



1 April 2021



Thank you for your email of 18 February 2021 to the Ministry of Education requesting the following information:

The Second Tier Briefing to the Incoming Minister of Education or any similar/related documents.

Your request has been considered under the Official Information Act 1982 (the Act).

We have interpreted “second tier briefing” to be post-election briefings or follow up briefings that were signalled in the Briefing to Incoming Minister. We have interpreted this request to be for briefings to the Minister of Education, therefore briefings to Associate Ministers of Education are determined to be out of scope.

We have identified four briefings in scope of your request. Our decision on the release of each document is tabled below:

Document Name	Decision on Release
Briefing Note: Strengthening Literacy and Te Reo Matatini	Refused under section 18(d) of the Act. The briefing will soon be publicly available as part of a wider media release on the Ministry of Education website.
Briefing Note: Strengthening the national curriculum and its delivery	Release in part. Some information has been withheld under sections 9(2)(a) and 9(2)(f)(iv) of the Act.
Māori Education Overview – Briefing to Incoming Minister 2020	Release in full
Briefing Note: ‘Digital and data for learning’ briefing	Release in full.

Information has been withheld under section 9(2)(f)(iv) to protect the ability of Ministers of Crown and officials to consider and decide on the advice tendered in an atmosphere of confidence.

Ministry staff phone numbers have been withheld under section 9(2)(a) to protect their privacy.

Please note, the Ministry now proactively publishes OIA responses on our website. As such, we may publish this response on our website after five working days. Your name and contact details will be removed.

Thank you again for your email. You have the right to ask an Ombudsman to review this decision. You can do this by writing to info@ombudsman.parliament.nz or Office of the Ombudsman, PO Box 10152, Wellington 6143.

Nāku noa, nā



Emily Fabling
Deputy Secretary
Strategy, Planning and Governance



Briefing Note: Strengthening the national curriculum and its delivery

To:	Hon Chris Hipkins, Minister of Education		
Date:	25 November 2020	Priority:	Medium
Security Level:	In Confidence	METIS No:	1245699
Drafter:	Anya Pollock	DDI:	9(2)(a)
Key Contact:	Pauline Cleaver	DDI:	
Messaging seen by Communications team:	No	Round Robin:	No

Purpose of Briefing

This briefing provides an overview of the Curriculum, Progress and Achievement (CPA) programme of work, which is central to the wider work programme strengthening the national curriculum for schooling and supports for curriculum delivery across early learning and schooling in Māori and English medium pathways.

The purpose of this paper is for you to:

- **Agree** to forward this Briefing to Hon Jan Tinetti as it covers her intended curriculum delegations as Associate Minister of Education, pending the Prime Minister's approval

Agree / Disagree

- **Note** that, for ease of reading, the body of this briefing is written from the perspective that Hon Jan Tinetti's delegations have been confirmed
- **Note** that separate briefings will be provided on Hon Jan Tinetti's intended curriculum delegations for te reo matatini and literacy, professional learning and development delivery, and the replacement of Te Kete Ipurangi and enhancement of Kauwhata Reo
- **Note** that we are also preparing briefings for Hon Jan Tinetti's intended Wellbeing and Learning Support Action Plan delegations, which include some curriculum elements
- **Agree** to forward this briefing to Hon Kelvin Davis and Hon Aupito William Sio due to its relevance to their intended delegations for Māori and Pacific education respectively, which are pending the Prime Minister's approval

Agree / Disagree

- **Agree** that this briefing will not be proactively released at this time as decisions on next steps for this work have not yet been made

Agree / Disagree

Summary

- Work over the last three years has made clear that change is needed to strengthen our national curriculum for schooling and supports for curriculum delivery across early learning and schooling. We have a substantive multi-year work programme underway in partnership with the sector, Māori and communities to put these changes in place. This work programme takes forward curriculum and assessment elements of the Early Learning Action Plan and the actions agreed by Cabinet in response to the advice of the Curriculum, Progress and Achievement Ministerial Advisory Group [CAB-19-MIN-0427 refers].
- Many of the activities within this work programme sit within your delegations. Once fully implemented, this work programme will provide the backbone for a Curriculum Centre by putting in place a fit-for-purpose national curriculum and a coherent system of supports for its delivery across early learning and schooling in Māori and English medium pathways.
- We are providing you with a series of briefings on different aspects of this work programme that sit within your delegations. As well as introducing the overall work programme, this briefing provides an update on key initial actions agreed by Cabinet in response to the advice of the Curriculum, Progress and Achievement Ministerial Advisory Group. Cabinet is expecting an update on these actions in early 2021.
- We are meeting with you on Tuesday 1 December to discuss the next steps for those actions. In those discussions, we would like to get your agreement to:
 - The scope and process for the refreshes of *Te Marautanga o Aotearoa* and *The New Zealand Curriculum*, including how we will work collaboratively with the sector and wider community.
 - The alignment of timing for Cabinet decisions and public engagement on the national curriculum refreshes with the Aotearoa New Zealand's Histories curriculum changes, which Hon Chris Hipkins and Hon Kelvin Davis are progressing.
 - Learning to be included in the first iteration of a curriculum progress map within a rich record of learning for each learner, and whether elements of the record of learning should be made mandatory.

- 9(2)(f)(iv)
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Ellen MacGregor-Reid
Deputy Secretary
Early Learning and Student Achievement

Hon Chris Hipkins
Minister of Education

25/11/2020

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Background

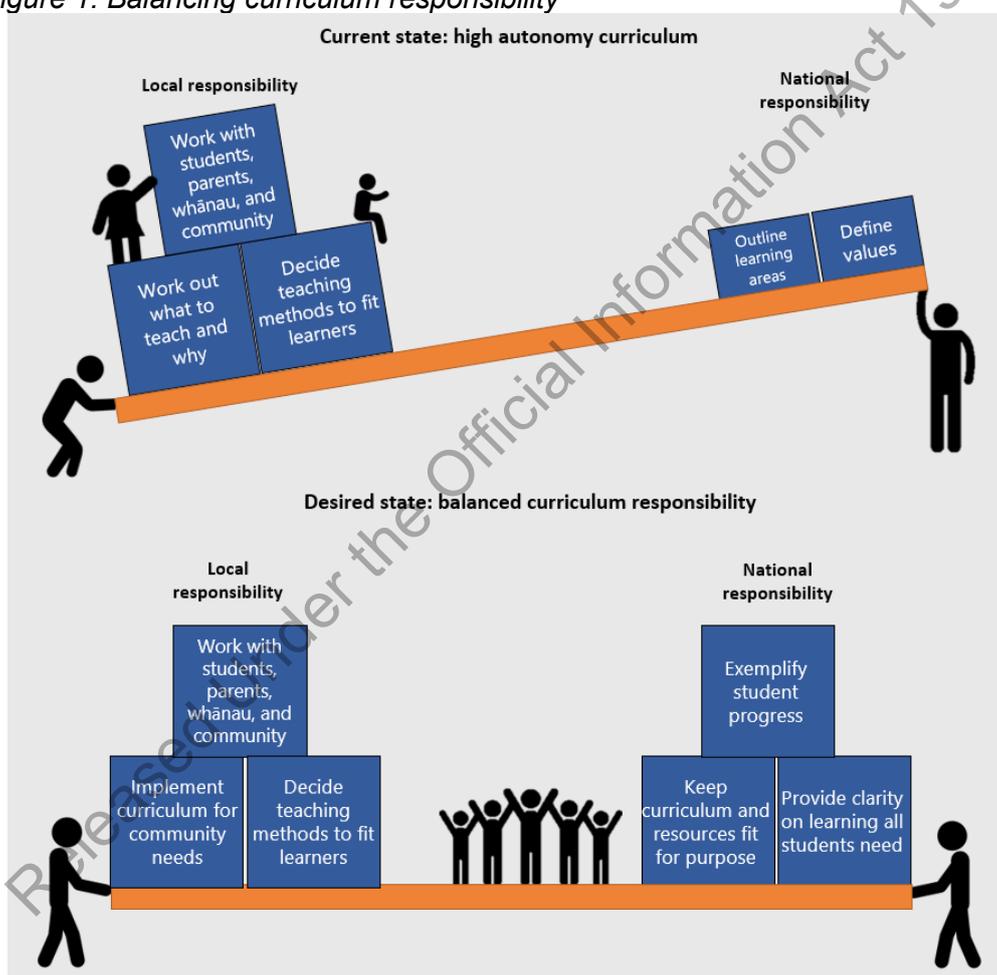
1. Education from the early years through schooling is expected to provide all learners with the base skills, capabilities and knowledges needed for lifelong holistic wellbeing and active contribution to the community and economy. Too many learners are not having an equitable experience of learning and teaching. Persistent inequities mean that the learners missing out are more likely to be Māori, Pacific, disabled, and/or from lower socio-economic communities.
2. The everyday teaching and learning that children and young people experience are the result of teachers and kaiako weaving together the national curriculum¹ with local contexts and the diverse aspirations of learners and their whānau, in ways that are responsive to individual learner progress. This puts effective curriculum design at the heart of realising the aspirations of the National Education and Learning Priorities, Ka Hikitia – Ka Hāpaitia, Tau Mai Te Reo, Pacific Education Action Plan and the Early Learning Action Plan.
3. There are pockets of effective practice visible in many early learning services, kura and schools. Our overall system story, however, is one of variability, inconsistency and inequity. These ‘curriculum delivery failures’ affect learner engagement and progress along the learning pathways, and whether learners gain a NCEA qualification that supports equitable choice in their next steps. We need to get curriculum delivery right from the start, as inequities in learning progress that appear early can generally persist throughout schooling. The consequences of this are significant, with both immediate and lifelong impacts on the wellbeing and resilience of individuals and communities.
4. Work over the last three years has made clear that change is needed to strengthen our national curriculum for schooling and supports for curriculum delivery across early learning and schooling. Reducing the element of chance in the quality of learners’ curriculum experience, and whether they get the learning and teaching they need, requires changes to our curriculum system so that there are:
 - a. Clear expectations for learning and teaching – so there is a common understanding of what local curriculum and marau a-kura need to deliver for learners, and of the effective practices that support learning progress.
 - b. Common ways to understand and respond to learning progress – so teaching and learning is calibrated to each learner’s needs, so people know when to worry and trigger a response, and to support evaluative practices.
 - c. People and services with the right skills and knowledges to meet each learner’s needs – so every learner experiences quality learning and teaching every day, with access to targeted or individualised support when they need it.
 - d. High quality curriculum resources for learning and teaching – so that it is easy for people to access, share and use our collective knowledge of what we know works, including resources which can be used flexibly to design and deliver curriculum and marau a-kura.
 - e. Effective use of technology for learning and teaching – so learning and teaching is connected and collaborative, provides learners with access to a broad

¹ The national curriculum includes *Te Whāriki a te Kōhanga Reo* and *Te Whāriki: He whāriki mātauranga mō ngā mokopuna o Aotearoa Early childhood curriculum* for early learning, and *Te Marautanga o Aotearoa* and *The New Zealand Curriculum* for schooling. *Te Marautanga o Aotearoa* and *The New Zealand Curriculum* underpin NCEA qualifications.

curriculum regardless of where and when they are learning, and to make it some tasks easier for kaiako and teachers.

5. Creating these conditions, and achieving more consistent quality of curriculum delivery, requires the Ministry of Education to take a stronger and more visible curriculum leadership role in partnership with the profession. Curriculum flexibility and localisation is important in an education system that strives to be inclusive and which values diversity. However, we currently leave too much curriculum responsibility to kura and schools, contributing to persistent inequitable outcomes for learners. It also means that kaiako and teachers can feel insufficiently supported to design and deliver for diverse needs. Strengthening curriculum delivery requires us to get the balance right between the 'tight' and 'loose' in the system, while also ensuring the ecosystem of supports enables every kaiako and teacher to provide quality learning and teaching for every learner through educationally powerful partnerships. As Hon Chris Hipkins has previously advised to Cabinet, a rebalance in curriculum responsibility is needed as shown in figure 1 below:

Figure 1: Balancing curriculum responsibility



6. Areas of strength and weakness in the current system vary across and between the pathways, and in relation to different aspects of learning. For example, *Te Whāriki* was refreshed in 2017 to clarify important early learning outcomes, so the focus now needs to be on supporting its implementation with progress and practice tools. In schooling, we need to clarify learning in the national curriculum and then align our practices, tools and supports with those expectations and ensure a focus on understanding and responding to learner progress.
7. We have a substantive multi-year work programme underway in partnership with the sector, Māori and communities to strengthen the national curriculum and its delivery:

- a. Annex 1 provides an overview of the full work programme, including those activities which contribute but sit outside of your delegations.
 - b. Annex 2 provides a brief synopsis for activities within your delegations. This includes their purpose, where things are at, next steps and linkages to actions in the Government's strategic documents.
8. This work programme takes forward curriculum and assessment elements of the Early Learning Action Plan and the actions agreed by Cabinet in response to the advice of the Curriculum, Progress and Achievement Ministerial Advisory Group [CAB-19-MIN-0427 refers]. The centrality of curriculum in education means that it has also been informed by the reviews of NCEA and Tomorrow's Schools, the Learning Support Action Plan, and the wider Kōrero Mātauranga including the Pacific fono and wānanga.
9. 
10. Once fully implemented, this work programme will provide the backbone for a Curriculum Centre by putting in place a fit-for-purpose national curriculum and a coherent system of supports for its delivery across early learning and schooling in Māori and English medium pathways. This includes increased regional curriculum capacity as a 'Curriculum Centre frontline', which we are beginning to build now with the introduction of up to forty curriculum leads focused on wellbeing.
11. This work programme is relevant to the following aspects of your delegations:
 - a. The establishment of a Curriculum Centre of Excellence within the Ministry of Education.
 - b. The update of *The New Zealand Curriculum* and *Te Marautanga o Aotearoa*.
 - c. The development of progress indicators in early learning and the development learning progression frameworks for learners in years 1 to 10.
 - d. The development of records of learnings.
 - e. The development of the new Te Kete Ipurangi (TKI) platform [separate briefing to follow].
 - f. The development and implementation of a literacy strategy [separate briefing to follow].
 - g. The provision of PLD for the schooling workforce [separate briefing to follow].
 - h. Evidence and data, including data infrastructure, sovereignty and governance [separate briefing to follow].
12. It will also contribute to aspects of your delegations relating to the Learning Support Action Plan (including curriculum supports for dyslexic and gifted learners); wellbeing and diversity (including curriculum resources for wellbeing learning across the curriculum, addressing racism, bias and stigma); and engagement, participation and learning for at risk learners (by supporting more meaningful and engaging curriculum).

13. As indicated above, we are providing a series of briefings for you on activities within your delegations. As well as introducing our work programme for strengthening the national curriculum and its delivery, this briefing seeks your early direction on next steps for Curriculum, Progress and Achievement work programme actions and curriculum funding pressures.
14. Note that the activities in this work programme sit alongside our 'business as usual' curriculum activities, the core purpose of which is to ensure that early learning services, ngā kōhanga reo, schools and kura have the curriculum clarity, guidance, tools, capabilities and resources they need to bring the National Curriculum to life in their teaching and learning programmes. As well as the design and stewardship of the National Curriculum, this includes:
 - a. making online and hard copy resources directly available to schools (eg instructional series, curriculum design tools, assessment for learning practices and tools)
 - b. centrally funding several services that schools would otherwise have to pay for (eg through the National Library or Creatives in Schools)
 - c. funding roles (such as literacy Resource Teachers) and programmes for students (such as Reading Recovery) to support and supplement the teaching and learning schools provide
 - d. funding access to advisory type services and professional learning and development
 - e. supporting on-the-ground curriculum advice through the Ministry's regional offices (using and implementing the products produced centrally).
15. We are available to discuss any elements of this work programme or our business usual curriculum activities for Māori and English medium pathways with you at your convenience and will provide further information in any areas that you would like to be briefed on in more depth.

Curriculum, Progress and Achievement (CPA) work programme

16. In 2017, Ngā Whanaketanga Rumaki Māori and National Standards were removed and a focus on progress across *Te Marautanga o Aotearoa* and *The New Zealand Curriculum* was established. The Curriculum, Progress and Achievement (CPA) Ministerial Advisory Group was established in May 2018 to provide advice on how to strengthen the focus on progress across the curricula, including meeting curriculum progress information needs. A copy of the Ministerial Advisory Group's final report is attached as Annex 3.
17. The Ministerial Advisory Group's report provided a comprehensive set of recommendations for strengthening curriculum and its delivery which are being progressed through our overall work programme. Cabinet agreed next steps in August 2019 [CAB-19-MIN-0427, paper attached as Annex 4] and is expecting an update in early 2021 (deferred from March 2020) on:
 - a. The scope and process for future updates to *The New Zealand Curriculum* and *Te Marautanga o Aotearoa* (discussed below).

- b. Next steps for records of learning and curriculum progress maps, including whether any elements of records of learning should be mandatory for reporting to parents and whānau (discussed below).
- c. Governance, regulatory and policy approaches to ensuring that information in the records of learning is used in service of improving teaching and learning (to be discussed on a separate briefing on education data).

18. Central to the CPA work programme is embedding a focus on progress across the curriculum. The key elements enabling this are:

A. Refreshes of the national curriculum	<ul style="list-style-type: none"> • Identifies the learning that all local curriculum or marau a-kura must support learners to progress and achieve in. • Describes progressions for that learning that set out the increasing depth and complexity learners needs as they progress. • Identifies important markers of progress that help people understand whether learning is on-track or whether actions needs to be taken to better support learning progress.
B. Record of learning	<ul style="list-style-type: none"> • Makes visible individual learner progress across the national curriculum via a curriculum progress map. • Provides space for progress in other learning to be captured and celebrated, e.g. that is important locally. • Enables progress information to be easily shared and used by those who need it, within safety protections. • Enables analysis of patterns of progress for individual learners, or across groups of learners.
C. Assessment for learning tools and practices	<ul style="list-style-type: none"> • Support kaiako and teachers to undertake aromatawai and assessment activities. • Inform the learner progress captured in each learner's curriculum progress map within their record of learning. • Help teachers, learners and their whānau identify next steps to support progression in curriculum learning.

19. While it would make some sense for these elements to be developed sequentially, so that one informs the other, this would mean it is too long before practical tools are in place. Our work programme is taking these elements forward in tandem, building on elements which already exist (such as the progressions for literacy and numeracy) or were in development (such as te reo matatini me te pāngarau tīrewa ako), and focussing on aspects that support other learning priorities (such as wellbeing and Aotearoa New Zealand's histories).

20. The collaborative approach the Ministerial Advisory Group took to working with a sector Reference Group created a shared commitment to the vision in its report, and to working together to make it a reality. We have sustained this highly collaborative approach as we have progressed the initial actions, and commitment and excitement amongst those directly involved remains high. However, our recent history with Ngā Whanaketanga Rumaki Māori and National Standards means that this commitment is fragile in relation to the sharing and use of progress information, which impacts on the record of learning and assessment for learning tools and practices. It is critical that this work continues to progress at the pace of trust, and that careful attention is paid to implementation so that the positive intent of changes is realised on the ground for kaiako and teachers, and for learners and their families.

A. Refreshes of *Te Marautanga o Aotearoa* and *The New Zealand Curriculum*

21. Initial discussions with our curriculum working groups have identified the need for significant change to both curriculum documents. Neither document provides enough clarity on the learning that cannot be left to chance or what progression in that learning looks like. In the case of *Te Marautanga o Aotearoa*, the challenge is to reimagine what a curriculum based on *He Tamaiti Hei Raukura* Framework would look like, so that there is clarity and Māori medium pathways are supported by an ākonga centred, holistic and future focussed national curriculum grounded in te ao Māori. For *The New Zealand Curriculum*, the challenge is to reimagine a bicultural curriculum that is clear about the learning that cannot be left to chance and easy to use to deliver inclusive, equitable and future-focussed learning for all learners in English medium pathways, which includes a significant proportion of Māori learners.
22. These insights have informed the approaches taken to drafting content for Aotearoa New Zealand's histories, which are currently being tested with a small number of kura and schools before we provide advice to Hon Chris Hipkins later in 2020 on draft material for public consultation. Early indications are that the approaches are sound, and they will better support clarity on national expectations for learning and what progress looks like while still enabling space for local contexts and knowledges to be woven into teaching and learning. The new approaches also better enable integration with digital systems, supporting easy access to supporting resources as we enhance Kauwhata Reo and replace Te Kete Ipurangi (TKI), and provide a stronger foundation for a meaningful and record of learning.
23. However, the level of change involved also means that the draft Aotearoa New Zealand's histories curriculum content consulted on will be structured differently from other parts of the curriculum. This may raise concerns about overall coherency of the curriculum and its future, particularly in relation to achievement objectives and levels. We already made a partial move towards a progress-based approach when the hangarau matihiko | digital technologies curriculum was added, and the 'add on' feel of this was one of the reasons for the Ministerial Advisory Group's recommendation.
24. Given this, we think it is important that public consultation on the draft Aotearoa New Zealand's histories content is accompanied by an announcement of the scope and process for the wider refreshes of *Te Marautanga o Aotearoa* and *The New Zealand Curriculum*, with a view to progressing the full refresh in stages over the next three years. Quickly moving to refresh the social sciences and tikanga ā-iwi learning areas will be important as this is where the new Aotearoa New Zealand's histories content will sit.
25. We would like the opportunity to discuss our proposed approaches with you, with a view to getting your agreement to the scope and process for each refresh. This will also support you to discuss with Hon Chris Hipkins the timing for an update to Cabinet, in the context of next steps for consulting on draft Aotearoa New Zealand's histories content.

B. Rich records of learning, including a curriculum progress map

26. Understanding and sharing learning progress is critical to meeting learner needs, with a different level of information needed for different purposes. Within the learner-family-teacher partnership, a range of collaboratively generated information on learner aspirations, strengths and progress is needed to support learning and teaching along their pathway. This information needs to enable early identification of additional needs and trigger an appropriate response to support inclusion and equity.

27. A common approach to learner information ensures it is trusted and useful as learners move between teachers and kaiako. It means that families and whānau are kept up to date with learner progress information that is clear and easy to understand. It also enables relevant aspects of that information to be aggregated and analysed for ‘system learning’, whether that be within a place of learning, across a region or at the national level. These types of insights are critical to an effective Curriculum Centre, supporting decision making at both regional and national levels.
28. The development of a common approach to rich records of learning, which includes a map of learner progress across the curriculum, will enable this. We are working collaboratively on the approach, and the sector remains positively engaged in the work and supportive of the direction of travel. Critical to successful implementation is ensuring that mechanisms which support assessment, aromatawai and information sharing:
- a. enable powerful connections that supports relationships for learning
 - b. are easy to use and understand, and get information to the people who need it in a timely way – especially families and next teachers
 - c. encourage assessment for learning and aromatawai approaches that recognise each child’s progression pathway will be different, and that purposes of learning change over time
 - d. support the collection of quality progress information so that each child’s past, present and predicted future trajectories are visible
 - e. capture the development and demonstration of a wide range of achievements, celebrating each child’s progress and strengths
 - f. trigger effective action when there are concerns about a learner’s level or pace of progress.
29. Te Rito will provide a common platform for the record of learning, enabling the information in it to follow the learner and be easily shared with those who need it. Data use and protection is key to creating a trusted context for the use of Te Rito, the record of learning, and supporting assessment and aromatawai tools. Both Te Rito and creating a trusted education data ecosystem sit within your delegations, and we will update you on this separately.
30. As outlined above, *Te Marautanga o Aotearoa* and *The New Zealand Curriculum* are not clear about learning progress. This means that they are insufficient on their own to provide a basis for common approaches to understanding learner progress and capturing that within individual records of learning. The Learning Progression Frameworks have filled that gap for *The New Zealand Curriculum* in relation to numeracy and some aspects of literacy, and we have the development of He Tīrewa Ako and Te Tīrewa Mātai well underway for te reo matatini me te pāngarau to put in place an equivalent level of clarity for *Te Marautanga o Aotearoa*. These are supported by assessment, aromatawai and progress tools.
31. For *Te Marautanga o Aotearoa*, our initial focus has been on the development of Tīrewa Ako in te reo matatini and pāngarau to support kaiako to understand the important learning in these foundational skills that cannot be left to chance. At the same time, we have been testing a holistic, ākonga centred and future focussed curriculum framing that promotes a broader view of success and indeed a broader view of the critical foundational skills that all ākonga require, including in social-emotional learning.

32. For *The New Zealand Curriculum*, our initial focus for broadening resources across the national curriculum has been on unpacking the key competencies most relevant to social-emotional learning (managing self and relating to others). The initial tools we have been piloting have been well-received and are helpful for building a common understanding of those key competencies. They also help shift the focus to how well learning opportunities are meeting the needs of learners, including tracking progress in learners' engagement in their learning in a way that enables a prompt teaching response. We are now working on what a progression in social-emotional learning could look like, so that it can be included as part of a curriculum progress map in each learner's record of learning and can inform judgements about whether learners are being supported to progress at the pace they need to.
33. The phased approach to He Tīrewa Ako and progressions for both *Te Marautanga o Aotearoa* and *The New Zealand Curriculum* also means that rich record of learning will need to evolve over time. Our intention is that the record of learning will be inclusive of all learning from the start, but only learning underpinned by He Tīrewa Ako or a progression will be part of the curriculum progress map. We do not consider it appropriate to limit the record of learning to only those areas of learning underpinned by a progression as this could un-intentionally incentivise a narrowing of curriculum.
34. This also means that the information in the record that could be used for system learning will be limited initially. Only those aspects underpinned by a progression map and supported by quality assessment for learning practices and tools will be able to provide information that enables progress to be reliably tracked or aggregated and analysed across groups of learners (in accordance with relevant data protection and use arrangements).
35. The first iteration of the curriculum progress map to be included in the record of learning will capture learner progress in:
- a. te reo matatini and literacy
 - b. pāngarau and numeracy
 - c. social-emotional learning (unpacking the 'managing self' and 'relating to others' key competencies in *The New Zealand Curriculum* and through the Te Tamaiti Hei Raukura framing for *Te Marautanga o Aotearoa*).
36. Note that the pace and sequence for implementation of these will be different between *Te Marautanga o Aotearoa* and *The New Zealand Curriculum*. Evolution of the curriculum progress map beyond those areas will need to be aligned to any phasing agreed for the refreshes of each national curriculum document, as that will provide the basis for He Tīrewa Ako and progressions. It will also need to be supported by further broadening assessment for learning practices and tools.
37. Alongside this work, the Ministry has been exploring common approaches to School Entry Assessment (as part of the Learning Support Action Plan) and to assessing literacy and numeracy, te reo matatini me te pāngarau, for the purposes of the new co-requisite for NCEA which is intended to be in place in 2023. These need to align to progressions and expectations in the national curriculum and could be integrated into rich records of learning. We would like to discuss phasing of these initiatives with you and Hon Chris Hipkins given the interactions with the refreshes of *Te Marautanga o Aotearoa* and *The New Zealand Curriculum* and opportunities through the introduction of rich records of learning.
38. We would like the opportunity to discuss our work to date with you, with a view to getting your agreement to the learning to be included in each learner's curriculum

progress map. This could become a mandatory element of records of learning, but we would like to discuss the approach to this with you given the importance of retaining sector confidence and buy-in. This is dependent both on how we develop the record of learning and curriculum progress map, and on creating the trusted conditions and social licence for education data systems.

C. Assessment for learning tools and practices

39. As part of the Early Learning Action Plan, work is underway to develop tools which help kaiako attend to individual children's progress in order to identify ways to deepen or strengthen children's learning, including by tailoring teaching practices to support positive learning trajectories and seeking additional support if needed. Initial work is in the area of social-emotional learning and these tools are expected to be ready for testing with the sector from May 2021. A final set of tools will take into account the areas of learning and development indicated by the government's science advisors as being of most significance to positive educational and life outcomes for children. These areas are self-regulation, sociability, oral language, literacy and mathematics
40. In schooling, we need to align our assessment of learning practices, tools and supports to ensure a focus on understanding and responding to learner progress. Kaiako and teachers need to think differently about what it means to progress as a learner than they did under Ngā Whanaketanga Rumaki Māori and National Standards (which focussed on point in time judgements against a standard descriptor). They need to consider the variability of learning i.e. learners have different start points and progress in different ways and rates. Progress should be "strengths-based, and about what learners can do now and what they should do next to enhance their learning journey.
41. We have already made enhancements to PaCT (the Progress and Consistency Tool) to support a focus on progress against the Learning Progression Frameworks for literacy and numeracy in *The New Zealand Curriculum*. We have a package of supports in place to help schools implement PaCT:
 - a. *Central coordinator*: A central coordinator to help you understand the supports available and how to access them
 - b. *Support Schools Network*: Peer to peer support for teachers and schools from proficient users of the curriculum progress tools. These users have experienced the benefits of the tools and have practice and implementation insights to share with you.
 - c. *Centrally funded PLD*: Centrally funded facilitators to support you to implement or continue to develop use of the curriculum progress tools, where appropriate.
42. There are now 1066 (43%) schools who have access the PaCT, and active use is growing as more schools see the benefits of the tool for understanding learning progression, and where to next for teaching and learning. At this time of year, we can tell that schools are using PaCT to support progress reporting to parents. Other enhancements have improved within schools and across Kāhui Ako reporting, which is supporting decision making on where additional support or self-review may be needed.
43. As uptake of PaCT increases and covers more learners, it becomes more valuable for understanding learner progress across the system. We are currently undertaking exploratory analysis of information in PaCT to better understand the different types of insights that are possible (compared to, for example, NMSSA and e-asTTle analysis) and the opportunities for it to support different functions within a Curriculum Centre.

44. For kura who work with *Te Marautanga o Aotearoa*, *Rukuhia*, *Rarangahia* provides the underpinning principles of aromatawai from a te ao Māori perspective. We have made significant progress in the development of Tīrewa Ako for te reo matatini and pāngarau as a teaching and learning tool for kaiako. We have also progressed enhancements in Te Waharoa Ararau (renamed Te Tīrewa Mātai) which is a repository for monitoring and reporting learner progress.
45. We also need to review current assessment and aromatawai tools available in the system. Currently they generally do not position assessment as integral to teaching and learning, or support a focus on progress through the curriculum. We expect we will need to refresh or redevelop most of our assessment and aromatawai tools.
46. There is an opportunity for us to align our curriculum design and assessment tools to help better understand where children are at in their learning. Most of our assessment tools, including e-asTTle, have a taxonomy that is different than the curriculum. In addition, most tools for *The New Zealand Curriculum* have not been designed to be culturally relevant or inclusive. In addition, many of our existing assessment and aromatawai tools relate to literacy and numeracy, te reo matatini me te pāngarau. As well as reviewing these tools to ensure they are fit for purpose, we need to consider extending coverage across a broader range of curriculum learning.
47. Subject to your agreement on the learning to be included in the Curriculum Progress Map, our next step to broaden curriculum coverage for *The New Zealand Curriculum* is to focus social emotional learning (unpacking the 'managing self' and 'relating to others' key competencies in *The New Zealand Curriculum*). Beyond that, the evolution of assessment for learning tools and practices will be aligned to the process for refreshing the national curriculum document. The refreshed national curriculum will provide the clear descriptions of learning progression designed to help both teacher and learner to consider progress in learning, providing the foundation for developing curriculum aligned assessment tools. As we refresh the national curriculum, we will also review the principles that guide assessment practice with a view to reducing over-assessment by providing guidance on the most appropriate tools to use for different purposes.
48. In the work to refresh *Te Marautanga o Aotearoa*, design work with the sector on the holistic framework will include how it would be applied in practice, including teaching, learning and aromatawai. This is likely to include the development of aromatawai tools that are consistent with the principles of *Rukuhia*, *Rarangahia* and align to the refreshed *Te Marautanga o Aotearoa* framework. While there are a small number of aromatawai tools used widely in kura, a shift to a new and holistic indigenous curriculum model requires a review of the current tools, and the development of aromatawai tools that are derived from te ao Māori and are fit for purpose within kura contexts.
49. Learner progression must be supported by effective pedagogy. As we align and refresh our tools, it is important that everyone involved in the education of children and young people can use information from all forms of assessment. We need to support teachers to grow effective assessment practices and engage families in decisions about learning development and growth. Support for this is already available through the inclusion of 'Assessment for learning' and 'Aromatawai' as some of the priorities for regionally-allocated PLD.
50. A deeper understanding of the shifts and supports needed to enable this are being explored through the work to develop a Record of Learning, and its implementation will provide an opportunity for a strengthened focus on educationally powerful learning partnerships between learners, their family and teachers. One of the significant shifts is learners being empowered to be active assessors of their own progress and self-

determining in their learning. Involving learners in such activities as selecting exemplars helps them understand progression and at the same time increases their agency in learning.

9(2)(f)(iv)

Next Steps

54. We are meeting with you on Tuesday 1 December to discuss the next steps for those actions. In those discussions, we would like to get your agreement to:
- a. Your agreement to the scope and process for the refreshes of *Te Marautanga o Aotearoa* and *The New Zealand Curriculum*, including how we will work collaboratively with the sector and wider community.
 - b. Your agreement to the timing of an update to Cabinet on the refreshes of *Te Marautanga o Aotearoa* and *The New Zealand Curriculum* and wider Curriculum, Progress and Achievement work programme. This is currently expected in early 2021.
 - c. Agreement from yourself and Hon Chris Hipkins about the alignment of timing for Cabinet decisions and public engagement on the national curriculum refreshes with the Aotearoa New Zealand's Histories curriculum changes. We will be providing Hon Chris Hipkins with draft curriculum content and a draft Cabinet paper seeking agreement to consult on it in December 2020.

- d. Agreement that first priorities for inclusion in a curriculum progress map within each record of learning are:
- i. te reo matatini and literacy (this will need to be aligned with school entry assessment and the NCEA co-requisite)
 - ii. pāngarau and numeracy (this will need to be aligned with school entry assessment and the NCEA co-requisite)
 - iii. social-emotional learning (unpacking the 'managing self' and 'relating to others' key competencies in *The New Zealand Curriculum* and through the Te Tamaiti Hei Raukura framing for *Te Marautanga o Aotearoa*).
- e. Direction on how you would like us to progress work on the question of which elements of the record of learning should be mandatory.

55. 9(2)(f)(iv)



56. We have separate briefings underway for you on:
- a. te reo matatini and literacy
 - b. professional learning and development
 - c. the replacement of Te Kete Ipurangi and enhancement of Kauwhata Reo.
57. You are also receiving separately briefings on Wellbeing and the Learning Support Action Plan which include some curriculum elements. The Wellbeing work programme includes extending our resources for wellbeing learning across the curriculum, and up to forty new curriculum leads focussed on wellbeing as the first phase of a Curriculum Centre front line. The Learning Support Action Plan includes curriculum supports for dyslexia and gifted learners.

Proactive Release

58. We recommend that this Briefing not be proactively released at this time as decisions on next steps for this work have not yet been made and it would be premature for the information in this briefing to be publicly available.

Annexes

- Annex 1: Overview of work to strengthen our national curriculum and its delivery
- Annex 2: Progress and next steps for curriculum activities within Hon Tinetti's delegations
- Annex 3: Report of the Curriculum, Progress and Achievement Ministerial Advisory Group

Annex 4: Cabinet paper agreeing to initial actions in the Curriculum, Progress and Achievement work programme

Annex 3 is publicly available here: https://conversation-space.s3-ap-southeast-2.amazonaws.com/ELS+0324+CPA+Final+MAG+report_06+includes+Ed+Strategy+vision.pdf

Annex 4 the Cabinet paper is publicly available here: <https://www.education.govt.nz/assets/Documents/Ministry/Information-releases/2019-releases/R-1.-CPA-Cabinet-paper-and-Minutes.pdf>

Released Under the Official Information Act 1982

Released Under the Official Information Act 1982

Annex 2: Progress and next steps for curriculum activities within Hon Tinetti's delegations

Released Under the Official Information Act 1982

Annex 1: Overview of work to strengthen our national curriculum and its delivery

Effective curriculum design and attention to learning progress are at the heart of successful early learning and schooling

Effective curriculum design uses educationally powerful partnerships to weave the National Curriculum* with local contexts, and the interests and aspirations of learners. Attention to learning progress means that teaching and learning is adapted so that the needs of each learner are met, and that there is an early response if learning is off track.

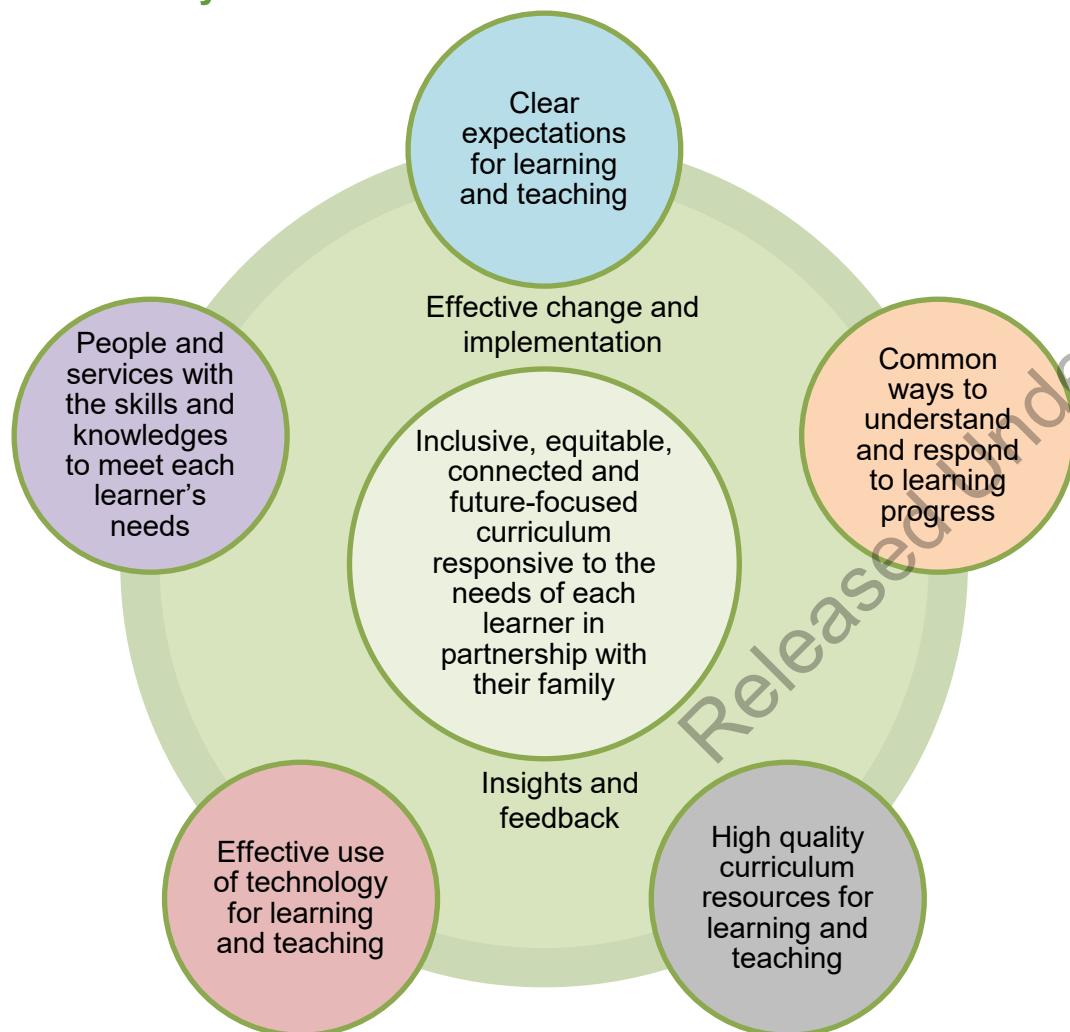
This ensures learners experience a local curriculum that is meaningful and engaging to them, and which deliberately supports them to gain the learning they need as the progress along their pathways, so that they leave with quality qualifications that support their next steps.

But our system leaves to chance whether learners experience an engaging local curriculum that supports their progress, and whether there is an effective response to concerns about learning progress. There are persistent inequities in the groups most impacted.

Achieving the education system vision and aspirations of the National Education and Learning Priorities, Ka Hikitia, Tau Mai Te Reo, Pacific Education Action Plan and Early Learning Action Plan depends on each learner and their family receiving a quality curriculum.

Addressing variable quality and inequities in people’s curriculum experience requires the Ministry to take a much stronger leadership role. This includes more deliberate and coherent action and investment to strengthen the ‘curriculum system’, so that it is fit-for-purpose and supports places of learning better with their core work of curriculum delivery, in partnership with families, mana whenua and communities. It also requires us to deliberately design the system to catch and support learners when their progress isn’t being enabled as it should be, while also using those insights to prioritise action to address quality gaps and target investments.

To reduce the element of chance in curriculum learning, achieve consistent quality and address inequities, we need a system where there is:



The shifts required are significant. The work programme is substantial and includes some big changes to our foundational infrastructure which provides the backbone for a ‘curriculum centre’. Alongside this, we need more deliberate system design and increased curriculum support to ensure each learner progresses and achieves.

As associate Minister of Education, Hon Jan Tinetti is responsible for:

Refreshing <i>Te Marautanga o Aotearoa</i>	Refreshing <i>The New Zealand Curriculum</i>	Establishing a Curriculum Centre	Strengthening curriculum stewardship
Access to curriculum progress information	Early learning practice and progress tools	Broadening assessment for learning practices and tools	Developing rich records of learning
Implementing reset priorities for regionally allocated PLD		Strengthening literacy and numeracy <i>te reo matatini me te pāngarau</i>	
Curriculum Leads for frontline support	Improving resources for wellbeing learning	Enhancing <i>Kauwhata Reo</i>	Replacing <i>Te Kete Ipurangi (TKI)</i>

This responsibility is shared with Hon Kelvin Davis for matters of substance which impact on *Te Marautanga o Aotearoa*, and on supports for teaching of and in *te reo Māori* and for *Māori medium*

Other education ministers have the lead on the following activities which are also contributing to a shift in curriculum delivery:

Introducing NCEA co-requisites literacy and numeracy	Reviewing NCEA Achievement Standards	<i>Aotearoa New Zealand Histories</i> curriculum
Developing an Education Workforce Strategy	<i>Te Ahu o te Reo Māori</i>	Gazetting the full <i>Te Whāriki</i> framework
PLD for early learning settings	Strengthening system resilience for anywhere anytime learning	Ensuring equitable access to the benefits of digital
<i>Te Hurihanganui</i>	Empowering <i>mana whenua</i> as partners in education	Empowering families as partners in education

* The National Curriculum includes *Te Whāriki a te Kōhanga Reo* and *Te Whāriki: He whāriki mātauranga mō ngā mokopuna o Aotearoa Early childhood curriculum* for early learning, and *Te Marautanga o Aotearoa* and *The New Zealand Curriculum* for schooling. *Te Marautanga o Aotearoa* and *The New Zealand Curriculum* underpin NCEA qualifications.

Annex 2: Progress and next steps for curriculum activities within Hon Tinetti's delegations (page 1)

Initiative	Purpose	Current status	Next steps
Refreshing <i>The New Zealand Curriculum</i> <i>Action in: Ka Hikitia, Tau Mai Te Reo, National Education and Learning Priorities</i>	Increase clarity in <i>The New Zealand Curriculum</i> (NZC) to ensure significant learning is not left to chance and make it easier for schools to design responsive local curriculum that sustain wellbeing, identities, languages and cultures.	A new approach to the design of The NZC has been developed and used as the basis of the Aotearoa New Zealand Histories curriculum changes.	We would like to discuss this next steps with you as outlined in this paper. Cabinet update expected early 2021. 9(2)(f)(iv) [REDACTED]
Refreshing <i>Te Marautanga o Aotearoa</i> <i>Action in: Ka Hikitia, Tau Mai Te Reo, National Education and Learning Priorities</i>	Increase clarity in <i>Te Marautanga o Aotearoa</i> to ensure significant learning is not left to chance, and strengthen how TMOA reflects the te ao Māori based approaches to education used in kura.	The He Tamaiti Hei Raukura Framework is being used to develop an ākonga centred, holistic and future focussed curriculum.	We would like to discuss this next steps with you as outlined in this paper. Cabinet update expected early 2021. 9(2)(f)(iv) [REDACTED]
Strengthening curriculum stewardship <i>Action in: Ka Hikitia</i>	Establishing mechanisms to ensure the national curriculum stays fit-for-purpose over time and to evolve supports so that its intent is what learners and their families experience.	Preparing advice on whether a stronger framework to underpin curriculum stewardship is needed. Alongside this we are strengthening processes for gathering and using insights, including from ERO and NZCER, and embedding a 'working together' approach to change and implementation to ensure changes land well and that we are providing effective supports.	This will be traversed when we discuss the refresh of the national curriculum with you. Cabinet update expected early 2021.
Early learning practice and progress tools <i>Action in: Early Learning Action Plan, National Education and Learning Priorities, Pacific Education Action Plan</i>	Kaiako and teachers use assessment to understand and communicate learning progress, to tailor teaching for positive learning trajectories, and to identify additional needs to support equity and inclusion.	Initial work has begun on the conceptual and structural framework, and draft tools and implementation guidance in the area of social-emotional learning (SEL). Ready for trialing by May 2021. Development of further tools is planned for later in 2021.	In implementation. We will keep you informed on progress.
Broadening assessment for learning practices and tools in schooling <i>Action in: National Education and Learning Priorities, Pacific Education Action Plan</i>	Provide tools for understanding learner progress in a range of learning, including development of curriculum progress maps and He Tīrewa Ako that support curriculum design and rich records of learning.	For The NZC, support for uptake of PaCT (literacy and numeracy) continues and we are piloting tools unpacking social-emotional learning in key competencies of <i>The New Zealand Curriculum</i> . Social and emotional learning is inherent in the Te Tamaiti Hei Raukura framing for TMOA.	Cabinet update expected early 2021. We would like to confirm priorities for inclusion in the curriculum progress map with you as outlined in this paper . 9(2)(f)(iv) [REDACTED]
Developing rich records of learning <i>Action in: Ka Hikitia, National Education and Learning Priorities, Pacific Education Action Plan, Learning Support Action Plan</i>	Learners and families have a collaboratively generated profile of their aspirations, learning strengths and progress to support teaching and learning along their pathway.	We have completed the initial pilot and are progressing to prototyping a common approach to records of learning.	9(2)(f)(iv) [REDACTED]
Access to curriculum progress information	To ensure that people have access to the curriculum progress information they need to make a difference for learners within a 'system that learns', and that there is a trusted context for the collection, use and sharing of that information.	An update on this aspect of the curriculum work programme will be included in a separate briefing on Hon Tinetti's delegations relating to evidence and data.	

Annex 2: Progress and next steps for curriculum activities within Hon Tinetti's delegations (page 2)

Initiative	Purpose	Current status	Next steps
Implementing reset priorities for regionally allocated PLD <i>Action in: Ka Hikitia, Pacific Education Action Plan, National Education and Learning Priorities, Learning Support Action Plan</i>	Ensure PLD is available to schools and kura to respond to local needs is based on a coherent approach to strengthening core curriculum capabilities that support inclusive and equitable teaching and learning across the curriculum.	Re-set priorities have been launched and will be the basis of applications for regionally-allocated PLD from term 1 2021.	In implementation. We will provide a separate briefing with a more detailed update on our curriculum PLD supports.
Strengthening literacy and numeracy; te reo matatini me te pāngarau <i>Action in: National Education and Learning Priorities, Learning Support Action Plan</i>	Strengthen approaches for supporting learner progress in literacy and numeracy, te reo matatini me te pāngarau, including reflecting the latest learning science.	<p>Dyslexia guidelines and Talking together, Te kōrerorero' online oral language resource released.</p> <p>Early literacy approach encompassing updated Ready to Reads, Reading Recovery and expansion of Better Start Literacy being piloted in 2021.</p> <p>Updated Ngā Kete Kōrero, development of Te Reo Matatini Tīrewa Ako with teacher guides and exemplars to be introduced in early 2021.</p> <p>Initial advice to underpin strategies to shift the dial on literacy and te reo matatini has been prepared.</p> <p>Maths and pāngarau plans in development.</p>	We will provide a separate briefing on literacy and te reo matatini. We would like to discuss next steps in the development of a strategy with you.
Wellbeing learning across the curriculum <i>Action in: National Education and Learning Priorities, Pacific Education Action Plan, Learning Support Action Plan</i>	Provide a range of high quality resources to support places of learning to meet the wellbeing learning needs of learners.	Relationships and Sexuality Education Guidelines have been released. Mental health guidelines are in development. Reviewing next steps for Racism Toolkit.	9(2)(f)(iv) [redacted] We will keep you informed on progress.
Enhancing Kauwhata Reo <i>Action in: Tau Mai Te Reo, National Education and Learning Priorities</i>	Provide authoritative source of fit-for-purpose te reo Māori resources and supports to ensure quality curriculum, learning and teaching in Māori medium pathways, and learning and teaching of te reo Māori in English medium pathways.	Planning underway to improve functionality capability.	We will provide a separate briefing with a more detailed update. 9(2)(f)(iv) [redacted]
Replacing Te Kete Ipurangi (TKI)	Provide a fit-for-purpose authoritative source of guidance on curriculum, teaching and learning, using digital technologies to improve usability and impact.	Request for Proposals out.	We will provide a separate briefing with a more detailed update. 9(2)(f)(iv) [redacted]
Curriculum Leads for frontline support <i>Action in: National Education and Learning Priorities</i>	Provide frontline support for places of learning to help them understand and meet curriculum expectations for wellbeing learning, including connecting them to supports, resources and peer-to-peer supports.	Working through the appointment process for up to 40 Curriculum Leads focussed on wellbeing.	In implementation. We will keep you informed on progress.

Māori Education Overview – Briefing to Incoming Minister 2020

Māori learners are a diverse and growing part of our education system. In 2019, there were 47,204 Māori enrolments/attendances in early learning services, 197,343 Māori learners in schooling and 95,025 Māori learners in tertiary

Early Learning 21% (9,605) in Māori medium, and 79% (36,415) in English medium.

Schooling 11% (20,778) in Maori medium; and 89% (176,565) of Māori learners in school were in English medium education.

Tertiary 28% were enrolled in institutes of technology and polytechnics, 26% were in Industry Training, 20% were enrolled in Wānanga, 18% in universities, and 15% in private training establishments. (Learners can be in more than one provider during the year)

We have engaged with Māori over the last 3 years

The education system has underserved Māori learners over an extended period of time. There have been recent gains, particularly in Māori medium education, but there is still much more work to do.

During 2018/2019 the Ministry embarked on Kōrero Mātauranga | Education Conversations, including 40+ wānanga across the country to hear Māori thoughts on education. Many Māori also participated in others form of consultation over this time as we built up the Education Work Programme. Summaries of these conversations can be found at

www.conversation.education.govt.nz/conversations/maori-education/resources/

We've distilled five key themes that align to the 30 year vision & objectives and forms the basis of Ka Hikitia and Tau Mai Te Reo

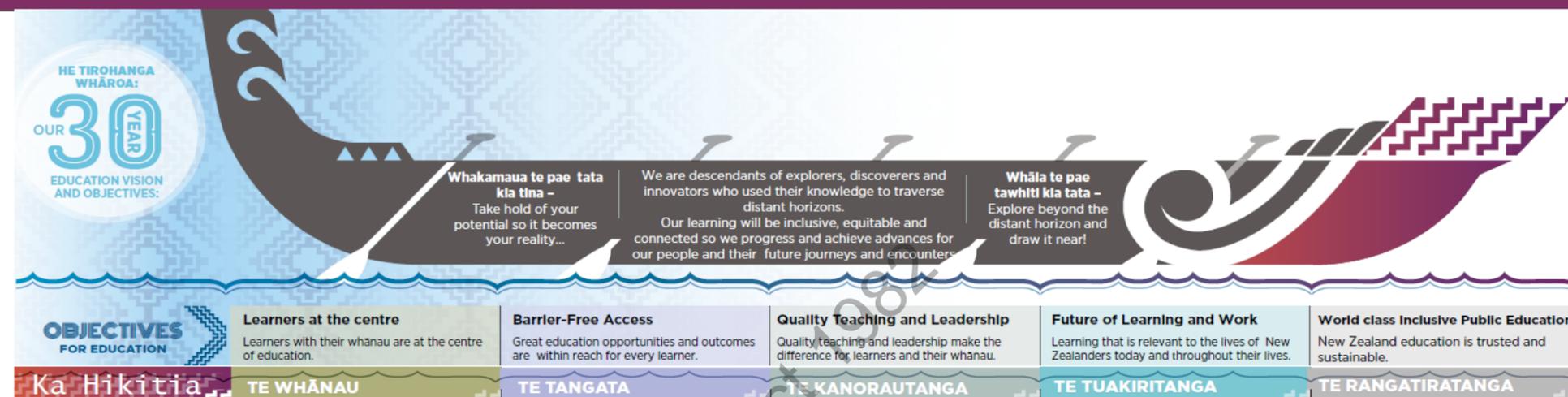
Te Whānau – Education provision responds to learners within the context of their whānau. For example, effective and educationally powerful relationships between educators and their learners, parents, whānau, iwi, hapū and employers can significantly improve education outcomes.

Te Tangata – Māori are free from racism, discrimination and stigma in education. For example, ability grouping and streaming is one way that racism manifests in the education system. It perpetuates low expectations and inequities in the system.

Te Kanorautanga – Māori are diverse and need to be understood in the context of their diverse aspirations and lived experiences. There is no single lived experience for whānau Māori. For example, the impact of COVID-19 does not impact on all Māori the same. There is need to consider the educational needs of both displaced workers and those who are only now considering future careers.

Te Tuakiritanga – Identity, language and culture matter for Māori learners. Understanding the identity, language and cultural needs and aspirations of learners and their whānau, and appropriately responding to these is critical to educational success.

Te Rangatiratanga – Māori exercise their authority and agency in education. For example, Waitangi Tribunal inquiries are challenging our ways of working with and for whānau, hapū, iwi, and Māori.



Over the last 3 years we have laid the foundation

- Education and Training Act 2020 and the Public Services Act 2020 articulates among other things the responsibilities under the Treaty of Waitangi. For example, school boards are required to give effect to Te Tiriti o Waitangi.
- National Education Learning Priorities and Tertiary Education Strategy are instruments to set the guidelines for education provision, and both link clearly to the 30 Year Vision and five themes of Ka Hikitia.
- Ka Hikitia as a cross agency strategy for the education sector that identifies actions to be implemented for achieving education success as Māori so that Māori have the skills to participate in te ao Māori, Aotearoa, and the wider world.
- Tau Mai Te Reo reflects the Treaty obligations, and Maihi Karauna actions, to protect and promote the Māori language in education and sets out the key actions for the Māori language for future generations.
- Review of Vocational Education (RoVE). Shifts the vocational sector to meet the needs of Māori learners and Māori communities.

We have secured investment and are now actioning

- \$100.0 million to support Kōhanga Reo and revitalise Te Reo Māori – Budget 2020
- \$200 million to support Māori learners and whānau to reconnect and succeed in education post COVID-19 and strengthen the integration of te Reo Māori into all students' learning in schools – Budget 2020
- \$42 million will design and test Te Hurihanganui in 6 communities and implement system shifts that address racism and inequities in order to accelerate the achievement and wellbeing of ākonga Māori and their whānau - Budget 2019
- \$18m to support Wānanga - Budget 2019

We are working on connections and partnerships

- Strengthening the Māori medium pathway and relationships with Māori Medium Peak Bodies for wānanga, kura and kohanga reo; and Māori Education Peak Bodies that the Ministry meets regularly with to identify and develop shared work and expectations.
- Iwi relationships through regular regional iwi forum initiated by the Ministry, and formal relationships through Treaty settlement processes.
- Māori expertise: for example Taumata Aronui was established to help develop the tertiary education system, so that it better supports the aspirations, and reflects the needs, of Māori learners, communities and employers.
- Te Hurihanganui will provide robust insights on system shifts for ākonga Māori and whānau through testing a new model of partnership with whānau, iwi, communities, education leaders and workforce, experts, and education agencies and partners.

We recognise the changing environment

- COVID-19 highlighted inequities within the education system that will continue to impact on learners and their whānau, education provision, and employment and career aspirations.
- A tight fiscal environment will lead to cost pressures and therefore a need to focus on maximising value for money from existing spend.

We will continue to implement and embed Ka Hikitia and Tau Mai Te Reo in short and medium term work

The actions highlighted in Ka Hikitia and Tau Mai Te Reo will guide the work of the Ministry. It can be found at Appendix A: <http://www.education.govt.nz/our-work/overall-strategies-and-policies/>. An annotated agenda will be sent to you to aid a strategy discussion on the direction for Te Reo Māori in the curriculum.

We wish to discuss with you key kaupapa and advice :

Whānau

- What ongoing supports are needed for learners, whānau and iwi to exercise agency and authority in educationally powerful relationships?
- How do we grow the capacity of education workforce to support Māori learners?

Rangatiratanga

- How do we ensure durable Māori medium and mātauranga Māori pathways from early learning to tertiary?
- There is a deepening expectation of the education sector partnering with iwi and Māori. How do we best support this?
- What should we prioritise for ongoing legislative renewal? How can we best embed Te Tiriti to support better outcomes for Māori learners.

Manifesto commitments

- Support Māori Medium
- Wellbeing initiatives
- Māori boarding schools (Te Puni Kōkiri)

Over the next period we will:

- Provide outline of proposed indicative business case for strengthening the Māori medium pathway including an update on current assessment of Kura property and action plan, relationship agreements with Kura-a-iwi and Kura kaupapa Māori Te Aho Matua and discussions with the wānanga sector.
- Develop budget priorities for Māori education and te reo Māori education.
- Update you on budget 2020 funding for iwi and Māori organisations to facilitate and broker services and relationships that support Māori learners and their whānau and Kia manahua te katoa ki te reo Māori (including Te Aho o te Reo Māori, Te Kawa Matahara, Kura Whānau Reo, Te Aho Ngārahu, rauemi).
- Brief you on a Māori partners commissioning framework i.e. procurement across early learning and schooling.
- Brief you on Te Hono Wānanga, the vision of Taumata Aronui, and further developments on Māori learners in RoVE. Taumata Aronui is developing a strategic paper on tertiary education and Māori success, and will want to talk to you.
- Seek a discussion on the Workforce Strategy, including PLD, Aotearoa New Zealand Histories, and refresh of Curriculum Progress and Achievement.

TE WHĀNAU

Māori rangatiratanga

During kōrero mātauranga consultations in 2018/19 Māori told us:

“Whānau need to be seen in schools.” – Hawkes Bay wānanga

“We have plenty of knowledge within our own whānau who have the experience to pass it on.” - Hawkes Bay wānanga

“Where are the teachers that used to engage with whānau! Not many teachers know what students experience and the conditions that they live. It's in the education system that our kids are failing” - Hawkes Bay wānanga

“Up in the Far North we don't have campuses, we have communities.” “Whānau voice in all transition points: whānau need to be involved in all plans and pathways.” – Te Tai Tokerau wānanga

“Some educators still struggle with Māori names! It's unfair!” – Otakau Murihiku wānanga

“Whānau are on journeys too! Not all speak te reo, not all are ready to lead – they still want to be included as Māori.” – Otakau Murihiku wānanga

“Quality leadership is essential. Know my child and our whānau.” – Tamaki Makaurau wānanga



In 2019, Māori children accounted for 94% of enrolments in Te Kōhanga Reo



In 2018, 71% of Māori learners remain in school until age 17 or above



24.5 out of every 1,000 Māori learners received an early leaving exemption in 2019



In 2019, 44% of Māori learners attended school regularly



50% of Māori who left school in 2017 were enrolled in tertiary education in 2018

TE TANGATA

Māori rangatiratanga

During kōrero mātauranga consultations in 2018/19 Māori told us:

“There is institutional racism where Māori are not expected to achieve and are treated as dumb.” – Te Tai Tokerau

“Don't target kids. Some of the 'help' isolates Māori while ignoring their strengths.” – Tamaki Makaurau

“Māori students often are thought of as good enough if they meet achievement criteria, they aren't expected to excel.” – Taranaki Whanganui Manawatu

“Māori parents shouldn't have to search for a school where their tamariki feel safe.” – Taranaki Whanganui Manawatu

“We need an education system that meets the needs of children – not the children having to meet the need of the education system.” Waikato Tainui Tuwharetoa



In 2018, Māori 15-year-olds were more likely to report experiencing bullying behaviours



In 2018, only 63% of Māori 15-year-olds reported feeling like they belong at school



In 2018, 28% of Māori 15-year-olds did not agree with “I feel like my teacher understands me”



Schools suspended 7.9 out of every 1,000 Māori learners in 2018



In 2018, 24% of Māori 15-year-olds reported not feeling safe at school



Since 2015, stand-down rates for Māori learners have been increasing

TE KANORAUTANGA

Māori rangatiratanga

During kōrero mātauranga consultations in 2018/19 Māori told us:

“Māori are lumped in the same basket. Each iwi, hapū and whānau has specialisations. The generalisation of Māori as one voice suppresses those specialisations and uniqueness.” – Hawkes Bay

“Providing the breadth of the curriculum, particularly at senior level, is a big issue in small communities where many Māori live and work.” – Te Tai Tokerau

“School encourages us to succeed, I like how they try and make our future purposeful and help us to contribute back to the community.” – Waikato tainui tuwharetoa

“People can be whakamā about their own Māori identity if they have had difficult experiences around their Māoritanga.” – Waitaha Canterbury

“Statistics show that Māori children with disabilities are the worst off of any group in the system – we are not hearing much kōrero about this” (Kāpō Māori rep. – learning support action plan



Only 70% of Māori 15-year olds reached the minimum level of proficiency in reading in 2018



59% of Māori in Māori medium and 35% of Māori in English medium left school with NCEA Level 3 or DE



66% of Māori left school in 2018 with NCEA Level 2 or above



13% of Māori aged 16 to 24 were enrolled in tertiary education at Level 4 or above in 2019



54% of Maori students who started a bachelors degree completed their qualification within 7 years

TE TUAKIRITANGA

Māori rangatiratanga

During kōrero mātauranga consultations in 2018/19 Māori told us:

“Not just the responsibility of the Māori teacher. Other teachers need to step outside their comfort zone to learn our stories, knowledge, kaupapa, tikanga. Te Tiriti o Waitangi expects this to happen.” – Te Tai Tokerau

“Culture and identity create the base of learning. If your base is not strong you can't build on it... never mind being the best someone else, our tamariki need to be the best them!! To do this they need to know who they are, what their tūpuna have done for them, to know what else they can do.” – Te Tai Tokerau

“Te mana Māori. Ko wai au? Nō hea au? Ka haere au ki hea?” – Tamaki Makaurau

“Te Whare Tapa Whā – do we use this in education? Do we apply this holistic wellbeing framework to Māori education? Can we? A lot of professionals know a lot about hinengaro and tinana. How many teachers know about and feel confident to move into the realm of wairua? How do we explain wairua in education?” – Wellington Te Upoko o te Ika



In 2019, 21% of Māori enrolments/attendances were in Māori medium early learning services



In 2019, 13% of Māori in primary and 6% of Māori in secondary schools were in Māori medium education



Māori in Māori medium education are more likely to do standards that reflect Māori culture, identity and language than Māori in English medium education



In 2019, 29,260 students were enrolled in te reo Māori courses at tertiary education providers, of whom 54% were Māori

TE RANGATIRATANGA

Māori rangatiratanga

During kōrero mātauranga consultations in 2018/19 Māori told us:

“We need to own the journey for us, for Māori.” – Taranaki Whanganui, Manawatu

“That we are being represented by ourselves. Our voice for our future.” “Mā te iwi tēnei kaupapa e ārahi tukuna te mana whakahaere ki a tātau.” “Ngāti Waewae insists on culturally competent educators working in our rohe ... At the forefront of this is the ability to recognise the full potential of each of our tamariki and to strive to ensure that they reach that potential.” – Te Tau Ihu Te Tai Poutini

“Ngāi Tahu have their own expectations and moemoeā about education – how do these match the national guidelines/structures?” “How do we decolonise and what needs to change so that it's not Māori assimilating into a white world but an actual partnership?” – Waitaha Canterbury

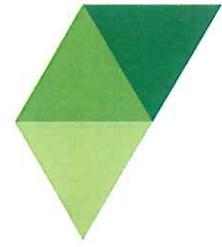
“Value the Māori workforce - we need proper support and more of them. Plus they need to be local and understand our stories.” – Wellington Upoko o te ika



In 2019, 40% of schools had proportional Māori representation on the Board of Trustees



In 2019, 8% of early learning teachers, 12% of school teachers & 11% of academic staff in tertiary education were Māori



Briefing Note: Digital and Data for Learning briefing

To:	Hon Chris Hipkins, Minister of Education		
CC:	Hon Kelvin Davis, Associate Minister of Education Hon Jan Tinetti, Associate Minister of Education Hon Aupito William Sio, Associate Minister of Education		
Date:	16 December 2020	Priority:	Medium
Security Level:	In Confidence	METIS No:	1247020
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Messaging seen by Communications team:	No	Round Robin:	No

Purpose of note

The purpose of this paper is for you to:

- **Note** the attached 'Digital and Data for Learning' briefing which has been produced collaboratively by the Education System Stewardship Forum; and

Noted

- **Agree** that this cover note and attached briefing will not be proactively released at this time because the advice it contains is under active consideration.

Agree Yes No

Summary

1. The Education System Stewardship Forum (ESSF) have worked collaboratively to produce a briefing for you and the Associate Ministers of Education about next steps for the Education System Digital Strategy.
2. The ESSF membership comprises Chief Executives from the Ministry of Education, the Tertiary Education Commission, the New Zealand Qualifications Authority, the Education Review Office, Education New Zealand, the Teaching Council of Aotearoa New Zealand, Network 4 Learning and Te Aho o Te Kura Pounamu | The Correspondence School.

3. The attached briefing signals the shared intention of ESSF members to refresh the Education System Digital Strategy (2015-2020) in 2021. It seeks your support to “work with the education sector and stakeholders on the Strategy and to expand its scope, building on the momentum gained during the COVID-19 response as education providers moved quickly to deliver education online.”

Next steps

4. This briefing is attached for your consideration over the summer holiday period and I welcome discussion at your convenience in the New Year

Proactive Release

5. We recommend that this briefing note and attachment is not released at this time because the advice it contains is under active consideration.

Annex

- *Digital and Data for Learning* | Briefing for Education Ministers



Iona Holsted
Secretary for Education
Chair, Education System Stewardship Forum



Hon Chris Hipkins
Minister of Education

16/12/20

5 / 1 / 2021

Released Under the Official Information Act 1982

Digital and Data for Learning

December 2020

To Minister of Education Hon Chris Hipkins
CC Associate Ministers Hon Kelvin Davis, Hon Jan Tinetti and Hon Aupito William Sio
From Iona Holsted, Chair, Education System Stewardship Forum
Date 16 December 2020

Purpose

This briefing signals our intention to refresh the Education System Digital Strategy (2015-2020) in 2021 and seeks your support to work with the education sector and stakeholders on the Strategy with an expanded scope. This will allow us to build on the momentum gained during the COVID-19 response as education providers moved quickly to deliver education online.

We have a unique opportunity to lock-in the shift to digital to create a resilient education system and broaden educational opportunities for learners of all ages in both face-to-face and virtual learning settings.

Briefing Structure

1. Background and context
2. Refreshing the Education System Digital Strategy (2015-2020)
3. Expanding the scope of a refreshed Digital Strategy to:
 - Address barriers to access, ensuring learners of all ages can benefit from high quality online and flexible learning opportunities
 - Build a trusted data ecosystem with the learner and those who support their learning at its heart
 - Take a planned, deliberate approach to promoting digital innovation, partnering with educators, interested stakeholders and the EdTech sector to support New Zealand's education system and create international economic opportunities.

1. Background and context

1. Our education system vision is for lifelong learning that is inclusive, equitable, connected and future focused.
2. Digital technologies have a major role to play in realising this vision and continue to profoundly affect the way we communicate, learn, and access and use information. Digital fluency is recognised alongside literacy and numeracy as a necessary foundational skill for success in life, learning and work.

3. Education agencies are taking a coordinated whole-of-system approach to realise a vision for a learner-centred system that delivers a seamless education experience from early childhood throughout the life of a learner. In 2015 the education agencies and other key education bodies endorsed an Education System Digital Strategy (Digital Strategy), committing to work together to align actions and investments to achieve the desired outcomes.
4. The Digital Strategy needs updating. Education agencies propose refreshing the Digital Strategy during 2021 with the education sector and stakeholders, drawing on experience to date and what is being learned through the COVID-19 pandemic.
5. COVID-19 has shown the critical role of digital technologies in ensuring education continues for learners who because of illness, quarantine, lockdowns, extreme weather or other events must learn off-campus. As a result of COVID-19, New Zealanders have become less tolerant of even mild illness in learning and workspaces, increasing the need to be able to learn or work easily from home.
6. It has never been more urgent to address barriers to online learning. The sudden reliance on digital technologies as a result of COVID-19 has exposed critical weaknesses in our education system, including a lack of access to devices and the internet for a significant number of learners, and variable teacher/lecturer capability in designing and facilitating quality online learning experiences.
7. While COVID-19 has exposed weaknesses, it is also generating innovation and opportunities we can leverage. There is potential for education agencies to more actively promote educational technology (EdTech) innovation and to support stakeholders, such as iwi, who have a high interest in using digital to achieve their aspirations.
8. The rapid shift to online learning, increasing uptake of NCEA online and growing use of micro-credentials are demonstrating the potential to make learning and assessment more flexible, and to broaden access to education for people of all ages. Today's technologies can enable a genuinely learner-centred system, improving transitions as learners progress along their learning pathways, and enabling their data to follow them as they move from one education setting to the next.
9. Education agencies are committed to working together and with other government agencies to achieve equitable access to high quality digitally enabled teaching and learning, to build digital capability and system resilience, and to improve access to education information for learners, whānau and communities.
10. This includes exploring what is needed to better support international students, protect our reputation as a world-leading education provider and provide for jobseekers wishing to up-skill. It includes working across government to support initiatives to address barriers to digital access.

2. Refreshing the Education System Digital Strategy

11. The Education System Digital Strategy, Transforming Education for the Digital Age (2015-2020) was developed and endorsed by 11 education sector bodies in 2015¹. The aims of the Strategy were to:

¹ Ministry of Education, Tertiary Education Commission, Careers NZ (now part of TEC), New Zealand Qualifications Authority, Education Review Office, Education New Zealand, Te Kura, Education Council (now Teaching Council), Network for Learning, Education Payroll, Research and Education Advanced Network New Zealand.

- Create a connected, secure student-centred online ecosystem that enables learners and ākonga of all ages to experience a rich, seamless education throughout their lives
- Provide equitable access to high-quality educational opportunities for learners and ākonga of all ages, wherever their location and whatever their learning needs
- Improve the use, quality, security and accessibility of learner data so that we build trust in the information, provide opportunities for collaboration locally and regionally, and improve our knowledge of 'what works' for students and the sector
- Reduce burdensome administrative tasks, freeing educators and leaders to focus on achieving better outcomes for learners and ākonga and reducing the need for learners to tell their stories multiple times.

12. We have made good progress in some areas. Since the Digital Strategy was agreed, education agencies have:

- Mandated Digital Technologies | Hangarau Matihiko as part of the national curriculum from 2020
- Expanded NCEA online assessment; in 2020, 58 exam sessions (approximately two-thirds of all exams) across 21 subjects have entries from over 35,000 students (24 per cent of students with an external entry) from almost 300 schools. Network for Learning is providing network assurance checks for schools and monitoring schools' networks and systems during the exam period
- Begun development of the Te Rito learner information sharing platform, providing the foundation for a fully connected and collaborative digital ecosystem for New Zealand education
- Launched a suite of information products via Ngā Kete to help tertiary and vocational providers make informed investment decisions
- Launched Hapori Matatū, making it easier and faster for teachers to access the Teaching Council's online services and renew certification online
- Begun work to establish Tiro Whetū, a new online careers system to support learners and workers throughout their lifetime to plan and manage their careers
- Improved online safety and security for schools and learners by expanding digital safety and security services offered by the Network for Learning
- Begun implementing Te Mana Tūhono through the Network for Learning, which includes connecting school classrooms to next-generation WiFi (WiFi-6) to support more devices on the schools' network, bandwidth-demanding apps like video, and critical programs like NCEA Online
- Begun developing a new Education Resourcing System for phased delivery, with the first phase already live, to replace a legacy early childhood and schooling funding system
- Developed a Digital Transformation Blueprint, that subject to funding, will establish the foundational infrastructure needed for the Ministry of Education to meet its operational demands and enable Future Education reforms
- Begun to address the digital divide by providing devices to schools for learners who don't own a device and connecting homes of school-aged children to the internet.

13. Refreshing the Digital Strategy is timely, aside from its 2015-2020 timespan. While we have made progress, we face persistent challenges:

- COVID-19 has exposed weaknesses in the education sector's capability to move quickly to distance learning and ensure a quality online learning experience for all
- Workforce capability to use digital technologies effectively for teaching and learning is still highly variable
- Equitable access to devices and the internet off-campus is still an issue for many children, young people and adults wishing to upskill
- Tactical ad-hoc investment in our highly devolved education system is adding to the administrative burden for teachers, leaders and administrators e.g. education agencies and providers use a

plethora of apps, channels and systems to reach the same audience, and are largely responsible for managing and upgrading their own IT infrastructure

- We lack enough curriculum resources for Māori medium education and for learners of te reo Māori; this is also true for Pacific learners
- Demand for digital skills continues to grow
- Job losses as a result of COVID-19 means many people need to upskill quickly
- Digital security, safety and privacy are growing concerns, along with data security and data sovereignty.

14. We intend to use the opportunity of refreshing the Digital Strategy to review progress to date including reviewing our investments in IT, identifying gaps and prioritising future effort and investment with a view to agreeing a joint IT investment strategy.

15. The success of the Government's future education reforms will depend on modernised digital services. New technologies enable integrated, system-wide approaches to support learners and their whānau, teachers, providers, vendors/suppliers, and agencies, but will need significant collaboration and investment to implement.

16. A strong pedagogical framework is also needed to guide best practices in a flexible/online learning environment and help ensure technical solutions are designed to support equitable learning outcomes.

17. As we continue to invest in digital for education, we must also invest in measures to mitigate risk; supporting learners to become capable and discriminating users of digital technology, protecting data from misuse, and investing in cyber safety and security capabilities and awareness. This would include providing clearer guidance on the safe and appropriate use of technology, such as when it is appropriate to introduce technologies for children's learning, how to manage screen-time and how to best protect children and young people from digital harm. Education agencies are working alongside DIA on an All-of-Government strategy to help improve online safety.

3. Expanding the scope of a refreshed Digital Strategy

18. The Digital Strategy endorsed in 2015 was largely focussed on establishing foundational digital infrastructure. The Strategy was not widely consulted on, given its somewhat technical nature. The priority at the time was that education agencies agree to a joint approach to planning and investment for digital infrastructure and services.

19. Refreshing the Digital Strategy gives us the opportunity to expand its scope in collaboration with the education sector and stakeholders, with a particular focus on addressing barriers to access, improving workforce capability, building data capability and leveraging the potential for digital innovation to help solve educational challenges. We have the potential to leverage what we've learned during the COVID-19 pandemic to make blended and distance learning an integral part of our education system.

Addressing barriers to access

20. While many New Zealand learners benefit from effective use of digital for teaching and learning, a significant proportion are missing out.

21. Achieving digital equity for learners means ensuring access to:

- High-quality learning and assessment facilitated by educators with the skills needed to use effective digital pedagogies, supported by well-designed online curriculum resources, tools and systems
- A suitable device and safe and secure internet at home or off campus
- Reliable, secure, up-to-date IT in early learning services, schools and tertiary institutions.

22. Achieving equitable access is critical, but it's complex and needs a whole-of-system response. Education agencies are working with DIA on the Government's Digital Inclusion Blueprint to address the technical challenges, and build the trust, motivation and skills that are necessary to success.

Building workforce capability for high quality teaching, learning and assessment

23. Achieving equitable and responsive digitally enabled teaching and learning requires educators who have:

- pedagogical and curriculum design and delivery skills specific to online learning, including how to use digital to best effect in classroom, distance learning and blended settings
- well-designed curriculum resources that are accessible, easy to navigate, use and adapt; including resources designed to meet the needs of Māori and Pacific learners, and learners with specific learning needs
- a trusted, safe and secure digital learning environment.

24. Working with the sector to refresh the Digital Strategy would provide the opportunity to seek input from educators on what constitutes high quality digitally-enabled pedagogy and how to build capability, with a view to supporting all educators to have the confidence and competence to incorporate digital technologies into their teaching practices.

25. This could include reviewing whether initial teaching education (ITE) is appropriately preparing teachers to deliver teaching remotely. COVID-19 has forced ITE providers to be more innovative in how they deliver practical experience to teachers in training. There is potential to take the lessons learned during the pandemic to explore how changes made by providers could help the 2020 cohort of new teachers deliver services remotely more confidence.

26. Refreshing the Strategy would provide opportunity to consult on the potential for digital technologies to help meet the strengthened requirements of the new Education and Training Act 2020 to give effect to te Tiriti o Waitangi, including the potential to partner with iwi on projects that use digital means to achieve their education aspirations.

27. Existing policy settings somewhat constrain our ability to realise the benefits of more flexible access to learning that digital technology enables. Consulting with the education sector and wider public would include exploring the appetite for a more flexible, open, learner-centred system enabled by digital technologies.

Access to a suitable digital device and internet connectivity

28. Learners with access to an appropriate device and the internet at home achieve better learning outcomes than those without when they are appropriately supported, such as having access to digital and educational support for them and their whānau or caregivers².

² <https://www.educationcounts.govt.nz/publications/schooling/equitable-digital-access-to-the-internet-beyond-school-a-literature-review>

29. We estimate more than ten percent of learners do not have access to a digital device suitable for learning and/or the internet with enough bandwidth to support learning at home. These learners are disproportionately from low socio-economic backgrounds, Māori, Pacific people, or learners with disabilities.
30. Achieving equitable access is critical if all learners are to benefit from online learning and assessment opportunities. Equitable access is necessary for system resilience and continuity of learning and assessment when disruptive events close education institutions, such as COVID-19, earthquakes or extreme weather conditions. The uptake and benefits of NCEA Online cannot be fully realised without equitable access to suitable digital devices and internet connectivity.
31. Achieving equitable access could also be leveraged to make learning more flexible and broaden access to education for all New Zealanders.
32. In response to COVID-19, the Ministry took steps towards closing the digital divide, providing devices to schools and connecting households to the internet. This went some way to address the immediate issue, but support was partial and temporary.
33. Addressing the digital divide requires a whole of system response, involving government agencies, communities and the private sector. Education agencies are contributing to a cross-government digital inclusion strategy being led by DIA, and we are also considering options to work alongside NGOs and other partners (such as Manaialalani, charitable trusts and banks) to improve digital access.
34. Refreshing the Digital Strategy would enable us to further explore the role of the centre in supporting equitable access to devices, including working with schools and tertiary institutions to help equip educators and users to make best use of digital technologies for learning.

Access to reliable, secure, up-to-date IT in EC services, schools and tertiary

35. Equity is also an issue in relation to IT infrastructure and services. Because IT contracts, management, maintenance and upgrades are the responsibility of education providers, IT can impose significant burdens and carries risks where poor decisions impact costs, performance and security.
36. These issues will need to be addressed as the reliance on digital technologies for learning and assessment continues to grow, as for example, NZQA increasingly requires schools participating in NCEA Online to meet security and reliability standards in their IT networks.
37. A possible approach to test with the sector would be to provide a set of minimum expectations and make specialist services available, while allowing an appropriate degree of choice. The Network for Learning already provides a range of services through Te Mana Tūhono which could be expanded to help resolve investment cycle problems, raise capability and protect against cyber-security threats.
38. The investment in Te Rito provides the technology platform to connect the education sector, enabling students' information to travel with them, providing the means for collaboration across the sector and with parents and whānau, and significantly reducing the administrative burden on teachers and leaders. By building on the investment in Te Rito, there is potential to provide a secure, centrally funded and managed common platform capable of supporting a wealth of curriculum tools and resources.

Building a trusted data ecosystem that enables improvements in teaching and learning

39. Data that is useful, trustworthy and accessible is a critical asset, providing insights and informing decisions at every level of society.
40. Public demand for open, accessible data continues to grow, but at the same time concerns about data ownership, privacy, security and governance are also increasing.
41. There is a wealth of information generated in education every day, but this is held in multiple, disconnected systems, is not always accurate or timely, and is often not easily accessible by those who need it; be they learners, educators, parents and whānau, employers, careers advisors, policy makers, researchers or communities. In addition, many educators, leaders and administrators lack the tools, fluency, and pedagogical knowledge to use data to change policy and practice.
42. Many education providers do not have adequate measures in place to protect data or respond to cyber-attacks or security breaches, and in many cases current data collection and sharing practices do not comply with recent changes to the Privacy Act. This is being partly addressed in schools through the opt-in Te Mana Tūhono programme, which includes services to protect school data from cyber-attacks, but more work is needed as cyber-security risks increase.
43. Education agencies are committed to working together to unlock the value of data and information as a critical asset for improving educational outcomes, founded on a vision for a trusted, secure, interconnected digital ecosystem for New Zealand education. We are investing in learner-centred systems to give learners access to their online learning portfolios and records of learning throughout their learning journey.

Building trust in data quality, use and protection

44. Realising the benefits of the investments in a data ecosystem is dependent on building trust in the quality of the data and the protections in place to safeguard data collection, storage, sharing and use.
45. Critical to improving equity and excellence in the system is ensuring that programmes, projects and interventions are implemented with fidelity, within culturally affirming frameworks, and with a clear line of sight to learner outcomes. Work is continuing to improve the overall evaluative capability of the sector, to move beyond 'input and output' measures to capture information on outcomes. We are aiming to make this information more accessible and visible to those who can use it to make a difference by creating a strong permissions environment, and information sharing capability.
46. Concerns and mistrust about the quality, timeliness and security of data are evident at every level of the system. At the same time there is increasing public demand for openness and transparency, which can only be achieved by making reliable information and data available to those who need it and being transparent about how decisions are made on what data is held, for whom and for what purpose.
47. This means providing trustworthy data in ways that make it easy to access and understand, for example, using common data standards, tools and interoperable systems so that learners, parents/whānau and educators experience a consistent view along the education pathway. It means ensuring the data is reliable, accurately reflects the individual's situation and needs, and is used in ways that enhance mana and wellbeing.

Issues for discussion

- How to manage security across the ecosystem and adherence to privacy regulations as more people and organisations have the potential to access, share and analyse sensitive data
- How to manage complex accountabilities as more systems share more data in more ways
- How to address issues of data ownership and sovereignty, including Māori Data Sovereignty and data governance as we work to uphold and respect our obligations under Te Tiriti o Waitangi
- How to build the capability of communities, individuals and iwi to gather, store and analyse information.

Promoting and supporting digital innovation

48. New Zealand has a history of successful digital innovation in both digital practices and technical applications. Education agencies have provided some support for digital innovation (e.g. in the development of assessment tools and supporting Manaia Kalani's outreach programme) but there is potential to do far more.
49. Promoting and supporting the EdTech sector in a more planned and deliberate way could have benefits for New Zealand's education system while also helping create international economic opportunities. Several successful EdTech innovations began here before going global, such as Education Perfect, Hapara and more recently, Amy, which uses AI technology to personalise mathematics learning.
50. There is also potential to do more to support innovative solutions in the sector, such as those being developed by iwi to develop and teach their own curricula and reach members of their iwi who live outside of their tribal areas.

For Discussion**Our intention is to work with the sector to refresh the Digital Strategy in 2021 with an expanded scope.**

The Digital Strategy was largely focused on establishing foundational IT infrastructure. Refreshing the Strategy provides the opportunity to:

- expand the scope of the Strategy, e.g. including addressing the digital divide, building educator capability, building a trusted digital ecosystem and keeping learners safe online
- reflect what is being learned during the Covid-19 pandemic
- work with the education sector and interested parties on how to make blended and distance learning an integral part of education delivery
- work collaboratively on short and long-term investment plans for IT to close the digital divide, lift digital capability across the system, and to maintain and update existing technologies
- explore what level of digital standards and services should be provided centrally
- partner with the EdTech industry to support New Zealand's education system and create international economic opportunities
- partner with key stakeholders, such as iwi, to promote and support digital innovation.

Funding implications

51. Achieving the transformation envisaged by the Digital Strategy will require significant investment.
52. While there is strong support by education agencies for the Digital Strategy, lack of a funded and co-ordinated investment plan is a barrier to its implementation.
53. The education sector (schools, parents and providers) will continue to invest in technologies regardless, but a sector-wide, coherent investment approach has the potential to improve the way we spend existing funding; reducing ad-hoc spending, reducing duplications, and improving efficiencies.
54. Because education providers are largely responsible for their own IT infrastructure and systems, there is currently little consistency, interoperability or coherence across the education system. Right now, learners and educators must start again each time they move from one education setting to the next. Their data does not go with them, they require new logons (usually many), and must learn a new set of applications.
55. There is considerable potential for education agencies, the education sector and all-of-government to take a joined-up approach and design solutions that are common and interoperable, such as digital access, digital identity and high-quality online curriculum resources.
56. Work underway on Te Rito, Tiro Whetū, NCEA Online and other digital initiatives, is demonstrating how this approach can enable the design of solutions that create a genuinely student-centred education system for learners of all ages.

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