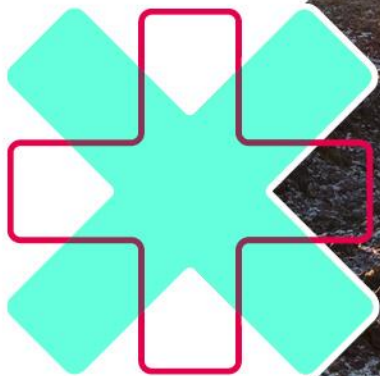MARTIN
JENKINS

CURRICULUM, PROGRESS AND ACHIEVEMENT - FEEDBACK ON EMERGING IDEAS

Final update: December 2018

5 December 2018

PREFACE

This report has been prepared for the Ministry of Education by Matthew Fanselow from MartinJenkins (Martin, Jenkins & Associates Limited).

MartinJenkins advises clients in the public, private and not-for-profit sectors. Our work in the public sector spans a wide range of central and local government agencies. We provide advice and support to clients in the following areas:

- public policy

- evaluation and research

- strategy and investment

- performance improvement and monitoring

- business improvement

- organisational improvement

- employment relations

- economic development

- financial and economic analysis.

Our aim is to provide an integrated and comprehensive response to client needs – connecting our skill sets and applying fresh thinking to lift performance.

MartinJenkins is a privately owned New Zealand limited liability company. We have offices in Wellington and Auckland. The company was established in 1993 and is governed by a Board made up of executive directors Kevin Jenkins, Michael Mills, Nick Davis, Allana Coulon and Richard Tait, plus independent director Hilary Poole.

EMERGING IDEAS AND GUIDING QUESTIONS

Respondents were asked for their feedback on nine emerging ideas, developed by the Ministerial Advisory Group. These emerging ideas are:

1. Commit to a system that learns

2. Design a process for evolving national curriculum in Māori and English

3. Clarify pathways for ākonga progress

4. Support the design of responsive local curriculum

5. Design and trial rich records of student learning

6. Build assessment, inquiry, and evaluative capability

7. Strengthen collaborative inquiry networks

8. Grow learning partnerships with parents and whānau

9. Establish an Institute of Curriculum, Pedagogy, and Assessment

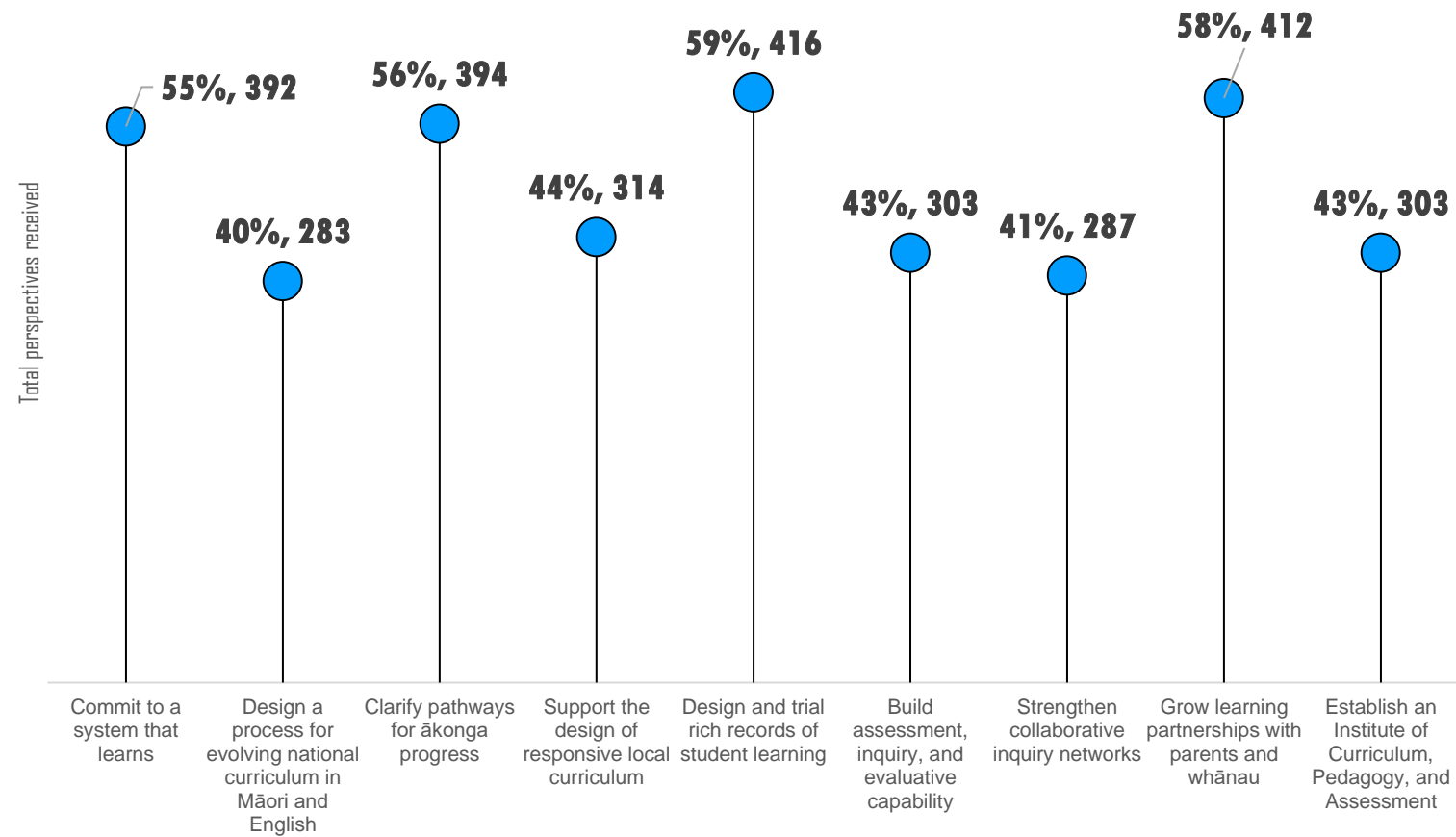When looking at each of these ideas, respondents were asked to consider:

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

ii   Is this idea similar to something you already know is happening in your school, kura, or elsewhere? If yes, what could we learn from that?

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

Responses from specific voices and perspectives have been captured under each of the emerging ideas. These are intended to elicit themes which are of particular relevance to these voices. The specific voices captured are: a Māori perspective, a Pacific perspective, and a Disability and Learning Support perspective (including Gifted and Talented). Please note that the sum total of points made under a theme may be greater than the total number of submissions made, as one point may be made several times and each point is counted separately.

Feedback has been collected from both individual and group respondents. The size of group responses have been accounted for in presenting the emerging themes.

OVERVIEW OF FEEDBACK

Total perspectives received

55%, 392 — Commit to a system that learns

40%, 283 — Design a process for evolving national curriculum in Māori and English

56%, 394 — Clarify pathways for ākonga progress

44%, 314 — Support the design of responsive local curriculum

59%, 416 — Design and trial rich records of student learning

43%, 303 — Build assessment, inquiry, and evaluative capability

41%, 287 — Strengthen collaborative inquiry networks

58%, 412 — Grow learning partnerships with parents and whānau

43%, 303 — Establish an Institute of Curriculum, Pedagogy, and Assessment

RESPONDENT DEMOGRAPHICS

This section provides a summary of the respondents who have provided feedback to date.

INDIVIDUAL OR GROUP RESPONSE
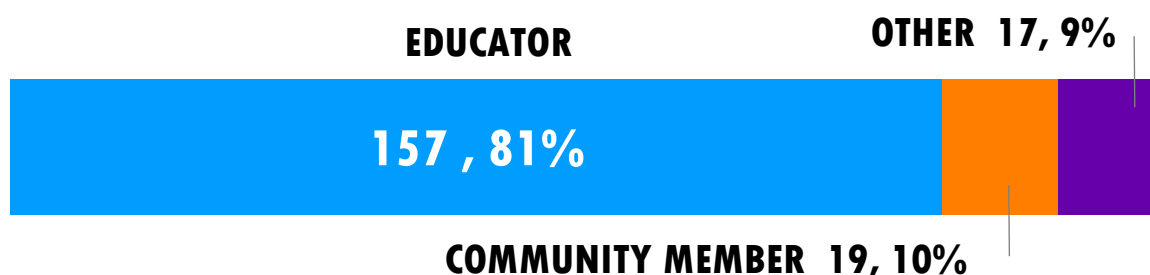
GROUP

| 124 , 64% | 69 , 36% |

INDIVIDUAL
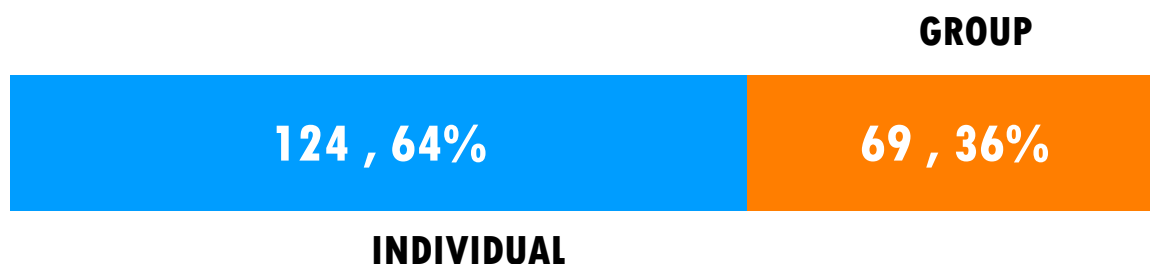
Total responses received = 193

Total people engaged = 745

RESPONDENT CONNECTION TO EDUCATION

EDUCATOR   **OTHER 17, 9%**

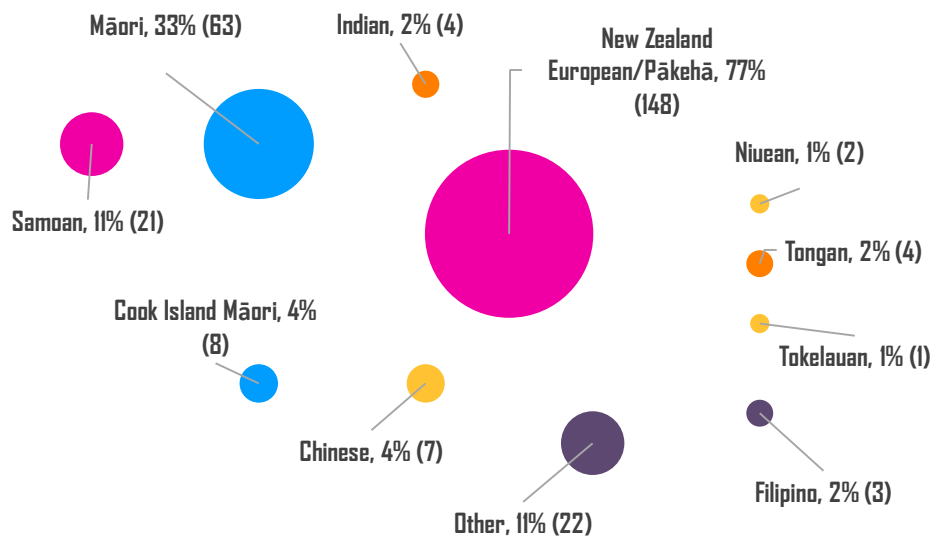| 157 , 81% | | |

COMMUNITY MEMBER 19, 10%

Connections listed under "Other" are: Grandparent; Education researcher; NGO, consultant, Ministry of Education staff, and tertiary learning facilitator.
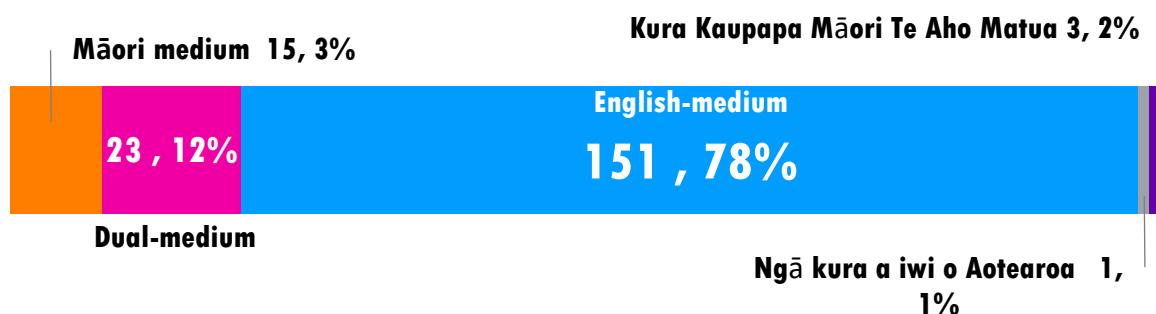
ETHNIC GROUPS

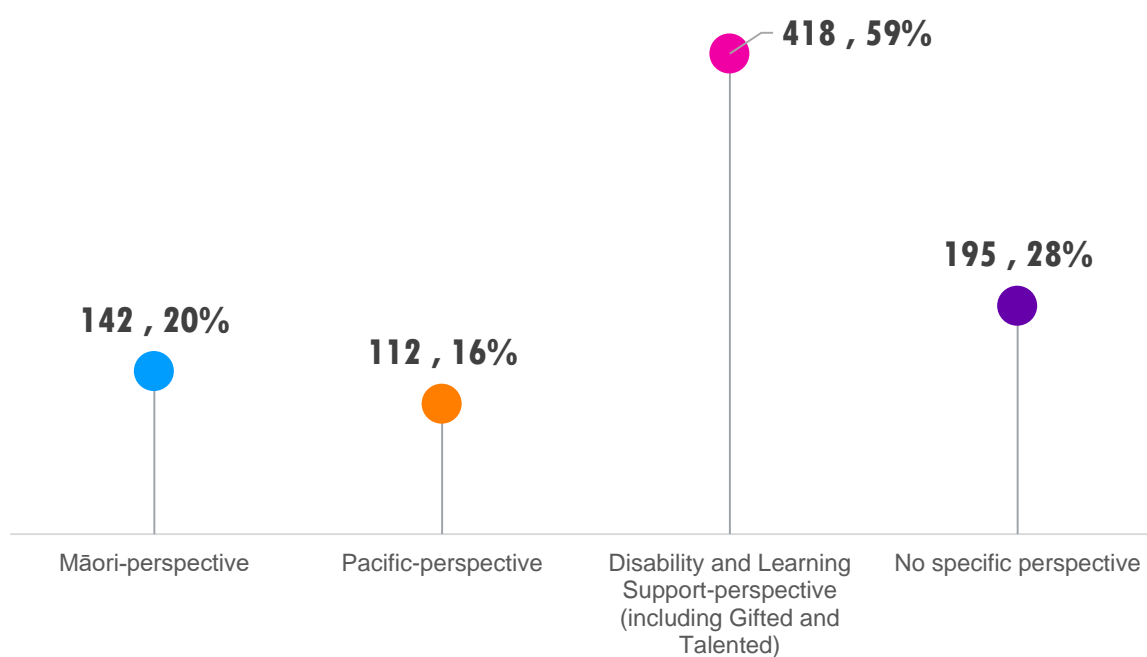Ethnic group(s) with which respondents identified.

Māori, 33% (63)

Indian, 2% (4)

New Zealand European/Pākehā, 77% (148)

Niuean, 1% (2)

Tongan, 2% (4)

Samoan, 11% (21)

Cook Island Māori, 4% (8)

Tokelauan, 1% (1)

Chinese, 4% (7)

Filipino, 2% (3)

Other, 11% (22)

Ethnic groups listed under "Other" are: American, Australian, British, German, French, Korean, South African, Swedish, and Taiwanese.

MEDIUM OF SCHOOL/KURA

Māori medium 15, 3%

Kura Kaupapa Māori Te Aho Matua 3, 2%

English-medium
151 , 78%

23 , 12%

Dual-medium

Ngā kura a iwi o Aotearoa   1, 1%

SUMMARY OF PERSPECTIVES

PERSPECTIVE OF FEEDBACK

418 , 59%

195 , 28%

142 , 20%

112 , 16%

Māori-perspective

Pacific-perspective

Disability and Learning
Support-perspective
(including Gifted and
Talented)

No specific perspective

POSITIVE/NEGATIVE BALANCE

Responses have been analysed to see whether they are positive-leaning (responses were supportive, in agreement with the Idea, or provided constructive feedback) or negative-leaning (responses were unsupportive, disagree with the idea, or highly critical). Some responses were neutral in their views.

	Negative-leaning	Neutral	Positive-leaning
Commit to a system that learns	12%	13%	76%
Design a process for evolving national curriculum in Māori and English	10%	16%	73%
Clarify pathways for ākonga progress	21%	23%	56%
Support the design of responsive local curriculum	12%	18%	70%
Design and trial rich records of student learning	24%	12%	64%
Build assessment, inquiry, and evaluative capability	23%	11%	66%
Strengthen collaborative inquiry networks	29%	5%	66%
Grow learning partnerships with parents and whānau	15%	2%	83%
Establish an Institute of Curriculum, Pedagogy, and Assessment	35%	12%	53%

THEMATIC SUMMARY BY IDEA

Idea 1. 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.

Emerging themes

"I think that some schools are facing difficulties and introducing a system that learns rather than a system that is static and not working would support everyone but especially the special needs children."

"I wonder how the MOE will function if this is to be a truly responsive system and whether or not those who hold political power will learn as well."

"Inclusiveness and bi-culturalism is something that Māori have had to live with and come to understand for many years within education and society. Having that true commitment from the whole country to implement, teach, and respond to the bi-cultural needs of all Māori ākonga should be present in every school across NZ."

"It [the system] needs a re-think. We need to work towards a multi-cultural approach, not bicultural."

1. Commit to a system which places both learners and whānau at its centre

Respondents would like to see an education system which works with learners and whānau in tandem, rather than an explicit focus on the learner. Themes captured in this category are:

- The need to view learners and whānau together as one (n=94)
- Proactively seek input from whānau into their learner's education (n=43)
- Ensure whānau are invested in New Zealand's educational outcomes (n=22)

2. The need to develop a multicultural system

Respondents would like to see an education system which incorporates a wide variety of cultural perspectives, reflective of a multicultural New Zealand. Themes captured in this category are:

- Build multicultural responsiveness into the education system (n=12)
- Engage iwi in reshaping the education system (n=12)
- The need to take a multicultural approach to education, to reflect modern New Zealand (n=7)

3. Commit to a system which places learners as its centre

Respondents agree with the need to ensure the education system has learners at its centre. Themes captured in this category are:

- How will the Ministry demonstrate genuine commitment to a learner-centric system (n=156)

- How will emphasis be given to gifted learners in this system (n=25)

- The system needs to emphasise and support learners who are lagging behind their peers (n=20)

- Focus the system on priority learners (n=18)

- The need to develop and maintain individual learning plans for each learner (n=15)

4. The need to engage a variety of stakeholders

Respondents expressed a need to engage a broad range of stakeholders in shaping the education system. Themes captured in this category are:

- The need to align all stakeholders (community, whānau, school, Ministry) and ensure they work together to support learners (n=194)

- Engage the local community to support learners and the education system (n=67)

- There is a lack of coordination between government agencies which provide support services to schools (n=13)

5. Resourcing considerations for reshaping the education system

Respondents emphasised some of the resource constraints associated with this Idea. Themes captured in this category are:

- Teachers need to work together and support each other (n=191)

- A need for increased resourcing and funding for gifted learners (n=137)

- More time needs to be allocated for teachers to conduct their own research (n=126)

- A need for increased funding in general (n=67)

- Allow schools to have greater self-management and autonomy (n=44)

- Committing extra resourcing to support learners who are lagging behind their peers (n=23)

- PLD needed for teachers, to help implement this Idea (n=11)

- Embed this Idea into teaching qualifications (n=10)

6. Design and practicalities of information sharing and feedback loops

Respondents agree with the need for a system to collect and share information and feedback. Themes captured in this category are:

- Inquiries need to be targeted at groups which are struggling (n=126)

- Schools need to get better at sharing ideas and information (n=59)

- Feedback loops are viewed as a positive addition to the education system (n=26)
- Feedback loops need to be simple and accessible (n=13)

7. A need to demonstrate genuine commitment to change

Respondents have expressed scepticism as to whether there will be a genuine commitment to change from government. Themes captured in this category are:

- Government to demonstrate genuine commitment and buy-in to changing the education system, including political bipartisanship (n=296)
- Acknowledge there is no "one size fits all" model of education (n=145)
- Involve Kāhui Ako to a greater extent, in facilitating changes to the system (n=11)
- Listen to expert feedback from the sector (n=10)

8. Commit to a bicultural system

Respondents agree with developing an inclusive and bicultural education system (n=24)

9. Additional themes

Additional themes which have emerged are:

- Professional teaching practice is lacking in the classroom (n=126)
- Allow schools greater autonomy and self-management (n=44)
- Ensure all stakeholders (community, whānau, school, Ministry) are aligned and working together to best support learners (n=34)
- Ensure the local community are engaged with the school (n=30)

Themes emerging from specific perspectives

Learning Support voice

1   Teachers need to work together and support each other (n=175)

2   How will the Ministry demonstrate genuine commitment to a learner-centric system (n=156)

3   The need to align all stakeholders (community, whānau, school, Ministry) and ensure they work together to support learners (n=155)

4   Government to demonstrate genuine commitment and buy-in to changing the education system, including political bipartisanship (n=149)

Māori voice

1   Ensure the local community are engaged with the school (n=15)

2   The need to view learners and whānau together as one (n=13)

3   A need for increased funding in general (n=13)

4   Government to demonstrate genuine commitment to a bicultural system (n=12)

Pacific voice

1   Allow schools greater autonomy and self-management (n=29)

2   The need to view learners and whānau together as one (n=26)

3   A need for increased funding in general (n=26)

4   Teachers need to work together and support each other (n=17)

Idea 2. 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.

Emerging themes

"It is not really that difficult to reshuffle or make small additions to the curriculum each year. This is much easier to deal with than complete overhauls."

"I wonder what the review would look like and whether it is of genuine benefit or just a mirage based on the aspirations and ideologies of a select few."

"That review is a good process to implement in a system but review should not be aimed at making change just to make change. If review finds change is not needed then that should be acceptable."

"Why we haven't done this already? There is nothing stopping us from doing this now. Let's make any review pragmatic and focus on the time to market more - the time it take for it to actually make a difference to a child."

1. The idea of a process for regular review is supported

Respondents are supportive of an established and annual process for curriculum review. Themes captured in this category are:

- Supportive of a process for regular review of curriculum (n=118)
- Supportive of a bicultural approach to curriculum (n=21)
- The need for greater standardisation of the curriculum across the country (n=3)

2. Consideration needs to be given to gifted learners

Respondents would like to see the curriculum structured to have gifted learners at the centre (n=70)

3. Specific components the curriculum needs to incorporate

Respondents have highlighted specific areas the curriculum needs to emphasise. Themes captured in this category are:

- Develop a broad national curriculum, which schools can customise (n=132)
- The Ministry needs to give schools greater autonomy in delivering the curriculum (n=127)
- Incorporate key life skills and competencies (n=20)
- Include multicultural competencies and exposure (n=19)
- Greater ability for teachers to be creative, and move away from traditional subjects and structure of the school day (n=6)

4. Durability of any change or review

Respondents have expressed scepticism as to the government's commitment to this idea, and whether any changes will be long-lasting or temporary. Themes captured in this category are:

- Political bipartisanship is needed to ensure the changes are long-term (n=147)

- The Ministry needs to genuinely engage with the sector to shape the curriculum (n=22)

5. Idea is already underway in school

Respondents have stated that this Idea is already underway in their school (n=148)

6. Additional themes

Additional themes which have emerged are:

- The review needs to be conducted by people with expertise in curriculum design (n=252)

- Ensure an adequate level of funding is invested to deliver this idea properly (n=159)

- Schools and teachers need to be accountable to whānau for their learners' progress (n=127)

- Conduct a review of local curriculum, in addition to national curriculum (n=22)

- Find examples of schools in which this is working and use as a model (n=22)

Themes emerging from specific perspectives

Learning Support voice

1   Specific consideration needs to be given to gifted learners in the design of the curriculum (n=59)

2   Supportive of a process for regular review (n=22)

3   Supportive of a bicultural approach to curriculum (n=20)

4   Incorporate key life skills and competencies (n=19)

Māori voice

1   Supportive of a process for regular review (n=17)

2   Supportive of a bicultural approach to curriculum (n=3)

Pacific voice

1   Supportive of a process for regular review (n=13)

2   Supportive of a bicultural approach to curriculum (n=3)

Idea 3. 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.

Emerging themes

"As long as the pathway is flexible according to the varieties of students and is not about measuring teachers according to the numbers who complete each step or level or whatever label is used along the pathway."

"Producing young adults with sound and well developed key competencies is as vital as academic achievements."

"In [our school] we look at the learner as a whole person and look at what supports do they need to achieve their full potential imaging how powerful this could be if the school, family and child where all able to feed into this at the same time and develop a clear pathway."

"Progression frameworks are useful but are in danger of being a theoretical exercise. What would a parent understand about progression or how might it be described to them? How does a student understand their learning progression and can talk about it."

1. The structure and design of the pathways

Respondents have emphasised that learner pathways would need to be clearly defined, but sufficiently flexible so as to accommodate a wide range of learners. Themes captured in this category are:

- Pathways to be driven by the level of learner ability, not by age (n=136)

- Pathways need to be co-constructed between learners, whānau, and the school (n=131)

- A need for RTLB input in developing the pathways (n=125)

- How will learner progress on their pathway be assessed (n=74)

- Greater clarity on the requirements of the New Zealand curriculum and how these will be incorporated with the pathways (n=57)

- Student ownership of the profiles needs to be considered (n=42)

- How will the value/benefit of these pathways be measured (n=40)

- Pathways need to be flexible (n=33)

- Pathways must involve whānau in their development (n=31)

- A need for greater collaboration between teachers (n=22)

- Teacher PLD will be needed for this Idea to be successful (n=15)

- A need to incorporate developmental capabilities into pathways (n=14)

- Pathways and progression needs to cover the entire academic career of the learner (n=13)

2. Curriculum-specific considerations

Respondents have highlighted specific areas the curriculum needs to emphasise. Themes captured in this category are:

- Greater emphasis on soft skills (eg cultural competence, emotional intelligence) (n=128)

- Increased inquiries to identify learner's skills and passions, and allow them to follow these passions (n=126)

- Ensure curriculum offers exposure to a broad range of learning areas (n=49)

- Incorporate key life skills and competencies (n=32)

- The need to include practical/hands-on skills (n=30)

3. How best to test, and embed, the changes

Respondents propose the need to pilot this approach in specific schools before rolling out to the wider sector. Themes captured in this category are:

- Kāhui Ako need to play a central role (n=36)

- Idea is already underway in some schools (n=26)

- Draw on international examples of similar ideas (n=23)

- The need to demonstrate what these profiles would look like in practice, by piloting in specific schools (n=22)

4. Considerations of specific learners

Respondents have emphasised the need to consider the needs of specific learners in developing pathways. Themes captured in this category are:

- Schools need to be more open to allowing learners to accelerate (ie progress from Year 9 to Year 11) (n=126)

- Consideration needs to be given to children/young persons with learning support needs (n=63)

- Consideration needs to be given to gifted learners and their needs (n=53)

- A need to focus on learners who are lagging behind their peers (n=6)

5. Greater use of Te Whāriki in the curriculum

Respondents view Te Whāriki as a valuable tool/platform, and encourage extending it to the wider education sector (n=12)

Themes emerging from specific perspectives

Learning Support voice

1   Specific considerations of gifted learners and children/young persons with learning support needs (n=61)

2   Greater clarity on the requirements of the New Zealand curriculum and how these will be incorporated with the pathways (n=48)

3   A need for greater collaboration between teachers (n=20)

Māori voice

1   Greater clarity on the requirements of the New Zealand curriculum and how these will be incorporated with the pathways (n=38)

2   Ensure curriculum offers exposure to a broad range of learning areas (n=24)

3   Student ownership of the profiles needs to be considered (n=22)

4   Specific considerations of gifted learners and children/young persons with learning support needs (n=20)

Pacific voice

1   Ensure curriculum offers exposure to a broad range of learning areas (n=24)

2   Greater clarity on the requirements of the New Zealand curriculum and how these will be incorporated with the pathways (n=23)

3   Specific considerations of gifted learners and children/young persons with learning support needs (n=23)

Idea 4. 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.

Emerging themes

"Initiate practical activities and human support interactions in classrooms and throughout the wider community."

"Having the right resources available to staff, that are created here in NZ specific for the area, community and iwi of the school would be amazing to have."

"Needs to happen. Great role for Communities of learning."

"Rich opportunities to delve more deeply into local stories, cultures, identities- particularly local Māori history. The cultural narratives of each school, kura and Kāhui Ako."

1. The need to find a balance in emphasis on local and national curriculum

Respondents disagree on which curriculum is of most importance, or which would be given greater emphasis in a given school. Themes captured in this category are:

- Curriculum needs to be flexible and incorporate specific local contexts (n=195)
- Need to develop methods of engaging with and consulting diverse communities (n=117)
- Engage local schools to help inform national curriculum (n=108)
- Allow schools greater autonomy and self-management (n=32)

2. The need for the curriculum to incorporate a broad range of skills and competencies

Respondents would like to see the curriculum emphasise a diverse range of skills and competencies. Themes captured in this category are:

- Learners need to be exposed to a broad range of learning areas, including a range of practical skills and competencies (n=331)
- Greater emphasis on cultural exposure and cultural competency (n=63)
- Curriculum needs to incorporate social and emotional support and development (n=18)
- The need to balance the time spent between core subjects and the wider curriculum (n=10)

3. Respondents are currently trialling this Idea in their schools

Respondents stated that this Idea was already underway in their schools (n=60)

4. Support and resourcing considerations

Respondents have emphasised the need to increase resourcing and support if this Idea is to progress. Themes captured in this category are:

- Greater collaboration and resource sharing between schools (n=153)
- Expand the MindPlus programme to more areas of New Zealand (n=126)
- Parents and teachers need more training in identifying giftedness (n=124)
- Develop a database of mentors to academically support students who are struggling (n=124)
- Greater use of Kāhui Ako in developing the curriculum (n=60)
- The need for curriculum experts to help shape the curriculum (n=55)
- Increased funding needed to support curriculum review (n=15)
- Curriculum design/review requires a dedicated in-school role (n=6)

5. Increased learner influence on curriculum and assessment

Respondents would like to see the learner given greater emphasis in developing curriculum and assessment. Themes captured in this category are:

- Include learners, to a greater extent, in decision-making (n=23)
- Tailor the local curriculum to each learner (n=21)
- Greater inclusion of learner voices in decisions about curriculum (n=18)
- Allows learners to develop their own assessment tasks (n=9)

Themes emerging from specific perspectives

Learning Support voice

1   Need to develop methods of engaging with and consulting diverse communities (n=110)

2   Engage local schools to help inform national curriculum (n=76)

3   Greater emphasis on cultural exposure and cultural competency (n=40)

4   The need for curriculum experts to help shape the curriculum (n=34)

Māori voice

1   Need to develop methods of engaging with and consulting diverse communities (n=31)

2   Greater emphasis on cultural exposure and cultural competency (n=23)

3   Learners need to be exposed to a broad range of learning areas, including a range of practical skills and competencies (n=23)

4   Increased funding needed to support curriculum review (n=14)

Pacific voice

1   Need to develop methods of engaging with and consulting diverse communities (n=22)

2   Greater emphasis on cultural exposure and cultural competency (n=16)

3   Increased funding needed to support curriculum review (n=11)

Idea 5. 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.*

Emerging themes

"I wonder what professional learning would be necessary for us to be able to do this."

"A "record of learning" doesn't reflect a learning cycle for children. It reinforces learning for outputs rather than learning as a process. I would prefer that "record of learning" was replaced with something like "Students owned and maintain learning plan"."

"Currently schools do this via e-portfolios and learning stories; however, these aren't consistent across all schools or centres."

"How can effective transitions be better supported."

1. The nature and design of the records

Themes captured in this category are:

- Records need to be consistent across schools, for comparability (n=324)

- Records need to be student-owned (n=216)

- Records need to include the student voice (n=204)

- Ensure records emphasise learner strengths, not weaknesses (n=126)

- Develop a national database of vulnerable/troubled learners (n=126)

- Schools to provide added support to learners who do not have strong whānau input into their learning (n=126)

- Whānau need to be engaged in developing and maintaining the records (n=67)

- Records need to encompass entire academic career of the learner (n=46)

- Greater investigation needed of what information should and should not be captured (n=33)

- Will records be accessible to all learners, for example visually impaired learners (n=8)

- Records need to be teacher-owned, not student-owned (n=6)

2. How to evaluate and communicate progress

Respondents raised questions regarding how learner progress will be assessed within the records of learning. Themes captured in this category are:

- A single digital platform is needed, for consistency and ease of communication (n=258)
- Will access to technology across schools be an impediment or inequitable (n=34)
- Records need to include qualitative and observational information (n=32)
- How will learner progress and development be measured (n=18)

3. Workload implications for teachers

Respondents have emphasised the workload requirements of this Idea. Themes captured in this category are:

- Development and maintenance of records of learning will take time away from teaching (n=71)
- Staff PLD will be needed to develop records of learning (n=37)
- Class sizes need to be reduced for this Idea to be successful (n=22)

4. Transfer of records between schools

Respondents have highlighted the need for records to be proactively and consistently transferred between schools, if the learner moves. Respondents emphasised that this will require dedicated support in-school (n=70)

5. Records need to represent genuine insights

Respondents emphasised that for this idea to be successful the insights and learnings need to be genuine and individualised, and not 'copied and pasted' between years or between learners (n=308)

Themes emerging from specific perspectives

Learning Support voice

1. Records to cover whole of learner's life, not just academic (n=235)
2. Records need to be student-owned (n=185)
3. A single digital platform is needed, for consistency and ease of communication (n=180)

Māori voice

1. A single digital platform is needed, for consistency and ease of communication (n=32)
2. Records need to be student-owned (n=6)

Pacific voice

1   Records need to encompass entire academic career of the learner (n=12)

2   Records need to represent genuine insights (n=11)

3   A single digital platform is needed, for consistency and ease of communication (n=8)

Idea 6. 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.

Emerging themes

"This appears to be a big lack right across the education system."

"An excellent idea. Somewhat wary of the burden this places on teachers and whether this will distract from other uses of their time."

"Is real thought being made for our students who are blind and low vision? Can they access these assessment tools on an even playing field to their peers?"

"This should be part of training or post-graduate study. Provide free professional development as necessary but the idea of an extra accreditation process is utter garbage."

1. Workload and PLD implications

Respondents emphasised that more inquiry will add to teacher workload and take time away from teaching. Themes captured in this category are:

- This Idea will require ongoing data literacy PLD for teachers (n=301)

- Idea will result in increased teacher workload (n=45)

- Give teachers greater autonomy in conducting their inquiries (n=33)

- Inquiry needs to have more emphasis in ITE (n=27)

- Increased teacher aide support in the classroom would help with implementing this Idea (n=12)

- Greater whānau involvement in inquiry (n=11)

2. The need for genuine inquiry

Respondents have highlighted that this assessment and inquiry needs to be done genuinely, and not for the sake of conducting more inquiries (n=61)

3. Consideration of specific learner needs

Respondents emphasised the need for a standardised means of tracking gifted student progress (n=263), and for a specific focus on the progress of children/young persons with learning support needs (n=17).

4. Issues with defining the Idea

Respondents found the Idea to be vague and unclear (n=11). Respondents were unsure as to the definition of "critical learning" (n=11). Respondents also disagreed with the need for an accreditation process (n=11).

6. Additional themes

Additional themes which have emerged are:

- Develop effective tools, which are consistent across schools, to manage and analyse data (n=126)

- Need to reduce class sizes for this Idea to be successful (n=25)

- How will inquiry and data cross different stages of learner's school career (n=15)

Themes emerging from specific perspectives

Learning Support voice

1   Increased PLD to support staff data literacy (n=287)

2   Standardised means of tracking gifted student progress (n=36)

3   Greater autonomy for teachers to develop their own assessments (n=35)

Māori voice

1   Greater autonomy for teachers to develop their own assessments (n=23)

2   Increased PLD to support staff data literacy (n=12)

3   Increased teacher aide support in the classroom would help with implementing this Idea (n=11)

Pacific voice

1   Greater autonomy for teachers to develop their own assessments (n=23)

2   Increased teacher aide support in the classroom would help with implementing this Idea (n=11)

3   This Idea will require ongoing data literacy PLD for teachers (n=11)

Idea 7. 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.

Emerging themes

1. Resourcing and size implications

Respondents have emphasised the time and resource requirements that will be needed to realise the benefits of this Idea. Respondents have also noted that the size of these networks will need to be kept small, to ensure they are manageable. Themes captured in this category are:

- Develop a database of mentors to academically support students who are struggling (n=252)

- Greater use of Kāhui Ako to conduct inquiries (n=164)

- Increased collaboration between teachers, and the sharing of inquiry outcomes (n=153)

- There is a shortage of Māori cultural knowledge and skills in the sector (n=71)

- Need for teachers to demonstrate genuine commitment to the Idea (n=45)

- Idea will take time away from teaching, and will require constraints on the size of networks in order to be successful (n=25)

- Remove Kāhui Ako and reallocate funding to developing collaborative inquiry networks (n=12)

2. Strengthen inquiry networks for specific learners

Themes captured in this category are:

- Target inquiry networks to gifted learners (n=126)

- A need for a standard definition of "gifted" (n=23)

- Strengthen inquiry networks for Pacific learners (n=2)

3. Practicalities of the networks

Respondents have made comments on the mechanics of these networks. These include:

- Schools to work closer with their local communities and include them in inquiries where possible (n=131)

- Ministry of Education needs to give schools greater autonomy in conducting inquiries (n=23)

- The need for a standardised digital platform to support inquiry (n=23)

- How will data be accessed, and will it be available for the duration of the learner's school life (n=12)

Themes emerging from specific perspectives

Learning Support voice

1   Strengthen inquiry networks for gifted learners (n=48)

2   There is a shortage of Māori cultural knowledge and skills in the sector to support this idea (n=47)

3   Increased collaboration between teachers, and the sharing of inquiry outcomes (n=30)

4   A need for a standard definition of "gifted" (n=23)

Māori voice

1   There is a shortage of Māori cultural knowledge and skills in the sector (n=21)

2   A need for a standard definition of "gifted" (n=8)

3   Network size needs to be constrained (n=2)

Pacific voice

1   There is a shortage of Māori cultural knowledge and skills in the sector (n=9)

2   A need for a standard definition of "gifted" (n=6)

3   A need for a standard definition of "gifted" (n=2)

Idea 8. 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.

Emerging themes

1. Work to strengthen the entire school community

Respondents would like to see effort made to grow and strengthen the school community as a whole – defined by respondents as school staff, learners, and whānau. Themes captured in this category are:

- Ongoing, transparent communication with parents is important (n=289)
- Parents need to be closely involved in decisions on their child's learning (n=171)
- Work towards strengthening the school community as a whole – whānau, learners, and the school (n=68)
- Develop methods for schools to engage with diverse groups in their community (n=43)
- Engage with iwi to help bridge cultural divides (n=13)

2. Format and content of communication with parents and whānau

Respondents made a number of recommendations regarding the content and format of communications. Themes captured in this category are:

- The need for a diverse range of communication methods (n=308)
- Emphasis on use of digital methods (n=219)
- Include feedback on social and emotional aspects, not only academic progress (n=188)
- Ensure that reporting and communication is culturally responsive and inclusive (n=145)
- Learners to provide input into reporting – specific aspects of their learning they would like to share with their whānau (n=137)
- There is no "one size fits all" approach to engaging with whānau (n=66)

3. Frequency of reporting

Respondents made a number of comments on the frequency of communication with parents and whānau. Themes captured in this category are:

- A need to increase the frequency of reporting (n=71)
- Teacher workload is a concern for multiple or complex reporting methods (n=34)

- Remove biannual reporting requirement (n=7)

- Retain biannual reporting requirement (n=6)

4. Leadership and parental engagement

Respondents made a number of comments on the leadership requirements of this Idea, and the role parents need to play. Themes captured in this category are:

- Use reporting to address parents needs and concerns (n=125)

- Parents need to share responsibility for their child's learning outcomes (n=51)

- Partnerships with parents and whānau will require strong and effective leadership from schools (n=41)

- Clarify with parents the level of involvement they want to have in their child's learning, and what barriers are preventing them from being involved (n=7)

Themes emerging from specific perspectives

Learning Support voice

1 Emphasis on face-to-face communication (n=235)

2 Ongoing, transparent communication with parents is important (n=231)

3 The need for a diverse range of communication methods (n=132)

4 Learners to provide input into reporting – specific aspects of their learning they would like to share with their whānau (n=95)

Māori voice

1 The need for a diverse range of communication methods (n=31)

2 Learners to provide input into reporting – specific aspects of their learning they would like to share with their whānau (n=23)

3 Engage with iwi to help bridge cultural divides (n=13)

4 Work towards strengthening the school community as a whole – whānau, learners, and the school (n=10)

Pacific voice

1 The need for a diverse range of communication methods (n=22)

2 Work towards strengthening the school community as a whole – whānau, learners, and the school (n=7)

3 Engage with iwi to help bridge cultural divides (n=2)

Idea 9. Establish an Institute of Curriculum, Pedagogy, and Assessment

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.

Emerging themes

1. Who would be involved in the Institute

Respondents raised a number of questions about involvement and attendance at an Institute, including:

- How will inclusiveness be ensured (cultural and learners with support needs) (n=181)
- Who would get to attend, and how would they be chosen (n=176)
- The need for Communities of Learning to play a role in any Institute (n=92)
- Kāhui Ako need to play a role (n=43)
- Institute needs to consist of academics and researchers (n=43)
- Curriculum experts need to play a central role (n=32)
- Institute needs to be led by teaching experts, not central government (n=32)
- Will the Institute be managed/overseen by the Ministry, or by an independent body (n=25)
- Institute needs to consist of practicing teachers (n=13)
-

2. Institute is not needed

Respondents do not feel an Institute is needed. Themes captured in this category are:

- There is no need for such an entity (n=165)
- Time and cost associated with this Idea would be better spent on teaching time (n=130)
- This role is already filled by other organisations (NZCER, Teachers Council) (n=128)
- The sector needs to strengthen the networks and functions which already exist in this space (n=61)

3. Supportive of Idea

Respondents supported the Idea and agreed there is a need for it (n=29)

4. Durability of change

Respondents have questioned whether this Idea will last long-term, or whether it will change as the government changes (n=29).

5. Additional themes

Additional themes which have emerged are:

- The need for more learning support for gifted learners (n=24)
- The need for more learning and assessment specific to Pacific learners (n=7)

Themes emerging from specific perspectives

Learning Support voice

1   There is no need for such an entity (n=37)

2   Kahui Ako need to play a role (n=32)

3   The sector needs to strengthen the networks and functions which already exist in this space (n=31)

4   How will inclusiveness be ensured (cultural and learners with support needs) (n=28)

5   Who would get to attend, and how would they be chosen (n=26)

Māori voice

1   Kahui Ako need to play a role (n=18)

2   How will inclusiveness be ensured (cultural and learners with support needs) (n=14)

3   Institute needs to be led by teaching experts, not central government (n=9)

Pacific voice

1   Kahui Ako need to play a role (n=18)

2   The sector needs to strengthen the networks and functions which already exist in this space (n=17)

3   How will inclusiveness be ensured (cultural and learners with support needs) (n=12)

4   Institute needs to be led by teaching experts, not central government (n=7)