Curriculum, Progress and Achievement Ministerial Advisory Group

Conversation Document

Curriculum, Progress and Achievement Ministerial Advisory Group: Conversation Document

Introduction

Tēnā koutou katoa from the Curriculum, Progress and Achievement Ministerial Advisory Group (MAG)

New Zealand is committed to an education system in which all ākonga (students, learners) have the opportunities to learn; to be successful in life, learning, and work; and to contribute to society. It's a vision that has a dual focus on equity and excellence. We believe that it requires us, as a nation, to create a system that learns.

Our group has developed some ideas about how to achieve this vision. We would like to know what you think of them. With your help, we'll continue to refine and test the ideas so that we can provide the best possible advice to the Minister.

Overview

This document describes our emerging ideas and what they are intended to achieve. We begin by setting the scene through explaining:

▷ ngā wero – the challenges that focus our thinking

▷ ngā mātāpono – the principles that guide our work

▷ pātaitai – the questions we are seeking to answer.

We then present our ideas to date, in the form of:

▷ a visual representation of how the ideas work together

▷ a brief explanation of each of the ideas.

Tell us what you think

We'd love you to look at the ideas and give us your feedback.

The Education Conversation website has resources to support conversations you might have about the ideas in your schools and kura, and within your community or whānau. You can share your feedback by taking part in a discussion organised by a member of our Curriculum, Progress and Achievement Reference Group, a workshop hosted at your local Ministry of Education regional office, or by holding a discussion amongst your colleagues or whānau and submitting your feedback online.

Starter questions

We've suggested some questions to get you thinking and talking about what the emerging ideas would mean for you, your school, your students, your whānau and your community. These questions are just a start – we'd love to hear your thoughts about any others that come to mind:

1. What do you wonder about as you read this idea for the first time?

2. Is this idea similar to something that is already happening in your school or kura or somewhere else? If yes, what could we learn from that?

3. What process could work to develop this idea further and/or what would it take to implement it?

Then tell us what you think. You can share your thoughts on all the ideas, or just those you feel strongly about.

Timeframe

The conversation on our emerging ideas is open until 30 November. Your feedback will shape the advice we give to the Minister at the end of the year. We expect that any of the ideas that the Minister decides to take forward will be further developed and refined in close collaboration with the sector.

Setting the scene

We began our work by identifying some basic parameters for thinking and talking about curriculum, progress and achievement. As with the ideas themselves, we'd like to know whether you think we have these right.

Ngā wero – Challenges

We have directed our attention to two central wero:

1. To enable all ākonga (students, learners) to experience rich opportunities to learn through a curriculum that recognises their identity and culture, local context, agency, and potential and that builds on what matters to each of them, and what matters to their communities

2. To provide a way for ākonga, kaiako (teachers), parents, whānau, school leaders, boards of trustees, and the Ministry of Education to recognise and respond to tangible progress in learning that matters for all ākonga in bicultural New Zealand.

Ngā mātāpono – Principles

We developed the following principles to guide our work. These principles align with the principles guiding the work of the other groups providing advice as part of the Education Work Programme. Let us know if there is anything missing, or if you have feedback on the way a particular principle is worded.

We believe our responses to the wero above will be effective if they:

1. Respect the potential of all ākonga and demonstrate a commitment to the overall well-being of each ākonga. Offer learning pathways that build on ākonga interests, promote their agency, and enable them to achieve the important knowledge and capabilities outlined in our National Curriculum.

2. Engender a sense of ownership across all stakeholders; that is, they are designed "for the people, by the people".

3. Acknowledge our bicultural national foundation based on Te Tiriti o Waitangi, hei tūāpapa o Aotearoa. Acknowledge cultural and linguistic diversity so that every ākonga is secure in their identity. Develop cultural and responsive pedagogy to enable Māori to achieve success as Māori.

4. Support an inclusive education approach that strives for equitable educational outcomes. Encourage collaborations across diverse perspectives to support authentic learning partnerships with ākonga, parents, whānau, iwi, and communities through power sharing. Recognise that each community has its own definition of success.

5. Ensure balance between i) coherence and entitlement: what all learners are entitled to learn under the National Curriculum; and ii) flexibility: the autonomy and conditions necessary to enable schools and kura to design high-quality local curriculum, that is relevant for their particular learners.

6. Maintain coherence across the system and support coherence within, and synergies across, *Te Whāriki* (including *Te Whāriki a te Kōhanga Reo*); *The New Zealand Curriculum*; and *Te Marautanga o Aotearoa*.

7. Acknowledge the status and quality of kaiako and honour kaiako as professionals who respond to their particular ākonga. Support kaiako to be learning designers. Create greater efficiency for kaiako, principals, and boards and for the system as a whole.

8. Ensure ākonga, kaiako, parents and whānau, school leaders, and the Ministry have the progress and achievement information they need to do their jobs well. Design and implement feedback loops that ensure people across the system can contribute to and benefit from each other's knowledge and insights.

Pātaitai – Questions

When we dug into the central wero (challenges), we identified some underlying questions that need to be answered at the system level. We are interested in your thoughts about these questions and the extent to which you see our emerging ideas answering them.

The questions we have identified so far include:

▷ How might the National Curriculum work together with other influences[1] to guide curriculum decision making at the local level so that every ākonga gets the important learning they are entitled to?

▷ How can we ensure every kaiako, school and kura has access to scaffolds and supports that let them put diversity, difference, and equity at the heart of how they design rich opportunities to learn within an environment that fosters well-being?

▷ How far can we go towards addressing challenges and wero through additional supports and guidance? Is there an opportunity to reduce 'clutter' by clarifying the direction in the National Curriculum documents, learning from what is already working well in each document and from Te Whāriki?

▷ How might we facilitate and encourage the development of policies and practices that enable all ākonga to learn in an environment that reflects their identity and is truly bicultural?

▷ How could we shift from reporting to parents and whānau as a twice-yearly 'compliance' activity to ongoing information sharing with ākonga, parents, and whānau, recognising that this is a critical component of educationally powerful partnerships for learning?

▷ How can we enable parents, whānau, iwi, and the wider community to partner with schools and kura in the design and delivery of rich curriculum? How can we do this while recognising their diverse contexts and perspectives, and avoiding the inequities to which these can contribute?

▷ We know that addressing equity requires us to acknowledge and address privilege. How can the education system create the conditions for equitable outcomes in a world where each child's 'out-of-school curriculum' (informal and formal learning at home and in everyday life) is impacted by whānau circumstances, including their health, housing, and social support?

▷ How do we ensure that every kaiako, leader, school and kura has access to appropriate support and scaffolding for their needs? And how do we avoid constraining those with the capacity and capability to design their own approaches and drive innovation in curriculum, teaching, and learning?

▷ How do we design a system in which improvement is driven by the ideas and practices of the kaiako and leaders working at the leading edge of innovation in teaching and learning?

▷ How we can get to a point where there are no 'time lags' in the system between what evaluations and feedback are telling us and what is available to support teaching and learning for different ākonga? In particular, how do we achieve this for those in Māori medium education, and those with disability and learning supports needs including complex and interrelated needs?

Imagine a system that is committed to learning...

Our central premise is that if we are to create a system in which all ākonga experience rich opportunities to learn, we need to create a system that learns. We have identified some ideas that we believe are integral to the creation of a system that learns. The diagram and explanation in this section introduces these ideas and explains how they are connected.

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1 For example, Te Marautanga o Te Aho Matua, other local curricula, Kāhui Ako achievement challenges.

The diagram uses the metaphor of a koru as a way of suggesting important concepts about learning, including the way learning unfurls as we grow and develop and how the creation of space lets in light and encourages us to broaden our thinking. The koru is a distinctly New Zealand metaphor and one that reflects te ao Māori. It symbolises creation and movement, yet is firmly rooted in our whenua.

The diagram also includes nodes that represent the many people involved in a system that learns. The connecting lines convey the ideas, experiences, and insights that flow between people as they work and learn together to support our aspirations for ākonga. The pohutakawa roots in the purple layer of the diagram reinforce the idea of a system that learns, by drawing on strong networks, from the past, for learning now and in the future.

To create a **system that learns**, we need...

...to recognise that a learning system is inherently relational. It requires **people** across the system to work together, each with an unremitting **focus on ākonga**. Progress and achievement are fostered by strong **partnerships between kaiako and whānau** and strong **collaborative inquiry networks** across the system.

The ideas in the pink circle are about relationships for learning.

...opportunities for people to develop their **inquiry and evaluation** capability. These capabilities, supported by **assessment and data literacy**, enable people to notice, recognise, and respond to learning as they work together to enrich the **learning opportunities** for all ākonga.

The ideas in the orange circle are about capabilities for a system that learns.

...to ensure there is clarity about **curriculum aspirations** at both the national and local. Clarifying **progress pathways** across important domains of learning, and creating **rich records of learning** will ensure we can notice, recognise and respond to ākonga progress in ways that promote equity and enable national and local curricula to **evolve**, be **responsive**, and **improve**.

The ideas in the blue circle are about the clarity, coherence and realisation of curricula aspirations for all ākonga.

Creating a system that learns: emerging ideas

In this section, we present our ideas for creating a system that learns, explaining their purpose, what they might involve, and how they might look.

Because a learning system doesn't just happen by itself, our first idea is "commit to a system that learns".

Our other ideas are:

▷ Design a process for evolving national curriculum in Māori and English

▷ Clarify pathways for ākonga progress

▷ Support the design of responsive local curriculum

▷ Design and trial rich records of ākonga learning

▷ Build assessment, inquiry, and evaluative capability

▷ Strengthen collaborative inquiry networks

▷ Grow learning partnerships with parents and whānau

▷ Establish an Institute of Curriculum, Pedagogy and Assessment .

Commit to a system that learns

Commit to an inclusive, bicultural education system where ākonga are at the centre, the national curriculum underpins learning, and all those with a concern and interest in ākonga learning (including kaiako, parents, whānau, boards of trustees, iwi, the Ministry of Education and other organisations and agencies) contribute to and benefit from each other's knowledge and insights. In a system that learns, well-designed feedback loops create an interactive process through which people across the system can learn from and with each other, and all stakeholders engage with this feedback and use it to improve their support for ākonga learning.

What is the purpose?

As a nation, we have had a shared commitment to excellent and equitable education outcomes for all of our young people since 1939, when Clarence Beeby and Peter Fraser first shared their vision that "all persons … have a right as citizens to a free education of the kind for which they are best fitted and to the fullest extent of their powers."

While the trends in achievement in NCEA Level 2 show improvement for all, the nature of the credits attained differs significantly over different population sub-groups and this impacts on vocational options for our Māori and Pacific ākonga. In addition, the overall achievement levels of our ākonga, as assessed by a range of international studies at all age levels, has been mostly static or falling for two decades. International studies and the National Monitoring Study of Student Achievement (NMSSA) also confirm persistent and significant differences in achievement for Māori, Pasifika, and low socio-economic status groups, relative to the population as a whole.

This idea is about working together to achieve more equitable educational outcomes, by ensuring that all of the people who support ākonga learning (including kaiako, parents, whānau, boards of trustees, iwi, the Ministry of Education and other organisations and agencies) have access to high-quality information about ākonga progress and achievement. It's about stakeholders across the system using that information to:

▷ evaluate their impact

▷ learn

▷ work together to improve the ways in which they are growing good citizens and enhancing well-being

▷ improve ākonga progress and achievement.

What might it involve?

Committing to a system that learns will involve people in all parts of the system working together through well-designed processes to:

▷ agree what progress and achievement information is necessary and sufficient for the individuals, groups, and organisations who are part of the education system to do their jobs well

▷ design ways in which people in different parts of the system can talk to each other, listen to each other, share information, and respond to each other's knowledge and insights about ākonga progress and achievement

▷ share high-quality information about progress and achievement in optimal ways, while avoiding unintended negative consequences, such as league tables

▷ challenge each other's thinking about the causes of inequity and what inclusion and biculturalism really mean

▷ be accountable for showing how they use progress and achievement information to make decisions, learn, and improve their impact.

How might it look?

When we have a learning system, quality learning relationships will be evident at every level. All stakeholders will use fit-for-purpose information to make decisions, learn, and improve.

Design a process for evolving national curriculum in Māori and English

Design and implement a process for regular review of *Te Marautanga o Aotearoa* and *The New Zealand Curriculum*. This will ensure that our national curriculum can evolve over time in response to new learning about needs, opportunities, and priorities.

What is the purpose?

The gazetted national curriculum, comprising *Te Marautanga o Aotearoa* and *The New Zealand Curriculum*, sets the direction for teaching and learning for all New Zealand schools and school programmes. It has been in place for more than a decade. While New Zealanders, and especially New Zealand educators, feel a justifiable pride in the forward-thinking and holistic nature of our national curriculum, if we are to create a system that learns, we need to create a process through which the curriculum can be responsive to new learning and to changing needs, opportunities, and priorities.

What might it involve?

Designing a process for evolving national curriculum in Māori and English will involve establishing a planned process of review, inquiry, and evaluation that includes:

▷ involving people from across the system in noticing, recognising, and responding to how well our national curriculum is serving the diverse needs of all ākonga

▷ simultaneously exploring how system learning about the national curriculum can be re-developed in response to learning about the design of local curriculum and how the national curriculum can improve the design and use of local curricula

▷ incorporating checks and balances to ensure that agility and responsiveness are not at the expense of clarity and coherence

▷ considering the option of regulating national curriculum reviews on a planned cycle (for example, a minimum of every 10 years).

How might it look?

When we have a planned process of review, inquiry, and evaluation of the national curriculum, we will be able to notice (through hindsight), recognise (through insight), and respond (provide foresight) to how well our national curriculum is serving the diverse needs of all ākonga in our system.

Clarify pathways for ākonga progress

Develop and trial descriptions that re-conceptualise important domains of learning across *Te Marautanga o Aotearoa* and *The New Zealand Curriculum*. These domains would bring together valued student qualities, characteristics, dispositions, key competencies, and disciplinary knowledge. They would clearly outline key aspects of progression in each domain, building on the learning outcomes described in *Te Whāriki*.

What is the purpose?

The breadth of our national curriculum documents can make it difficult for schools and kura to identify what they say about the most important learning for all ākonga. This can make it difficult to decide what to teach and what to assess. The concept of 'domains of learning' signals a shift to clarifying the learning journey of each ākonga holistically, focusing on the whole child and the purpose and priority for learning at each curriculum level.

Describing progress within each important domain will provide a shared understanding of what progress looks like across *Te Marautanga o Aotearoa* and *The New Zealand Curriculum*. Each domain would provide a clear description of the outcomes kaiako should be noticing, recognising, and responding to across the levels of curriculum. Schools and kura could use these descriptions to help design their local curriculum and to evaluate the quality of the learning opportunities they offer.

The descriptions of progress would also provide a model for schools, kura, and Kāhui Āko to develop their own progressions that incorporate their local expectations and priorities.

What might it involve?

Clarifying the pathways for ākonga progress and achievement is likely to involve selecting a limited number of overarching big ideas or themes that capture important aspects of learning across the curriculum (for example, making meaning in discipline specific ways, perspective taking, critical inquiry, and taking action).

Each progress domain would:

▷ weave together valued ākonga qualities, characteristics, dispositions, key competencies, and knowledge that emerge across learning areas

▷ build on the learning outcomes expressed in *Te Whāriki*

▷ be strongly connected to the visions espoused in *Te Marautanga o Aotearoa* and *The New Zealand Curriculum*

▷ be described clearly and enjoy broad support across the community

▷ incorporate descriptions of progress before and within Level 1 of *Te Marautanga o Aotearoa* and *The New Zealand Curriculum* to meet the needs of diverse learners, such as young people with complex and interrelated needs

▷ draw on resources and research to help develop strong and realistic descriptions of what we aspire to for our ākonga (for example, the current progression frameworks in English and Māori medium education, the capabilities that underpin the Coherent Pathways Tool in the Kāhui Ako Local Curriculum Toolkit, Anga Tuparanga, findings from the National Monitoring Study of Student Achievement, and longitudinal studies, such as Competent Children, Competent Learners and the Dunedin Longitudinal Study).

How might it look?

When we have outlined important domains of learning and developed rich descriptions of progress within these domains, we will have condensed a shared understanding about learning that really matters for each of our ākonga at each curriculum level. This understanding will inform decisions about the design and evaluation of local school and kura curricula, and support schools and kaiako to inquire into and evaluate the richness of the learning opportunities they offer. The domains will also provide guidance and inspiration for ākonga and those who care about and support them, as they think about and plan learning pathways that help each young person discover and achieve their aspirations.

Support the design of responsive local curriculum

Develop tools and resources that schools, kura, and Kāhui Ako can use in conjunction with rich descriptions of progress to design and review their marau-ā-kura or local curriculum in collaboration with their students, parents, whānau, iwi, and wider community. This will enable ākonga to learn with and contribute to their communities in real contexts that are responsive to local values, local questions, and local priorities.

What is the purpose?

Local curriculum design involves considering the aspirations set out in *Te Marautanga o Aotearoa* and *The New Zealand Curriculum*, together with the aspirations of each kura and schools' ākonga, parents, whānau, hapū, iwi, and community. Reviewing and redesigning local curriculum provides opportunities for ākonga, kaiako, leaders, and the wider community to think and work together to create rich opportunities for learning.

What might it involve?

It will involve ensuring all schools and kura have the tools and resources they need for curriculum building at a local level. These resources would be developed by drawing on the expertise that already exists in schools across New Zealand. The support might include:

▷ ways to seek the ideas of ākonga when planning new inquiries

▷ examples of initial learning activities to establish and build on students' prior knowledge

▷ how to determine and respond to local priorities

▷ how to identify important community questions and/or initial ākonga inquiry questions

▷ planning models for designing rich integrated inquiries, including project-based learning, inquiry learning, and universal design for learning

▷ approaches for supporting kaiako collaborative planning

▷ examples of school or kura developed progressions and the processes through which these were established

▷ how to design local approaches that respond to the language, identity and culture of each ākonga and their diverse learning needs

▷ processes that enable ākonga and teachers to reflect on outcomes and engagement during inquiries.

Supporting the design of responsive local curriculum will also involve building capability by providing access to curriculum development networks and opportunities for professional learning in local curriculum development. Educators could work towards qualifications or certification in local curriculum design.

How might it look?

When schools and kura have effective resources and tools to support the design and review of their local curriculum, then ākonga engagement, discipline knowledge, and capabilities will be strengthened. Schools and kura will also:

▷ understand their community, hapū, and iwi as a system with social, cultural, historical, political, and economic dimensions

▷ experience belonging to their wider community

▷ learn from and with role models that they can look up to and respect and who believe in them

▷ be recognised for their contributions as community, hapū, and iwi members.

Design and trial rich records of student learning

Design and trial ākonga-owned records of learning that:

▷ capture rich learning

▷ support ākonga transitions across the schooling system

▷ evaluate and communicate progress in important learning across the breadth of *The New Zealand Curriculum* and *Te Marautanga o Aotearoa*.

What is the purpose?

Ākonga-owned records of learning could summarise a young person's academic progress at key points in time. Each record of learning would provide useful information about the progress of the ākonga in regard to broader curriculum outcomes, such as their knowledge, understanding, competencies, well-being, sense of agency, and their readiness, willingness, and ability to participate in their schools, kura, and communities. This record could provide a way of communicating a diverse range of achievements, interests, and capabilities to parents and whānau and the young person's next teachers, schools, employers, or place of study. Ākonga could also agree to their information being shared with other audiences for purposes such as research, evaluation, or policy making. They could use their records to generate evidence of achievement for particular purposes, such as applying for course entry or for a job.

What might it involve?

Designing and trialling rich records of ākonga learning might involve:

▷ designing, prototyping and trialling a digital record of ākonga learning suitable for ākonga in years 1–13

▷ addressing privacy issues and ensuring that ākonga and whānau can choose what information to share beyond the home, school, or kura

▷ being selective about the progress descriptors that count for each ākonga

▷ being clear about what evidence is necessary and sufficient to show where ākonga are on their learning journey

▷ considering how to incorporate records of formal assessments and/or qualifications, such as NCEA achievement

▷ providing a platform for demonstrating achievements and capabilities that arise through engagement with whānau, community, and work experience

▷ working with employers and tertiary providers to identify the information they need, and exploring new kinds of evidence, including samples of ākonga work, digital stories, and observations from people who know the ākonga well

▷ providing a record of micro-credentials

▷ considering issues relating to removing information and summarising and archiving records.

How might it look?

When we have designed, trialled, and agreed an approach for the creation of rich records of learning, we will be able to create a record-keeping system that is personalised to the learner, but that can also be a source of information for others. Ākonga will have flexibility to choose what valued learning they will record, the way they record it, and the people they will share it with. They will be able to use these records to monitor progress along their learning pathways, and make decisions about where they want to go and what they need to do to get there. Some aspects of the records may hold steady and may be accessible to others across the system, offering rich sources of information for learning and decision-making.

Build assessment, inquiry, and evaluative capability

Build capabilities to gather, analyse and use assessment information to enrich learning opportunities that support progress and achievement in critical learning in *Te Marautanga o Aotearoa* and *The New Zealand Curriculum*. Grow and develop the aromatawai and assessment tools, processes and literacy that are integral to inquiry and evaluation. Provide support and an accreditation process to ensure that there are a sufficient number of data-literate teachers in every school and/or Kāhui Āko.

What is the purpose?

A system that learns is one where each of its stakeholders uses evidence to evaluate the effectiveness of their activities. They use this information to answer three critical questions that enable us to strengthen the richness of learning opportunities that ākonga experience: "Where are we going?" "How are we going? "Where to next"? These questions catalyse inquiry and provoke learning conversations. We call this "evaluative capability".

Evaluative capability requires high levels of assessment literacy and data literacy; that is, people with highly developed capabilities for generating, organising, analysing, interpreting, and responding to assessment information and data. While New Zealand has invested a great deal in the design and development of assessment tools and practices, we still face a significant challenge in understanding how to use these tools and practices to inquire into the impact of our activities on outcomes related to the high-level intent of our national curriculum.

What might it involve?

Building evaluative capability might involve:

▷ providing high-quality, high-impact professional learning to strengthen kaiako and leaders' inquiry and evaluative capability, including their data and assessment literacy

▷ designing an online course and a micro-credential to ensure every school and/or Kāhui Āko has a sufficient number of data-literate kaiako

▷ providing professional learning in the application of digital tools that provide opportunities for ongoing, real-time assessment and information sharing about ākonga progress and for exploring how these tools can offer efficiencies for kaiako and school leaders

▷ evaluating currently available and widely-used tools in relation to learning system goals and agreed critical learning

▷ recommending which existing tools should be maintained or re-conceptualised

▷ identifying any quality assessment tools and processes that are not yet available or are available elsewhere but not yet used in Aotearoa New Zealand.

How might it look?

When we have built inquiry and evaluative capability, all stakeholders will have the assessment information and evaluative capabilities they need to do their jobs well and we will have achieved a stronger focus on ākonga progress across the system through rich opportunities to learn.

Strengthen collaborative inquiry networks

Strengthen networks across both English and Māori medium settings to leverage expertise in ways that grow capability to support progress for all ākonga. These networks would bring diverse expertise to bear on specific problems of practice, so that what's learned in one part of the network can be quickly spread to and tested in other contexts. The networks would serve the aspirations set out in national curriculum documents and in iwi education plans.

What is the purpose?

Professional networks and partnerships, organised around shared goals, challenges, and activities, provide educators and others in the system with opportunities to build and share knowledge about teaching practices that impact positively on ākonga learning.

What might it involve?

Strengthening collaborative inquiry networks for learning will extend existing partnerships and networks, through face-to-face and digital opportunities for collaboration. Opportunities include:

▷ developing an understanding of the nature and impact of existing networks across the system

▷ strengthening professional ties between policy makers, researchers, and practitioners in existing networks that aim to improve curriculum, teaching, learning, and assessment, including in the Networks of Expertise

▷ establishing hubs and providing tools to enable networks to share their learning about what works when, for whom, and in what context

▷ establishing networks to mobilise knowledge about topical and future-focused issues

▷ trialling digital networks to support specific sub-groups within the schooling system who are working on possible solutions to common challenges (for example, Māori medium kura, or schools in isolated settings)

▷ supporting the development of networks that include parents, whānau, iwi and the wider community in designing and delivering a rich local curriculum.

How might it look?

When we strengthen collaborative networks and partnerships, people across the system will be better able to share ideas and resources, solve problems of practice, challenge each other, and generate new thinking. New kinds of relationships and deeper relationships between people who share common interests creates the potential for the design of rich opportunities for learning that we cannot yet imagine.

Grow learning partnerships with parents and whānau

Grow and spread effective practices for ongoing information sharing between kaiako, ākonga, parents, and whānau, recognising that parents have diverse needs and a range of effective communication methods is essential for building educationally powerful partnerships for learning. Consider creating flexibility by removing the requirement for reporting to parents in writing twice per year.

What is the purpose?

We know that partnerships between kaiako, ākonga, parents, and whānau that are focused on the learner and on learning have a powerful impact on ākonga outcomes. Effective partnerships require an easy and open flow of information between the people involved. Currently, information sharing in many schools and kura is constrained by the requirement to report twice a year in writing, often under pressure of time. This can limit meaningful joint decision making about how to increase and enrich the opportunities for learning at home, and at school or kura.

What might it involve?

Growing learning partnerships with parents and whānau in both language pathways might include:

▷ identifying, refining, and sharing approaches that are working well

▷ designing new information-sharing approaches and tools (if needed)

▷ identifying and exploring digital options for enabling real-time information-sharing

▷ identifying, refining, and sharing resources to support ākonga at home with next learning steps and encourage home-school partnerships.

How might it look?

When we have grown learning partnerships, we will be having new kinds of conversations between ākonga, parents and whānau, and kaiako. Conversations will be sustained, rather than disjointed. Those who are responsible for learning at school will have a deeper understanding of the linguistic, cultural, and knowledge resources of the home and how these can be brought into the school environment. Those who are responsible for learning at home will have a deeper understanding of the learning taking place at school or kura and how they can support that learning. Ākonga will be supported to make connections between the learning that takes place in the different worlds to which they belong. Reporting will no longer be about compliance but about working together to help all young people progress along their learning pathways.

Establish an Institute of Curriculum, Pedagogy and Assessment Institute

Our Advisory Group also proposes that an Institute of Curriculum, Pedagogy, and Assessment is established to grow curriculum, pedagogy assessment and aromatawai knowledge across the system.

What is the purpose?

Quality teaching and learning depends on our knowledge of and expertise in curriculum, pedagogy, assessment and aromatwai. Establishing an independent Institute of Curriculum, Pedagogy and Assessment would create a place of clear and trusted leadership on curriculum, pedagogical and assessment matters.

What might it involve?

The Institute of Curriculum, Pedagogy and Assessment would offer leadership and independent advice that:

▷ influences the spread of quality curriculum, pedagogy and assessment practice across the system, for example through issuing position statements and regularly reviewing the state of curriculum, pedagogy, and assessment across the system

▷ improves our collective knowledge about curriculum, pedagogy and assessment in a New Zealand context, for example through stewarding research and development activities across the system, and overseeing mechanisms for empowering professionals to contribute to growing and challenging system knowledge.

How might it look?

The scope of an Institute of Curriculum, Pedagogy and Assessment would cover early learning through to senior secondary to support coherence across learner pathways. It is important that there is ownership from the early learning and schooling profession, so there would be mechanisms for their involvement in governance and career pathways into, and out of, the Institute. The Institute's advice needs to be able to challenge the status quo, so it should not be part of either the Ministry of Education or the Teaching Council of Aotearoa New Zealand.

We have provided the Independent Taskforce reviewing Tomorrow's Schools with a paper outlining our idea for an Institute of Curriculum, Pedagogy and Assessment, so that they can consider its composition within the context of their overall thinking about the education system.