

# Overview of emerging ideas

## 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.

## 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.

## 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*.

## 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.

## 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*.

## Build assessment, inquiry, and evaluative capability

Build capabilities to gather, analyse and use assessment information to 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.



## **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.

## **Establish a Curriculum and Assessment Institute (CAI)**

Our Advisory Group also proposes that a Curriculum and Assessment Institute (CAI) is established to grow curriculum and assessment knowledge across the system.

## **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.

### **Conversation starters**

- 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?