



**Briefing Note: Materials for literacy and mathematics, te reo matatini and pāngarau strategy session**

<b>To:</b>	Hon Chris Hipkins, Minister of Education Hon Jan Tinetti, Associate Minister of Education		
<b>Cc:</b>	Hon Kelvin Davis, Associate Minister of Education Hon Aupito William Sio, Associate Minister of Education		
<b>Date:</b>	5 May 2021	<b>Priority:</b>	High
<b>Security Level:</b>	In Confidence	<b>METIS No:</b>	1258935
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**Purpose of Report**

This briefing note provides materials for the strategy session on literacy and mathematics, te reo matatini and pāngarau, on Wednesday 12 May 2021.

- **Agree** that this Briefing will be proactively released.

Agree / Disagree

  
Ellen MacGregor-Reid  
Deputy Secretary  
Early Learning and Student Achievement

05/05/2021

  
Hon Chris Hipkins  
Minister of Education

12/5/2021

  
Hon Jan Tinetti  
Associate Minister of Education

06/05/2021

## Background

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1. A strategy session is scheduled for Wednesday 12 May 2021 to discuss the development of the literacy and mathematics, te reo matatini and pāngarau strategies.
2. The strategies are in the early stages of development through a collaborative process. Advice is due in September 2021. This session provides an opportunity to explore some of the key matters which the strategies will need to consider.
3. Slides to support the strategy session are attached in Annex 1.

## Proactive Release

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4. We recommend that this Briefing is proactively released as per your expectation that information be released as soon as possible. Any information which may need to be withheld will be done so in line with the provisions of the Official Information Act 1982.

## Annexes

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Annex 1: Slides for literacy and mathematics, te reo matatini and pāngarau strategy session



***Whakamaua te pae tata kia tina – Take hold of your potential so it becomes your reality.***

***We are descendants of explorers, discoverers and innovators who used their knowledge to traverse distant horizons. Our learning will be inclusive, equitable and connected so we progress and achieve advances for our people and their future journeys and encounters.***

***Whāia te pae tawhiti kia tata – Explore beyond the distant horizon and draw it near.***

We live in a world changing at an ever-increasing pace. It's critical our education system continues to evolve and focus on delivering equitable and excellent outcomes.

Achieving equity begins with ensuring our early learning system fully supports children to build strong foundations before starting school. *Te Whāriki* was refreshed in 2017 and we are now focused on strengthening its implementation.

In schooling our systems need to be future proofed and designed to ensure the most important learning is not left to chance. Refreshing our National Curriculum for schooling is a five-year programme to make learning expectations clear; strengthen *Te Marautanga o Aotearoa* as authentically indigenous; and make *The New Zealand Curriculum* bicultural, inclusive and easier to use. The NCEA Change Package will make the NCEA qualifications more robust, consistent, inclusive and accessible for students of all abilities and backgrounds.

Our work programme will touch on all areas of the curriculum, including foundational learning such as te reo matatini, pāngarau, literacy and mathematics. Declining achievement and persistent inequities highlight the dual challenge of bringing all learners up to basic levels of capability and also ensuring equitable pathways to the higher level understandings needed for many post-school choices.

**The following slides provide context and data for today's strategy session on literacy and mathematics for English medium pathways, and Te Reo Matatini and Pāngarau for Maori medium pathways.**

Advice on literacy and mathematics, te reo matatini and pāngarau strategies will take a fresh look at system settings to ensure there is sustained improvement and all learners receive the teaching and learning they need to obtain basic levels of capability (as set through the NCEA co-requisites) and progress to the higher level understandings needed for many post-school choices.

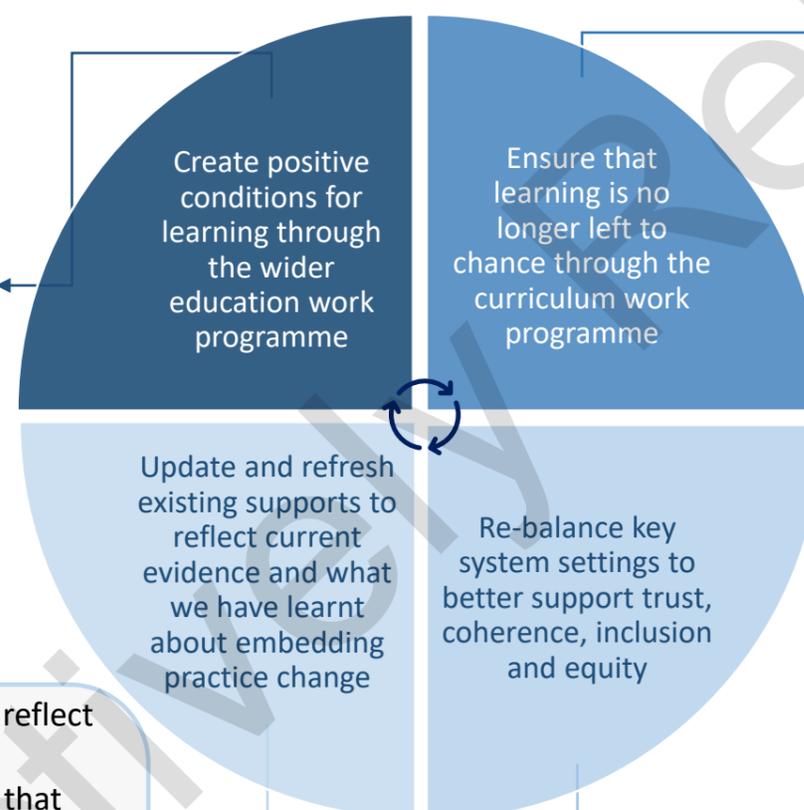
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### Key enablers (in no particular order):

- Address racism and bias
- Improving attendance, access and participation
- Strategic workforce planning and management
- Addressing poverty related barriers
- Identifying and meeting learning support needs promptly
- Embedding a focus on wellbeing
- Supporting positive family and community partnerships for learning
- Students, ākonga, whānau, hapū and iwi to experience trust, equity and coherence in our system
- Equitable investment along and across educational pathways
- Appropriate supports and prompts for transitioning ākonga between mediums are readily accessible and available
- Trusted relationships in a system that learns

### We are already taking action to improve supports to ensure they reflect current evidence about effective teaching and learning:

- We are starting with a focus early in the learning pathways, so that more learners have a strong literacy and mathematics foundation to grow and use across the curriculum as they progress. This includes 'Talking Together: Te Kōrerorero', Enhanced Reading Recovery, New Ready to Read Phonics Plus books and New professional support for teaching phonics-based literacy.
- We are re-designing existing supports such as the Connected series and supports funded through 'programmes for students'.
- We are developing new resources in nzmaths targeting ākonga in years 6-9 and trialing responsive, just-in-time support for teachers to solve immediate practice problems with mathematics teaching.
- We are improving supports for Māori medium, such as enhancing Te Waharoa Ararau to become Te Tīrewa Mātai.
- We are also taking tactical action to support the success of first cohorts sitting the new NCEA co-requisites.



- **Curriculum Centre** will provide leadership, expertise and frontline support (including new Curriculum Leads) to support, and learn from, kaiako and teachers' practices.
- **Legislating the Goals and Learning outcomes of Te Whāriki** will create clarity about curriculum delivery expectations.
- **Curriculum Refresh and NCEA Change Programme** will make learning progress expectations for literacy and mathematics, te reo matatini and pāngarau clear.
- **Curriculum Support Online (incl. Kauwhata Reo)** will make it easier for resources to be found, used and maintained.
- **Records of Learning** and supporting practices and tools will improve progress information available.
- **ITE and PLD improvements** will support a more planned, coherent and sustained approach to growing teacher and kaiako capabilities along early learning and schooling pathway.
- **Literacy and mathematics, te reo matatini and pāngarau strategies** will ensure the system is fit-for-purpose to support learner success in these foundational areas.

**We are still working with people to develop advice** on how to re-balance system settings to provide a more consistent quality of service to learners, ākonga, families and whānau, so that no learner or ākonga misses out on the teaching, learning and support they need to be successful.

### Current system:

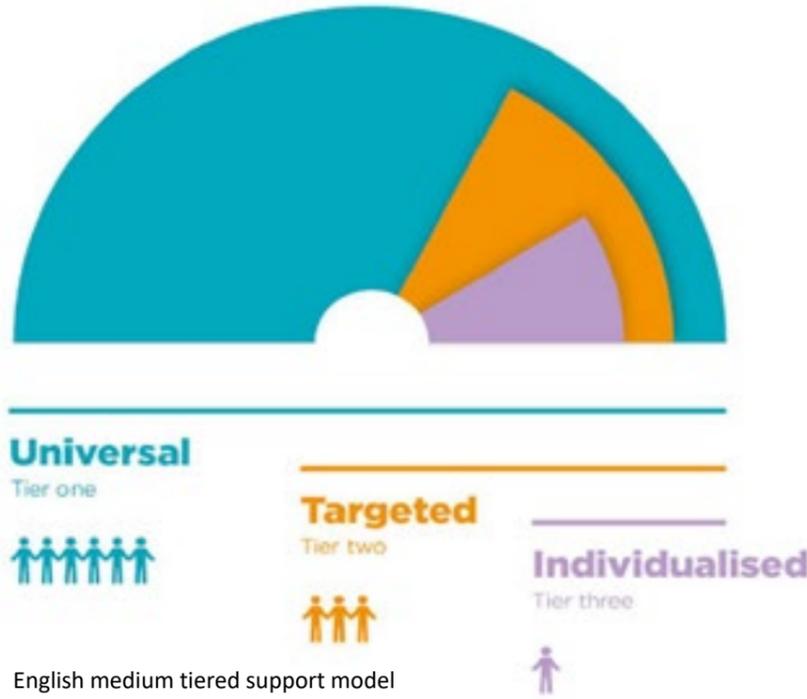
- Fragmented
- Resources get outdated
- Plans in a vacuum
- Lacks clarity
- Confusing



### Future system:

- Coordinated
- Coherent
- Responsive
- Well informed with rich data
- Reflects and grows pedagogical practice/subject knowledge
- Supports innovation

System design needs to embed an effective tiered support model for English medium pathways which includes adaptation for different needs within universal provision, with other tiers of support responsively and flexibly accessed in response to learners' rates of progress. Different approaches may be needed in Māori medium pathways, considered within the context of refreshing *Te Marautanga o Aotearoa*.



Early learning practice and progress tools, the curriculum refreshes, records of learning and He Ara Kōkiri are important steps forward, but risks remain if we do not attend to the quality of assessment and aromatawai informing judgments of progress, ensure full coverage of all learners, or sufficiently support effective responses to ākonga progress and needs.

### Our system has elements of this model but learners are falling through the cracks because:

- Our curricula don't yet clearly signal important markers of progress and when to worry. There is variability in the quality of assessment and aromatawai practices and tools, alongside gaps and tools needing improvements. There is also the need for tailored development of fit-for-purpose tools for Māori medium.
- We don't yet have common understandings of effective teaching practice (in Māori and English medium pathways respectively), based on current evidence, embedded across the system. Mechanisms for spreading and embedding change across the workforce are weak.
- There is a lack of trust in the collection and utilisation of ākonga data in the system, and gaps in progress information available for decision making about whether investments in ākonga supports are sufficient and effective. There are particular gaps in early learning, Māori medium, and for learners with disabilities (including neurodivergence).
- There is significant variability in teaching capability impacting on the quality of universal provision. This includes, for example, a lack of teacher confidence with mathematics which is reducing learner access to the breadth and complexity of learning they need.
- Government investments, including in specialist roles, are not well-aligned to needs along the pathways and there is significant discretion over whether and when learners get access to the supports they need.

### Discussion points

Achieving significant impact needs some system settings to be reset. How could we:

- **Provide families and kaiako with the supports needed for quality early learning?**
- **Embed effective practices throughout the workforce?** Ideas could include:
  - Strengthening the role of government in the early learning workforce
  - Credentialed programmes for in-service teachers and/or leaders
  - Greater direction to initial teaching education
  - Quality assurance systems for providers and resources, including the private market
  - Strong sector leadership, collaboration and succession planning for the future.
- **Ensure decisions for learning and support are made on the basis of quality progress information along the full learner pathways.**
- **Create systematic safety-net checkpoints for learners which trigger automatic access to supports?**
- **Ensure specialist expertise is present and made good use of along the full learning pathway, eg through resource teachers and the education services agency?**

Through the curriculum refresh we will be making progress expectations clear along the pathway. Defining clear 'worry points' is critical to the effective operation of a tiered support model with timely safety nets so that learners don't fall through the cracks. These will be tested through engagement on the strategies. Early thinking from English medium pathways is below.

	Early learning	Years 1-3	Years 4-6	Years 7-8	Years 9 - 10	Years 11 -13
Focus of learning phase	Developing valued interests and capabilities, including knowledge, skills, attitudes, through experiences that promote wellbeing, belonging, contribution, communication and exploration.	A library of experiences that build on learning from home and ECE, and develop strong foundations in oral language, reading, writing and mathematics.	Literacy & mathematics knowledge and skills continue to grow and are increasingly used to expand ākonga knowledge and capabilities via a rich range of experiences that open up new ideas and ways of exploring the world.	Literacy and mathematics are used in the disciplines to explore new ideas and expand knowledge and capabilities, use evidence to justify their views and apply to real-world challenges.	Building disciplinary knowledge (including literacy & mathematics) and connections, engage in critical dialogue with others to improve their learning, and continue to strengthen capabilities to act on issues of concern to ākonga and others.	Consolidating ākonga knowledge (including literacy & mathematics) and capabilities within and across disciplines, working hard towards personal goals, including qualifications, and are adaptable and flexible in new and changing situations.
Worry Points	Ākonga should be able to express and regulate their emotions and reactions in familiar contexts. They should have growing capacity to communicate with others, represent their experience and ideas, and enjoy being read to, drawing, telling and retelling stories.	By the end of year 3 ākonga need to understand and use the 'codes' for reading, writing and maths.	By the end of year 4 ākonga need to be able and motivated to read and write independently. They need to be able to think critically and build on others ideas.	By the end of year 8 ākonga need to understand that learning requires knowledge of the conventions of the learning areas, and perseverance, good communication and self-management.	By the end of year 10 ākonga need to be confident in their ability to control their own motivation, behaviour and social environments.	By the end of their schooling, ākonga need sufficient literacy and mathematics to be successful in engaging with all aspects of life and to participate as a critical citizen.

Our assessment, aromatawai and information systems provide some insights, but there are significant limitations in our ability to operate an effective tiered support model. These gaps will also constrain our ability to understand the impact of actions under the literacy and mathematics, te reo matatini and pāngarau in a timely way.

## EARLY LEARNING

## YEARS 1-3

## YEARS 4-10

## YEARS 11-13

- Kaiako do not currently have access to robust, easy to use assessment tools.
- There is very little data on literacy learning outcomes and almost no data on numeracy or mathematics.
- We have little visibility of teaching capability in early learning.

- Kaiako and teachers use a variety of aromatawai and assessment practices and tools. There are very few robust, easy to use assessment tools – particularly in Māori medium pathways.
- PaCT supports reliable overall judgements of progress, drawing on a range of assessment evidence, in English medium pathways. Specific tools appropriate for Māori medium are in development.
- Very little data available at the national level as this age group is not included in studies and assessment tools like e-asTTle are infrequently used for this stage of learning. While PaCT has the potential to provide insights for English medium pathways, this is currently limited by levels of uptake.
- We have little visibility of teaching capability in early schooling.

- Kaiako and teachers use a variety of aromatawai and assessment practices and tools. Some tools such as PAT and e-asTTle are relatively widespread.
- PaCT supports reliable overall judgements of progress, drawing on a range of assessment evidence, in English medium pathways. Specific tools appropriate for Māori medium are in development.
- We have relatively good data on student progress at the national level for English medium pathways, particularly from e-asTTle, but Māori medium pathways are a gap and there are few insights for learners with disabilities and learning support needs.
- We have relatively good information on teaching practices from national and international studies for English medium pathways, but it is not that timely and is focussed on particular year levels. We have little visible for Māori medium pathways.

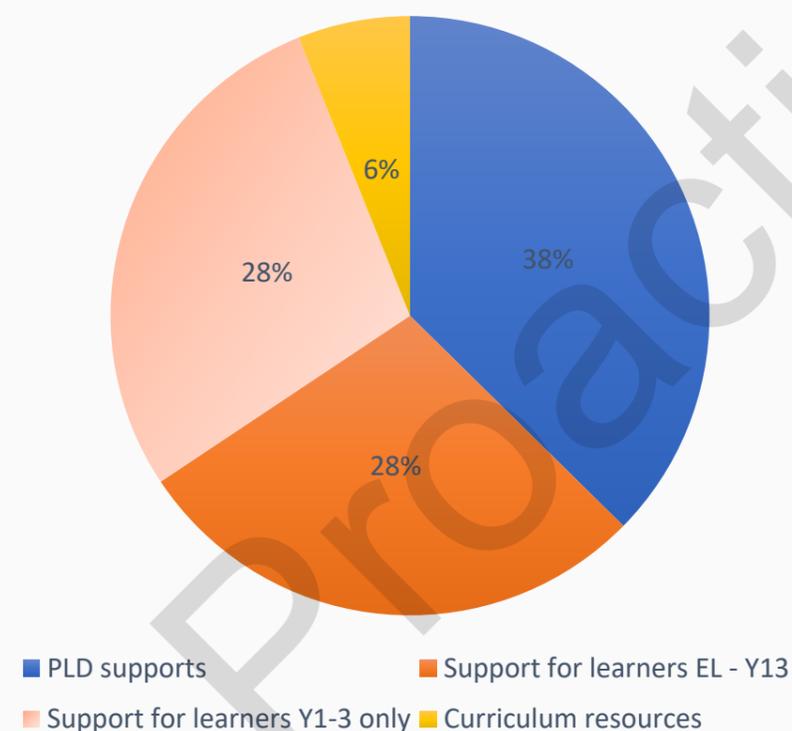
- Approaches to assessment and aromatawai are aligned to NCEA achievement standards.
- We have robust individual level data on student outcomes via NCEA for both Māori and English medium.
- We have relatively good information on teaching practices from international studies for English medium pathways, but it is not that timely and focussed on particular year levels.

We may need to rebalance investments to ensure we are meeting the range of needs in the system, and responding to worries about learner progress early.

Investment for quality curriculum resources to support teaching and learning in the classroom is limited relative to investment for PLD and direct learner support.

Of our direct support for learners, the majority of investment is targeted to years 1 to 3.

Type of investment



There is comparatively little of our total investment accessible by learners in early learning and Māori medium.

Investment in English medium shows significantly greater spend supporting literacy learning compared to the spend for mathematics.

Investment in literacy, mathematics, te reo matatini and pāngarau across the pathways

