

In Confidence

Office of the Minister of Education

Chair, Cabinet Social Wellbeing Committee

Curriculum, Progress and Achievement Update

Proposal

1. This paper provides an update on the Curriculum, Progress and Achievement work programme. It also seeks agreement to extend the scope of the Curriculum, Progress and Achievement Ministerial Advisory Group (Advisory Group) to include advice on meeting information needs across the system in relation to the progress and achievement of students in years 1-10.

Executive Summary

2. Following the removal of National Standards and Ngā Whanaketanga Rumaki Māori, this Government has put the focus on students' progress across the curricula, including the use of good quality assessment information that draws on a range of evidence of student learning [CAB-17-MIN-0539 refers]. We want to ensure that all students make progress in the breadth of learning that is important for lifelong wellbeing, and that all students experience a rich and engaging curriculum that is relevant to their local contexts.
3. The Ministry of Education (the Ministry) is supporting schools to begin to make this shift, and the Advisory Group is providing advice on what else may be needed to strengthen the focus on progress across the curricula [CAB-18-MIN-0165 refers]. The Advisory Group is working openly with the Curriculum, Progress and Achievement Reference Group (Reference Group) as it develops its thinking and ideas for change. The Reference Group is engaging widely to bring a range of different on-the-ground perspectives into the Advisory Group's work. This has included a survey as part of the Education Conversation to find out from students, parents, whānau, teachers and leaders who educators engaged with when creating a school curriculum and understanding how students were progressing. The next stage of engagement will focus on the Advisory Group's emerging ideas for change to inform its recommendations to me in December 2018.
4. Given the Advisory Group is still in the early stages of preparing its advice, there are no changes to requirements on schools and kura for the 2019 school year. It is important, however, that schools and kura do not wait for the advice of the Advisory Group to start making the shift to focussing on progress across the curricula.
5. To support this the Ministry is continuing to enhance and implement its existing supports for curriculum design, assessment and aromatawai (assessment in te reo Māori) practices, and reporting to students, parents and whānau. As well as supporting the implementation of existing tools and guidance, the Ministry is now focussing on:

- 5.1. ensuring that everyone understands what good teaching and learning looks like for today's students across the curricula, and that there are effective mechanisms for sharing and spreading good practice so that all students benefit
- 5.2. testing with the sector a reset of national professional learning and development (PLD) priorities to focus on the foundations of good teaching practice that are relevant right across *The New Zealand Curriculum* and *Te Marautanga o Aotearoa* (rather than specific aspects of the curricula)
- 5.3. ensuring schools are shifting towards information sharing and reporting practices that go beyond regulatory minimums to support genuine learning partnerships with parents and whānau
- 5.4. providing curriculum tasks from the National Monitoring Study for Student Achievement (NMSSA) to strengthen teaching practice and to support assessment across *The New Zealand Curriculum*.
- 5.5. exploring the potential to put in place a national monitoring study for kura using *Te Marautanga o Aotearoa* so that students in Māori medium education benefit from system-level insights.
6. As part of its work, the Advisory Group is exploring how to better support teaching practice and an education system that is responsive to the learning needs of all. To be responsive, robust information about student progress is needed across the system. The Advisory Group's current scope includes effective use of assessment and aromatawai information by schools, kura and Kāhui Ako, including with their students, parents and whānau.
7. Progress information is important for students, teachers, parents, and whānau. Teachers can understand the rate at which their students are learning and can use that information to personalise learning. Parents and whānau can focus on their child's progress and support them with their next learning steps. This is different from achievement information, which is gathered by measuring a student's performance against a standard in a single point in time without recognising how much growth has occurred.
8. Robust information at an aggregated level about student progress across the curricula is important so that the government can respond to every child's learning needs. It is also important for informing wider government strategies, including the Child Wellbeing Strategy and the New Zealand Disability Strategy. There are gaps and limitations with system level information currently available. The collection of national information has been contentious in the past, so there needs to be a careful and extensive conversation about how these needs can be met.
9. I propose to extend the scope of the Advisory Group to cover curriculum progress information needs across the system, and report back to me in May 2019. This timing will allow for meaningful engagement with the Reference Group, its networks and the wider community on the new matters. The Advisory Group will still report in December 2018 on those parts of its existing work that are not directly impacted by this expanded scope.

10. The Advisory Group is already doing thinking that is relevant to advice on meeting system needs for curriculum progress information. The Advisory Group is also working transparently and constructively with the Reference Group and its networks, providing a good platform for a broader conversation about meeting student progress and achievement information needs across the whole system.

Background

11. Cabinet agreed to revoke Ngā Whanaketanga Rumaki Māori and National Standards in December 2017 [CAB -17-MIN-0539 refers]. I indicated at that time that a new approach to assessment, aromatawai and reporting would be designed based on children's progress across the curricula, including key competencies for success in life, learning and work.
12. Progress information is important for students, teachers, parents, and whānau. Teachers can understand the rate at which their students are learning and can use that information to personalise learning. Parents and whānau can focus on their child's progress and support them with their next learning steps. This is different from achievement information which is gathered by measuring a student's performance against a standard in a single point in time without recognising how much growth has occurred.

Achievement = Measures student performance at a single point in time and compares this to a standard or expectation.

Progress = Measures the rate of growth in learning over time and compares this to the student's own performance.

Progression = the significant observable steps in learning that students need to master to meet the demands of national curricula as they progress through curriculum levels.¹

13. Following initial feedback from peak bodies and others in the sector, I decided to focus on strengthening the use of the curricula to understand and support all students' progress and achievement, rather than developing a 'new approach'. We want to ensure that all students make progress in the breadth of learning that is important for lifelong wellbeing, and that all students experience a rich and engaging curriculum that is relevant to their local contexts.
14. The Ministry is supporting schools to begin to make this shift, and the Advisory Group is providing advice on what else may be needed to strengthen the focus on progress across the curricula. The Advisory Group was established [CAB-18-MIN-1065 refers] to provide advice on:
 - 14.1. how to strengthen the design and use of local curriculum so that all children and young people progress and achieve across the breadth and depth of the national curricula in years 1-10

¹ Current working definitions, subject to updating

- 14.2. how a stronger focus on student progress across the curricula can be embedded, including change management, implementation and capability building.
15. The Advisory Group has been established with representation from both English and Māori medium educators to deliver advice that reflects *The New Zealand Curriculum* and *Te Marautanga o Aotearoa* and meets the needs of a bicultural Aotearoa-New Zealand. The Advisory Group is due to make its recommendations to me in December 2018.
16. Alongside the Advisory Group, the Reference Group has been formed to provide on the ground advice about what is needed to strengthen good teaching and assessment across the curriculum and how to report progress to meet the needs of students and their whānau.
17. In April I advised Cabinet that I would provide an update with any preliminary recommendations from the Advisory Group's advice in September 2018. I also advised Cabinet that I would provide preliminary advice on how system level information needs can be met, with an update on discussions to work through stakeholder concerns.
18. At this time, work on considering information needs at a system level was not included within the scope of the Advisory Group. It was agreed, at the time, that the Ministry would provide me with advice on this.
19. Over the next two months the Ministry will be ensuring there are opportunities for educators to consider the Advisory Group's emerging ideas which will feed into the advice the Advisory Group provides me in December.

Supporting the Shift

20. It is important that schools and kura do not wait for the advice of the Advisory Group to start making the shift to focussing on progress across the curricula. I have been clear that there is no intention to have a 'replacement' for National Standards and Ngā Whanaketanga Rumaki Māori – schools should monitor, measure and assess their students' education progress as they have done for decades. This is a core part of the educational mission of each school and does not need detailed prescription from the centre. The role of the Curriculum, Progress and Achievement work stream is to help deepen our collective understanding of best practice and to ensure that the right information infrastructure is in place to support this.
21. Given the Advisory Group is still in the early stages of preparing its advice, there are no changes to requirements on schools and kura for the 2019 school year. The Ministry will continue to provide advice and enhance support available to schools and kura for the 2019 year about:
- 21.1. Board of Trustees' planning and reporting expectations which will remain consistent with 2018 advice
- 21.2. assessment tools that will support effective communication of progress to students, parents and whānau

- 21.3. information required to allocate additional learning support for those students who need it
- 21.4. resources to help schools and kura to design local curriculum and the ability to show progress across the full curriculum.
22. I am confident that this will support schools and kura to make good decisions for the 2019 school year, and that parents and whānau will continue to receive information about their child's progress and achievement.
23. Knowing how students are progressing in literacy and mathematics remains important. I have recently seen the first enhancements to the Progress and Consistency Tool (PaCT). The PaCT is a digital tool that exemplifies what 'good' looks like at each significant point of the progression framework. It also shows how much progress a learner has made over time in reading, writing, and mathematics against the curriculum levels (as opposed to National Standards). The enhancements to the PaCT include generating progress reports to support communication to parents and whānau.
24. School leaders can also use PaCT information to identify students who are not making expected progress. These students could then be given additional support such as Reading Recovery. School leaders can also use PaCT to report to their Board of Trustees on student progress and achievement. I am pleased that this is extended to Māori medium education and the equivalent functionality is being added to Te Waharoa Ararau, the digital tool similar to PaCT for *Te Marautanga o Aotearoa*.
25. I am concerned that the current national priorities for centrally-funded PLD do not align with my focus on progress across the curricula or relate to the themes coming out of the Education Summit and Education Conversation. Current priorities are pāngarau, pūtaiao, te reo matatini (pānui, tuhituhi, kōrero), mathematics, science, reading and writing and digital fluency. Alongside the work of the Advisory Group, I have asked the Ministry to test with the sector a reset of national PLD priorities to focus on the foundations of good teaching practice that are relevant right across the National Curriculum, specifically:
- 25.1. Strengthening local curriculum design to help teachers focus across the curricula via curriculum tools.
- 25.2. Building data literacy and good assessment and aromatawai practices to strengthen learning in classrooms.
- 25.3. Building cultural responsiveness across the profession to contribute to equity and wellbeing issues in schools.
26. I am also concerned that the National Administration Guidelines requirements to report to students and parents in writing twice a year may be creating a context where schools and kura think this is sufficient communication. This is something that will need to be considered in future regulatory changes to school planning and reporting requirements. The Education Review Office's recent report, *Building genuine learning partnerships with parents*, highlighted that regular and honest sharing of all achievement and progress information was one of the key components of genuine learning partnerships. The report further highlighted that these partnerships had significantly positive impacts on student

progress. I have asked the Ministry to ensure that its supports shift schools towards better practice than the regulatory minimum.

27. I have also asked the Ministry to begin releasing curriculum tasks from the National Monitoring Study for Student Achievement (NMSSA) to make clear the expectations of progress for students at years 4 and 8 in all eight curriculum learning areas. These tasks include examples of how to design rich tasks for local curriculum in the context of *The New Zealand Curriculum*. The second cycle of NMSSA has now begun, which will begin to provide insights into system-level changes and the linkages to classroom practice. I want these same benefits to be available to kura using *Te Marautanga o Aotearoa*, so I have asked the Ministry to provide advice and engage with the sector on how this could be approached, taking into account the different contexts for Māori medium education. This is likely to have financial implications that would need to be considered as part of Budget 2019.

Update on the Progress of the Advisory Group

28. The Advisory Group has met three times to develop its emerging ideas for how to:
- 28.1. enable all school students to experience rich opportunities to learn through a curriculum that recognises their local context, agency and potential, and builds on what matters to each of them
 - 28.2. provide a way for stakeholders to notice, recognise and respond to progress in the learning that matters for all school students in bicultural Aotearoa-New Zealand.
29. The Advisory Group is working openly with the Reference Group as it develops its thinking and ideas for change, and the Reference Group is engaging widely to bring a range of different on-the-ground perspectives into the Advisory Group's work. This has included a survey as part of the Education Conversation to find out from students, parents, whānau and teachers who educators engaged with when creating a school curriculum and understanding how students were progressing.
30. The Advisory Group has begun testing its emerging ideas with the Reference Group, which is generally positive about the direction. The Advisory Group will continue to develop its advice and engage widely via the Reference Group before making recommendations in December 2018. The Advisory Group will need to hear a wide range of perspectives on whether or not these ideas will have the intended impact. Over the next two months the Ministry will ensure there are opportunities for educators to consider the emerging ideas which will feed into the advice the Advisory Group provides me in December.
31. I have recently updated Cabinet on the ongoing Education Conversation with New Zealanders, and how it is informing and influencing my Education Work Programme [*The Education Summit: insights and integration across the Education Work Programme* refers]. The emerging ideas from the Advisory Group are consistent with the initial insights from the education summit and Education Conversation.

32. While the Advisory Group's ideas may evolve or change as it continues its work and engages more widely, initial analysis suggests its emerging ideas have good potential to realise the opportunities identified when Cabinet established the Advisory Group [CAB-18-MIN-1065 refers]. However, to realise this potential any changes in relation to Curriculum, Progress and Achievement will need to be complemented by wider system settings, including those being considered as part of the Review of Tomorrow's Schools and the Disability and Learning Support Action Plan. It is also critical that there is coherency along the learner pathway, so links to the Early Learning Strategic Plan and the NCEA Review are also key. The Ministry is supporting the Advisory Group to make these links as it develops its advice.

33. s 9(2)(f)(iv)

Extending the scope of the Advisory Group to include information needs across the system

34. This Government's decision to remove National Standards and Ngā Whanaketanga Rumaki Māori provides an opportunity to revisit, with the teaching profession and broader community, what student progress information should be shared with the Ministry. This has been a point of contention in the past and we do not want to repeat previous mistakes. There is increasing demand for information on children's educational outcomes across the Government's work programme, including the Child Wellbeing Strategy and the New Zealand Disability Strategy.

35. In the past the National Standards and Ngā Whanaketanga Rumaki Māori information was considered as providing a very narrow picture of a child and was seen as a top-down compliance based reporting activity. The Advisory Group's emerging idea of a *Learning System* shifts to an approach that values a range of information being shared among all stakeholders for the purpose of learning about what works and what does not. Sharing this information will help shape and improve the education system at all levels. To achieve a *Learning System* it will be vital that each party understands what information is needed to help everyone to fulfil their role.

36. Progress information is needed about individual learners to be sure that the needs of each child are met and to enable learning progress to be noticed and celebrated individually, and at the class, school and across the system. The Advisory Group's emerging idea around developing *progress markers* for *critical learning* across the curriculum provides an opportunity to understand what information should be collected at the individual or aggregated level at all levels of the system.

37. There are choices to be made about what information would be available for use by the Ministry to understand how students are progressing against the National Curriculum. Information available across the system will mean the Ministry:

- 37.1. understands what additional support and interventions are needed for children who need additional learning support to progress
 - 37.2. identifies current progress trends and future trajectories
 - 37.3. can identify and share areas of best practice to inform research, guidance, and decisions, including an increase in the sharing of knowledge between Māori and English medium
 - 37.4. understands what changes are needed in order to deliver excellence and equitable outcomes and meet our Treaty obligations
 - 37.5. monitors the effectiveness of its investments and ensure resources are going where they are most needed
 - 37.6. is able to report on national and international obligations
 - 37.7. enables schools and kura to use system information to compare their own outcomes and inform their practice.
38. The Advisory Group's current scope does not include the consideration of information needs of the Ministry and Government. The scope is currently confined to the information needs of schools and kura, including with their students, parents and whānau. As highlighted above the Advisory Group's emerging ideas include the need for everyone to share information and understand what is working for students and what improvements and supports are needed. The Advisory Group and the Reference Group provide a platform to explore and test progress and achievement information needs across the whole system.
39. I propose expanding the scope of the Advisory Group to include progress information needs across the full system, with a report back in May 2019. Expanding the scope will allow the Advisory Group to develop comprehensive advice, including change management, implementation and capability building. This will also allow time for meaningful engagement with the Reference Group, its networks and the wider community. The Advisory Group will still report in December 2018 on those parts of its existing work that are not directly impacted by this expanded scope.
40. Work on understanding information needs is consistent with the Advisory Group's objectives within its Terms of Reference. I seek your agreement to update the Advisory Group's Terms of Reference, as attached in Annex 1, to reflect an extension of its term to complete this work. Subject to this approval, I intend to seek agreement from the Cabinet Appointments and Honour Committee to extend the term of the Advisory Group appointments before the current term expires on 21 December 2018.
41. There is a growing body of evidence that suggests we need to pay attention to children's social and emotional wellbeing. Alongside the work of the Advisory Group on student progress and achievement information, the Ministry will lead wider engagement on the other types of information needed across the system, including to meet the needs of the Child Wellbeing Strategy and Living Standards Framework.

42. For the 2019 year, the Ministry will continue to use existing sources of information to assist with targeting supports to students where they are most needed, including centrally-funded PLD and programmes providing additional support to students in the foundational learning areas (for example reading, writing, and mathematics).


Other Work Underway to address Stakeholder Concerns about Uses of Learner Information across the System

43. The Social Investment Agency (SIA) is developing a Data Protection and Use Policy. Cabinet is due to consider a draft of this policy in November [CAB-18-MIN-0165 refers]. The Reference Group members have been invited to participate in the SIA engagement to ensure their concerns are considered in the drafting of this policy. In conjunction with the SIA work, the Ministry has also established an Openness and Transparency work stream to build trust in its use of personal information.
44. The Openness and Transparency work stream will develop principles and a Data Use Policy that will guide Ministry-wide uses of personal information. The progress of this work stream, working with the Advisory Group and Reference Group, will help to ensure confidence and certainty to the sector on how the Ministry will collect, manage, share, and use information in a transparent manner.

Consultation

45. The Treasury, Department of Prime Minister and Cabinet, State Services Commission, Education Review Office, Te Puni Kōkiri, Ministry of Health, Ministry of Pacific Peoples, Ministry for Women, Ministry of Social Development, Office of Disability Issues, Oranga Tamariki, Statistics New Zealand and Social Investment Agency have been consulted on this paper.
46. Relevant spokespeople from coalition and confidence and supply partners have been consulted in the preparation of this paper.

Financial Implications

47. s 9(2)(f)(iv)
- 

Legislative Implications and Regulatory Impact Analysis

48. There are no legislative or regulatory implications that directly arise from this paper. There would be regulatory and legislative implications to implementation of the Advisory Group's emerging ideas as currently expressed. I will provide Cabinet with an analysis if there are legislative or regulatory implications related to future recommendations that I may make as a result of the work outlined in this paper.

Human Rights, Gender Implications and Disability Perspective

49. This paper is consistent with the New Zealand Bill of Rights Act 1990 and the Human Rights Act 1993 and does not give rise to any significant gender or disability implications. The Advisory Group is taking disability and learning support perspectives into consideration as it develops its advice. Indications are that implementation of the Advisory Group's emerging ideas as currently expressed would improve the responsiveness of the education system to students with disabilities and learning support needs. This work also provides the opportunity for systems indicators, measures and data sets that make visible the progress and achievement of children with disability/learning support needs enabling them to feel and be valued.
50. The work described in this paper supports the proposed Disability and Learning Support Action Plan [Approval to consult on the Disability and Learning Support Action Plan refers], which includes improving the way children and young people are assessed for additional learning needs as a key priority. It also supports the new Disability Action Plan 2019-2022 being developed [CAB-18-MIN-0401 refers], which includes disability data and inclusive education as two key issues to be addressed.

Publicity

51. I intend to proactively release this Cabinet paper and associated reports. Any information that may need to be withheld will be done so in line with the provisions of the Official Information Act 1982.

Recommendations

The Minister for Education recommends that the Committee:

1. **note** that the Curriculum, Progress and Achievement Ministerial Advisory Group (Advisory Group) is in the early stages of developing its advice and that initial analysis of its emerging ideas points to the possibility of significant change being required to realise the opportunities identified by Cabinet in April 2018
2. **note** that I am not recommending any changes to requirements on schools and kura for the 2019 school year
3. **note** that it is important that schools and kura do not wait for the advice of the Advisory Group to start making the shift to focussing on progress across the curricula and that the Ministry is continuing to enhance and implement its existing supports for curriculum design, assessment and aromatawai (assessment in te reo Māori) practices, and reporting to students, parents and whānau
4. **note** that this Government's decision to remove National Standards and Ngā Whanaketanga Rumaki Māori provides an opportunity to revisit, with the teaching profession and broader community, what student progress information should be shared with the Ministry

5. **agree** that the scope of the Advisory Group be extended to provide a report to the Minister of Education in May 2019 with advice on information needs across the full system in relation to year 1-10 student progress and achievement
6. **agree** to update the Terms of Reference for the Advisory Group to include an extension to its term to June 2019
7. **note** that I intend to seek agreement from the Cabinet Appointments and Honour Committee to extend the term of the Advisory Group appointments before their current term expires on 21 December 2018
8. **note** that I intend to report to Cabinet by March 2019 with an analysis of implications arising from the Advisory Group's December 2018 advice and recommendations for strengthening the use of the curricula to understand and support student progress and achievement
9. **note** that the Ministry of Education will test with the sector resetting centrally-funded professional learning and development national priorities to focus on the foundations of good teaching practice that are relevant right across the National Curriculum
10. **note** that I have asked for advice on putting in place a national monitoring study for kura using Te Marautanga o Aotearoa and that this may have financial implications that will need to be considered as part of Budget 2019
11. **note** that the Ministry of Education will be developing principles that will guide Ministry-wide uses of learner information in consultation with the sector and a Privacy Statement
12. **note** that I intend to report to Cabinet by July 2019 with a further update on discussions with key stakeholders to work through concerns about the use of assessment and aromatawai information, and an analysis of implications arising from the Advisory Group's May 2019 advice.

Authorised for lodgement

Hon Chris Hipkins
Minister for Education

Annex 1: Amended Terms of Reference for the Curriculum, Progress and Achievement Ministerial Advisory Group

Background

In December 2017, the Minister of Education, Hon Chris Hipkins, revoked Ngā Whanaketanga Rumaki Māori and National Standards, and asked the Ministry of Education to work with experts and stakeholders to develop an approach to assessment and reporting which is based on understanding progress across the curricula, including key capabilities for success in life, learning and work.

To understand progress, one needs to understand what is most important to be learnt. The national curricula set expectations for teaching and learning, and provide flexibility for local curricula to be designed and delivered in a way that meets the needs of the learners within early learning services, kōhanga reo, kura, schools or Communities of Learning | Kāhui Ako.

Assessment and aromatawai is important for understanding how individual learners are progressing in relation to curricula expectations. It assists teachers to plan learning opportunities that support each learner's next learning step, including where more learning opportunities or additional support is needed. It also assists students' and their parents' understanding of progress and achievement.

There are a range of assessment tools available for understanding learners' progress, but these do not cover the full breadth of the curricula and few provide teachers with a comprehensive picture of progress against a curriculum learning area or for students working long term in level 1. As well as having tools available, teachers need to make effective decisions about when and how to use these tools to support students' progress without adding unnecessary workload.

We have a system-wide focus on ensuring that every child gets the necessary support and opportunities to learn, and to be successful in life, learning and work and to contribute to society. The achievement data shows that, despite pockets of improvement, the education system is not yet closing the equity gap. To address the equity gap, we need a system that reflects on student progress and re-focusses teaching, learning and system-level settings to better support all students' progress across the curricula, especially for Māori, Pasifika, those with additional learning needs, and those that are disadvantaged.

The Role and Purpose of the Ministerial Advisory Group

The Minister of Education ('the Minister') is establishing a *Curriculum, Progress and Achievement Ministerial Advisory Group* (Advisory Group). This will be an expert group that provides advice to the Minister on strengthening the use of the curricula to understand student progress and achievement.

Objectives

The advice of the Advisory Group will help to develop a programme of work that builds teacher and leader capability to work with their students, parents, whānau and communities to:

1. design and deliver local curricula that include learning opportunities that integrate knowledge, skills and key competencies in *The New Zealand Curriculum*, and Māori medium graduate qualities and characteristics in *Te Marautanga o Aotearoa*.
2. personalise learning opportunities to meet the needs and aspirations of all students and their whānau, within an inclusive and culturally responsive learning environment.
3. be data literate, understanding and acting on data/evidence for improvement, including making effective and efficient use of information in inquiry, planning and reporting, and sharing meaningful reports with students, parents and whānau.

Scope

The scope of the *Curriculum, Progress and Achievement Ministerial Advisory Group* is to provide advice on:

- how to strengthen the design and use of local curriculum so that all children and young people progress and achieve across the breadth and depth of the national Curricula in years 1-10;
- how a stronger focus on student progress across the curricula can be embedded, including change management, implementation and capability building;
- how to meet information needs across the full system in relation to year 1-10 student progress and achievement

While the scope of the Advisory Group is specific to curriculum, progress and achievement, its considerations will intersect with other work streams such as the NCEA Review and the Education Workforce Strategy. The Ministry in their secretariat role will ensure the flow of relevant information and support the Advisory Group to connect with other groups where appropriate.

Functions of the Advisory Group

The Advisory Group's role is subject to these Terms of Reference.

The Advisory Group will be:

- a source of advice for the Minister;
- a critical friend and advisor to the Ministry;
- providers of a report synthesising themes arising from the wider engagement, as well as recommendations to inform the Minister's work programme.

Advisors to the Minister of Education

The primary and paramount function of the Advisory Group is to advise the Minister.

The Advisory Group and its Co-Chairs may engage directly with the Minister but, typically, the Advisory Group's advice will be provided through the Ministry, as intermediary, at the Minister's request.

Advisors to the Ministry of Education

As part of their role in advising the Minister, the Advisory Group will provide support and advice to the Ministry to assist in their delivery of the *Curriculum, Progress and Achievement* work programme.

The Ministry, through the Deputy Secretary, Early Learning and Student Achievement, may ask the Advisory Group to provide support and advice by:

- contributing to, or reviewing, key documents prepared by the Ministry to support the process
- providing advice on the structure and nature of engagement with stakeholders and the wider public.

Membership

Members of the Advisory Group will be appointed by the Minister. The initial term of appointment will be until 30 June 2019 and reappointment is possible. The Advisory Group will comprise 13 paid members drawn from a diverse cross-section of New Zealand society – two of whom will Co-Chair the Advisory Group.

Members have been selected to participate based on the following criteria:

- Contribution as curriculum and assessment thought leaders/experts e.g. involved in the development of significant papers such as 'Directions for Assessment in New Zealand' and 'Rukuhia, Rarangahia'.
- Contribution to significant curriculum design and implementation in New Zealand schools and classrooms.
- Ability to understand that each level of the system requires data in order to improve.
- Demonstrated commitment to equity and excellence across the education pathway
- Credibility within the sector.
- Commitment to the process and outcomes of the *Curriculum, Progress and Achievement Ministerial Advisory Group*.

Co-Chairs

The Co-Chairs will lead meetings of the Advisory Group, unless otherwise directed by the Office of the Minister of Education, or otherwise agreed.

The Co-Chairs may also engage directly with the Minister, on behalf of the Advisory Group.

Confirmation

Members of the Advisory Group (including the Co-Chairs) are approved by the Appointment and Honours Committee. Members of the Advisory Group affirm that they have provided all relevant and / or requested information relevant to the approval process, and that all information disclosed is true and accurate to the best of the knowledge of the Advisory Group members.

Fees

Fees for members of the Group have been assessed in accordance with the Cabinet Fees Framework, according to Cabinet Office Circular (12)6. The Stakeholder Advisory Group falls within Group 4 ('All other committees and other bodies'), and has been scored at 22 (Level 2).

s 9(2)(a)

In addition, Co-Chairs and members will be reimbursed for actual and reasonable travel, meal and accommodation costs.

Secretariat

Secretariat services for the Advisory Group will be provided by the Ministry.

Media

The Advisory Group, and Advisory Group members acting in that capacity, will not make media statements without the prior agreement of the Minister.

If the Advisory Group are asked to provide comment on any issue relating to education by a third party (i.e. other than the Minister or Ministry), that Advisory Group will forward the question or

request to the Office of the Minister of Education, and to the Ministry of Education through the Assessment and Reporting mailbox: (AssessmentandReporting@education.govt.nz).

Meetings

Meetings of the Advisory Group will be held in Wellington. Advisory Group members are expected to attend Advisory Group meetings wherever reasonably possible. The Advisory Group will meet when requested by the Minister, in consultation between the Co-Chairs and the Ministry, or at the discretion of the Co-Chairs.

The Advisory Group will aim to achieve a consensus on the issues it considers, but is not required to do so.

The Ministry of Education will support the Co-Chairs to prepare meeting agendas where appropriate. The agenda and papers for meetings of the Advisory Group will be circulated to Advisory Group members six working days in advance of each meeting, and draft minutes will be circulated to Advisory Group members no later than five working days after each meeting.

The Ministry has a budget to operate the Advisory Group, including travel costs. The Advisory Group and its members will not have an independent budget.

Contestability of advice

Both the Advisory Group and the Ministry will provide advice to the Minister on the *Curriculum, Progress and Achievement* work programme in good faith, and with regards to the interests of the other. Where appropriate, the Advisory Group and Ministry will provide the other with copies of relevant advice provided to the Minister.

Conflicts of interest

As part of the Appointment and Honours Committee appointment process, the members of the Advisory Group disclose conflicts of interest relating to the Advisory Group and the *Curriculum, Progress, and Achievement* work programme.

Members of the Advisory Group who have a specific, real conflict of interest in relation to an issue or item will advise the Co-Chairs and recuse themselves from consideration of those issues or items.

If members of the Advisory Group develop new, relevant conflicts of interest, whether real, potential or perceived, in the course of the *Curriculum, Progress and Achievement* work programme, they will inform the Ministry's secretariat as soon as is reasonably practicable.

Key relationships

In addition to the Minister of Education and Ministry of Education, the Advisory Group will have relationships with the *Curriculum, Progress and Achievement Reference Group(s)*.

Unless otherwise agreed with the Ministry (in relation to the Reference Group), the Advisory Group's contact with these groups will be facilitated by the Ministry and Minister respectively.

It is expected that the Advisory Group will engage in the process in good faith, and champion the *Curriculum, Progress and Achievement* work programme process with stakeholders.

Confidentiality

The work of the Advisory Group is confidential, unless otherwise agreed by either the Minister of Education or Ministry of Education as appropriate. Members of the Advisory Group will maintain this confidence, and will not disclose information about the operations of the Advisory Group to any person without the above agreement.

Proactively Released