



Education Report: **Update to the scope and Terms of Reference
for the Ministerial Advisory Group advising on
English and mathematics and statistics**

To:	Hon Erica Stanford, Minister of Education		
Date:	30 January 2024	Priority:	High
Security Level:	In-Confidence	METIS No:	1321255
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Seen by the Communications Team:	No	Round Robin:	No

Purpose of Report

This report seeks your agreement to proposed changes to the scope and Terms of Reference for the Ministerial Advisory Group (MAG) established to review the English and mathematics and statistics learning areas in Te Mātaiaho | the refreshed New Zealand Curriculum (NZC).

Alignment with Government priorities

This reflects the Government's priorities in its 100 Day Plan to appoint an Expert Group to review the English and mathematics and statistics learning areas in Te Mātaiaho | the refreshed New Zealand Curriculum.

Summary

1. You have established a Ministerial Advisory Group (MAG) to undertake a review of, and provide advice, to redesign the English and mathematics and statistics curriculum for primary school students, as set out in the Government's 100-Day Plan. The MAG had its first face-to-face hui on 15-16 January 2024 in Auckland and is expected to provide you with an initial report and recommendations in February 2024.
2. A draft year-by-year sequence for maths has been developed as part of the draft phase-by-phase guidance, adding greater detail to the progression in the curriculum for the first four phases (Years 0 to 10). The year-by-year literacy and communication sequence is still to be developed. A Literacy Contributors Group has been convened to do this work, and the MAG has indicated that there needs to be clarity on how the work of the two groups will be aligned.
3. It is proposed that in their initial report in February 2024, the MAG provides a sample reading, writing and oral language teaching sequence for Years 0 to 3. This advice will

enable a decision to be made on the approach to be used, with a complete draft of the remainder (Years 4 to Year 10 then being developed by the Literacy Contributors Group. Selected members of the Literacy Contributors Group would join the English and literacy experts in the MAG as they develop the Year 1 to 3 teaching sequence sample, and members of the MAG would then provide oversight and input to the development of the remainder (Years 4 to 10) of the draft teaching sequence. The MAG will remain responsible for providing advice on the remainder of the English learning area and what year-by-year teaching expectations should be set.

4. Changes to the scope of the MAG's work, and their Terms of Reference, therefore, include extending the review from the first three phases of the two learning areas (Years 0-3, Years 4-6 and Years 7-8, i.e. primary and intermediate schooling), to include Years 9-10. Years 11-13 and the NCEA co-requisite remain out of scope. Because the changes to the Terms of Reference are not substantial, we do not think this requires Cabinet approval.
5. As part of our advice on the MAG's initial report and the sample teaching sequence, we will provide you with advice on any potential changes to the maths teaching sequence. We will also advise on any timeline and budget implications for the curriculum and assessment change programme associated with responding to the MAG's report.

Recommended Actions

The Ministry of Education recommends you:

- a. **agree** that the scope and terms of reference for the Ministerial Advisory Group (MAG) reviewing the English and mathematics and statistics learning areas of Te Mātaiaho are extended to include Years 9 and 10, aligning with the draft maths sequence developed as part of the draft common practice model and the draft reading, writing and oral language (literacy and communication) sequence that is in development

Agree / Disagree

- b. **note** that, as part of its advice to you, the MAG will provide a sample reading, writing and oral language teaching sequence for Years 0 to 3 that will provide granular guidance on what to teach year-by-year and provide a model for the full learner pathway for reading, writing and oral language, as well as for maths and the wider English learning area

Noted

- c. **agree** selected members from the Ministry's Literacy Contributors Group (LCG) developing the draft reading, writing and oral language sequence will be invited to work alongside English and literacy experts in the MAG in the development of that sample

Agree / Disagree

- d. **agree** that the LCG will develop the remainder (Years 4 to 10) of the draft teaching sequence, with oversight from the MAG and input from the English and literacy experts in the MAG, once you have agreed to the approach to be taken (following your consideration of the MAG's advice and Year 0 to 3 sample)

Agree / Disagree

- e. **note** that the chair of the MAG has indicated that he is comfortable with the changes outlined

Noted

- f. **note** that the Ministry will work with your office and the chair to arrange a time for him to talk you through the MAG's initial advice

Noted

- g. **note** that Ministry advice accompanying the MAG's initial report in February 2024 will also include advice on the:

- i. approach to developing any draft content that may be needed for the maths teaching sequence
- ii. any timeline and budget implications for the curriculum and assessment change programme associated with responding to the MAG's overall report and any recommendations they may make for changes to the English and mathematics and statistics learning areas and other in-scope documents

Noted

Proactive Release:

- h. **agree** that the Ministry proactively release this paper once it has been considered by you, with any information which may need to be withheld done so in line with the provisions of the Official Information Act 1982.

Release

Pauline Cleaver
Acting Hautū | Deputy Secretary
Te Poutāhū | Curriculum Centre

30/01/2024

[Signature]

Hon Erica Stanford
Minister of Education

1/2/24.

☒ Agree ☐ Disagree

Proactively released

Background

1. On 18 December, Cabinet noted your intention to establish a Ministerial Advisory Group (MAG) to undertake a review of and provide advice to redesign the English and mathematics and statistics curriculum for primary school students, as set out in the Government's 100-Day Plan [CAB-23-MIN-0497]. This includes providing independent advice on changes required on the English and mathematics and statistics learning areas, the common practice model, phase-by-phase guidance and anything else identified as needed.
2. The MAG has been asked to review the refreshed curriculum and provide recommendations for any change that is needed. This includes reviewing how the draft common practice model and its phase-by-phase teaching and learning guidance work together to provide teachers with the clarity needed on year-by-year teaching expectations and how they embed effective practices that reflect the science of learning. The MAG had its first face-to-face hui on 15-16 January 2024 in Auckland and is expected to provide you with an initial report and recommendations in February 2024.
3. A draft year-by-year sequence for maths has been developed as part of the draft phase-by-phase guidance, adding greater detail to the progression in the curriculum for the first four phases (Years 0 to 10). The year-by-year literacy and communication sequence is still to be developed, and a Literacy Contributors Group (LCG) has been convened to do this work. The contributors are tasked with the development of a reading, writing and oral language sequence for literacy and communication that would provide more granular guidance on what to teach and when, from Years 0 to 10. The first LCG meeting took place on 16-17 January 2024.

Operation and integration for the two groups' ways of working

4. Following discussions at their first meeting, the MAG has indicated that they would like to see changes made to the approach taken to the phase-by-phase guidance and teaching sequence. The MAG intends to work this through for English and literacy in the first instance. The MAG has asked for clarity on how its work and advice will inform the work of the LCG so that there is alignment in their activities. So that the LCG work on the literacy and communication (reading, writing and oral language) sequence aligns with the MAG's direction, we recommend that:
 - a. The MAG provides a sample reading, writing and oral language teaching sequence for Years 0 to 3 that will provide granular guidance on what to teach year-by-year and provide a model for the full learner pathway for reading, writing and oral language, as well as for maths and the wider English learning area. This advice will enable you to make a decision on the approach to be used, with the remainder of the draft sequence (Years 4 to 10) then being developed by the LCG.
 - b. To facilitate the later LCG work being done with integrity to the MAG's vision (if agreed to by you), we propose that selected members of the LCG join the English and literacy experts in the MAG as they develop the Years 0 to 3 teaching sequence sample and that members of the MAG then provide oversight and input to the development of the remainder of the draft sequence (Years 4 to 10).
 - c. The MAG remains responsible for providing advice on the remainder of the English learning area and what year-by-year teaching expectations should be set.

5. In addition to the sample reading, writing and oral language teaching sequence for Years 0 to 3, we anticipate that the MAG's initial report in February will include:
 - a. advice on defining of the science of learning and the principles for the standard of evidence of the research base the MAG will draw from for the purposes of their work
 - b. initial recommendations in relation to the content of English and mathematics and statistics learning areas and common practice model, including the scope and nature of any changes recommended and an indication of any sample content for these documents that the MAG intends to develop.
 - c. an indication of other matters they intend to provide you with advice on in their final report in June 2024 to support the embedding of the science of learning in the curriculum and classrooms.
6. The Ministry will work with your office and the chair to arrange a time for him to talk you through the MAG's initial advice.

Proposed changes to the scope and Terms of Reference (ToR) for the MAG

7. The following changes to the scope of their work are recommended:
 - Extending the review from the first three phases of the two learning areas (Years 0-3, Years 4-6 and Years 7-8, i.e., primary and intermediate schooling), to include Years 9-10.
 - Years 11-13 and the NCEA co-requisite remain out of scope.
8. Because the changes to the ToR are not substantial, we do not think this requires Cabinet approval. The chair of the MAG is comfortable with the re-scoped ToR. The updated ToR is attached as Annex 1.

Sub-group members to work across groups

9. The MAG sub-group of English and literacy experts will work with LCG members to develop a sample of a Years 0-3 literacy and communications sequence. The recommended members of the LCG to join the MAG literacy sub-group are Associate Professor Alison Arrow, who has expertise in early literacy and structured literacy, Associate Professor Aaron Wilson, who has a focus on Years 4-10 and can support that connection, and Felicity Fahey who will bring the sector view and a strong background in structured literacy rooted in classroom practice. The chair of the MAG is happy with the recommended members of the LCG.
10. We will agree with the chair which members from the MAG literacy sub-group members will provide direct oversight and input to the LCG members to support the development of the draft Years 4-10 year-by-year literacy and communications sequence.

Timelines, deliverables, roles and responsibilities, and milestone decisions

11. An **indicative** timeline of deliverables and milestone decisions is set out in the following table. The chair of the MAG is comfortable in principle with the indicative timeline and will confirm delivery timings for the samples as soon as possible after discussing with MAG members. This timeline is adjusted from what you advised Cabinet to reflect early indications from the MAG on the scale and nature of change. We will continue to monitor progress and implications of the MAG's direction and recommendations and advise you if further changes are needed and of any

implications to the curriculum and assessment change programme. Note that any sample content from the MAG is needed by April 2024 to enable currently planned timelines for implementation requirements to be maintained.


Dates	Deliverables	Milestone Decisions
Start February	MAG and LCG to have a joint discussion on the literacy and communication sequencing.	
February	<p>MAG to provide advice to the Minister with initial recommendations, including the scope and nature of change needed across all in scope documents.</p> <p>MAG to provide a completed sample of a Years 0-3 literacy and communication sequence (subject to timing confirmation by chair).</p>	<p>Minister to confirm scope and nature of change across the in-scope documents.</p> <p>Minister to approve the Year 0-3 literacy and communication sequence approach as the basis for LCG work on the Year 4-10 sequence (subject to timing confirmation by chair).</p>
March	<p>MAG continues to work on agreed Minister recommendations and content samples in relation to their scope for consideration.</p> <p>LCG develop Years 4 – 10 year-by-year literacy and communication sequences with support of MAG literacy members.</p>	
April	<p>MAG finalise content samples in relation to their broader scope (subject to timing confirmation by chair).</p> <p>LCG finalise Years 4 -10 year-by-year literacy and communication.</p>	
May - June	Ministry provides advice to Minister on MAG and LCG content and develops the English and Maths learning areas, common practice model, phase by phase guidance and sequencing for testing.	Minister makes decisions on draft content and agrees to go out for feedback.

	MAG quality assures changes to the updated content.	
July	Draft material tested with public and schools.	
August	Independent analysis of feedback and report provided.	
September	Ministry considers feedback and makes changes to the content. MAG quality assures changes to the updated content (note this would require Cabinet agreement to extend the term of the MAG).	
October	Ministry makes final edits and design changes to the content.	
November	Final learning areas and updated common practice model and phase by phase and year by year sequencing documents provided to Minister (note this would mean schools will not have enough time to prepare for required implementation in 2025).	Minister makes final decisions on content and next steps. Minister updates Cabinet on English and Maths learning areas and the updated common practice model and guidance. Minister formally issues final English and Maths learning areas and related guidance.
Term 1 2025	Final English and Maths learning areas currently required to be used by all schools.	
2025	CPM being used in classrooms.	
Mid 2025	Review of CPM following classroom testing and adjustments to content and/or supports if needed.	Minister makes final decisions on updated CPM and guidance. Minister formally issues final CPM and related guidance.
Term 1 2026	Final CPM required to be used by all schools.	

Communications

12. Consistent messaging will be developed to support communications from the Ministry, the MAG and the LCG. Communications for stakeholders and the public will be developed to outline the updated scope of the MAG to cover Years 0-10 and how it will work alongside the LCG to support the development of a draft year-by-year sequence for literacy and communications, and that the MAG will now be working alongside a sector group. A draft press release will be provided to you outlining the updated scope.

9(2)(f)(iv)

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Annexes

The following are annexed to this paper:

Annex 1: Updated Terms of Reference for the Ministerial Advisory Group