning services is evidence-based and meets the needs of diverse learners</p>	<p>Test and agree principles and an evidence base, across the learner pathway for literacy teaching tools and resources, including formative assessment tools, underpinned by targeted research on literacy teaching and learning.</p> <p>Test and agree progress descriptors across the domain of literacy</p> <p>Review core literacy teaching and learning supports, guidance and tools against the current evidence base, curriculum progress expectations and practitioner needs.</p> <p>This will take into account the need for a more balanced focus across all aspects of literacy (including reading, writing, oracy and communication) and the importance of educationally powerful connections and relationships between early learning settings/schools and home to promote literacy learning n. Develop an evidence base and understanding of needs of English Language learners</p>	<p>An agreed evidence base and principles for literacy teaching and learning</p> <p>Clarity on literacy learning for inclusion in <i>The New Zealand Curriculum refresh</i></p> <p>Plan for updating and developing new resources and supports for teachers in early learning services and schools to ensure effective universal literacy teaching and learning for our diverse learners (building on existing action as part of the early literacy approach). This will include curriculum, pedagogy and assessment practices and tools</p> <p>Actions to ensure that English Language Learners are better supported through tools, guides and resources.</p>
<p>Increase the literacy capabilities, including cultural capability for equity, in the education workforce</p>	<p>Map and build shared understanding of current state of teacher capability, education, PLD and credentialing for literacy learning</p> <p>Explore options for strengthening literacy teaching capabilities, including credentialing programmes and the establishment of a whole-school literacy professional development programme to support schools to follow an effective RTI mode along the whole learning pathway.</p>	<p>The value of creating credentialing programmes for teachers and pedagogical leaders of literacy across the learner pathway, and, if recommended, what successful design and implementation could look like and the implications of proceeding.</p> <p>Actions to build workforce capability through PLD and ITE, including establishing a whole-school literacy professional development programme to support schools to follow an effective RTI mode along the whole learning pathway</p>
<p>Develop systematic checks to ensure learning needs are identified and addressed</p>	<p>Test and explore current state of literacy assessments and how they are used to identify and provide access for learners to Tier 2/3 supports.</p> <p>This will include testing stakeholder views and evidence for where appropriate checkpoints could be developed, as well as potential tools for conducting these</p>	<p>The value of developing development of literacy checkpoints for learners, providing automatic access to relevant supports and, if recommended, what successful design and implementation could look like and the implications of proceeding.</p>
<p>Review and re-design the system functions that impact literacy learning, particularly targeted literacy supports</p>	<p>Review how the roles, functions and responsibilities in the education system are working to support quality universal literacy teaching and learning, targeted and personalised literacy interventions and workforce capability.</p> <p>Identify current needs and project demand along the whole learning pathway, and what this means for the supply of literacy specialists.</p> <p>Develop shared understanding and evidence of the range of services offered to support progress in literacy learning (including over summer and in the home) and identify opportunities for improvement.</p> <p>Develop shared understanding and evidence of what literacy specialists, including RT Lits, are spending their time on and the effectiveness of current services models in embedding high impact practices and high quality universal teaching.</p> <p>Develop shared understanding and evidence of learner, family and teacher experiences of literacy supports and identify opportunities to improve transitions and access to appropriate expertise.</p>	<p>How system roles, functions and responsibilities could be better configured and supported to strengthen universal teaching and improve learner access to tier 2 and 3 support.</p> <p>Advice will include the approach to, and implications of, any changes recommended.</p>

Annex 3: Actions to develop a te reo matatini strategy

Strategy	Research	Resource	Capability Building
<ul style="list-style-type: none"> Agree to the draft policy (reference) that sets out the fundamental changes required for te reo matatini, based on te ao Māori universal principles to ensure that the education system has a shared understanding of te reo matatini. Review Te Reo Matatini: Māori Medium Literacy Strategy, to support engagement and the development of work programmes and policy 	<ul style="list-style-type: none"> Invest in research priorities to inform a work programme and policy development that uses kaupapa Māori approaches, to ensure te reo matatini learning and teaching is evidence-based and founded on te ao Māori worldviews. 	<ul style="list-style-type: none"> Develop an action plan for both bilingual and immersion settings, including the resourcing and capability of the education workforce that promotes the revitalisation, maintenance and sustainability of te reo Māori, 	<ul style="list-style-type: none"> Review and strengthen the capability and capacity of our workforce to provide quality educational services Develop the strategic focus areas and actions collaboratively with ākonga, whānau, hapū, iwi, and peak Māori bodies
<p>Stocktake & Review</p> <ul style="list-style-type: none"> Review Te Reo Matatini Māori Medium Literacy Strategy Review of Te Reo Matatini research, data, resources and roles in the system <p>Identify</p> <ul style="list-style-type: none"> Identify systematic changes that need to be addressed Identify the scope of the work required including RTLits, RTMs <p>Action</p> <ul style="list-style-type: none"> Investigate the current state of Te Reo Matatini Organise Ohu Matua hui (CPA) working group Develop sector and whānau engagement plan in correlation with Updating TMOA, He Tīrewa Ako & Te Tīrewa Mātai <p>Time frame</p> <ul style="list-style-type: none"> Underway and ongoing in 2021 <p>Stakeholders & Consultation: Ākonga, Whānau, Hāpori, hapū, Iwi, kaiako, kura, key Māori peak bodies, mātanga reo, mātanga marau</p>	<p>Stocktake</p> <ul style="list-style-type: none"> Identify research gaps Undertake an analysis of research that supports Te Reo Matatini Set research priorities <p>Identify</p> <ul style="list-style-type: none"> Identify the gaps and research according to priorities <p>Action</p> <ul style="list-style-type: none"> Undertake research and develop research capability and capacity in a way that is meaningful and relevant within a Māori medium setting <p>Time frame</p> <ul style="list-style-type: none"> Research to be undertaken 2021 <p>Stakeholders & Consultation: Ākonga, Whānau, Hāpori, hapū, Iwi, kaiako, kura, key Māori peak bodies, mātanga reo, mātanga marau, Researchers, Universities</p>	<p>Stocktake</p> <ul style="list-style-type: none"> Undertake an analysis of current Te Reo Matatini resources <p>Identify</p> <ul style="list-style-type: none"> Identify current and fit for purpose resources Identify what resources are currently being developed e.g. He Tīrewa Ako <p>Action</p> <ul style="list-style-type: none"> Work with the sector and resource developers to develop and/or repurpose resources Develop a strategy that supports the sharing of resources and information throughout the Māori medium education sector <p>Time frame</p> <ul style="list-style-type: none"> Stocktake underway and ongoing in 2021 <p>Stakeholders & Consultation: Ākonga, Whānau, Hāpori, hapū, Iwi, kaiako, kura, key Māori peak bodies, mātanga reo, mātanga marau, ITE, RTMs, RTLBs, PLD providers, Resource developers</p>	<p>Professional Development Priorities</p> <ul style="list-style-type: none"> Identify professional development needs and set priorities that will enable a focused approach to professional development across the sector Build stronger relationships with ITE institutions to ensure teaching and learning tools as well as resources are introduced Build the capacity and capability of the Māori medium workforce such as RTLits, RTMs <p>Action</p> <ul style="list-style-type: none"> Identify and/or develop programmes that enhance kaiako practice in Māori medium settings to improve Te Reo Matatini ākonga progress and achievement <p>Time frame</p> <ul style="list-style-type: none"> Consultation will commence 2021 <p>Stakeholders & Consultation: Ākonga, Whānau, Hāpori, hapū, Iwi, kaiako, kura, key Māori peak bodies, mātanga reo, mātanga marau, ITE, RTMs, RTLBs, Researchers, PLD providers</p>

s 9(2)(f)(iv)