



## Education Report: **Draft Cabinet paper to support maths plan**

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| <b>To:</b>                                       | Hon Erica Stanford, Minister of Education |                     |         |
| <b>Date:</b>                                     | 1 August 2024                             | <b>Priority:</b>    | High    |
| <b>Security Level:</b>                           | In-Confidence                             | <b>METIS No:</b>    | 1333330 |
| <b>Drafter:</b>                                  | Anya Pollock                              | <b>DDI:</b>         | 9(2)(a) |
| <b>Deadline Date:</b>                            | 1 August 2024                             |                     |         |
| <b>Key Contact and Hautū   Deputy Secretary:</b> | Ellen MacGregor-Reid                      | <b>DDI:</b>         | 9(2)(a) |
| <b>Seen by the Communications Team:</b>          | No  | <b>Round Robin:</b> | No      |

### Purpose of Report

This report provides you with a Cabinet paper to seek agreement to reprioritisation of Vote Education funding towards the provision of maths and pāngarau teaching resources.

### Alignment with Government priorities

This supports the Government's target of eighty percent of Year 8 students at or above the expected curriculum level for their age in maths by December 2030.

### Summary

1. The Prime Minister is announcing on Sunday 4 August the Government's plan for tackling maths achievement and getting the education system on track to deliver your target of eighty percent of Year 8 students at or above the expected curriculum level for their age in maths by December 2030.
2. This plan includes a focus on curriculum delivery (including bringing forward the implementation of the Year 0 to 8 maths and pāngarau curricula to 1 January 2025 [METIS 1333214 refers]), assessment and acceleration, enhancing the workforce and accountability. It covers both maths and pāngarau.
3. Many teachers and kaiako lack confidence in maths and pāngarau, and this impacts on the quality of their programmes. This means that achieving the necessary change in classrooms at pace will require practical and immediate support to provide quality and well-sequenced lessons that align to the updated curricula, alongside professional learning and development.

4. The plan for tackling maths includes funding for teaching resources for Year 0 to 8 students, aligned to the updated maths and pāngarau curricula, to help teachers and kaiako confidently deliver a classroom programme that covers everything learners need to learn for their age. This will include print, digital, blended and physical options (e.g. student workbooks, textbooks and/or online tools) to help teachers meet different needs. This intervention responds to the need for an urgent uplift in teaching of maths, as evidenced by the 2023 Curriculum Insights and Progress Study (CIPS) data. Monitoring and evaluation of its impacts will determine adjustments to the nature and level of support over time.
5. The Ministry will develop criteria to endorse resources that fully meet the needs of teachers and kaiako and the updated curricula. Criteria will include that the resources align with the new curricula, support effective pedagogy and formative assessment, and that they provide planning, teaching and assessment or aromatawai resources for teachers and kaiako to use. For the New Zealand Curriculum, there are existing commercial resources which can potentially be adapted to align with the updated maths curricula. For Te Marautanga o Aotearoa, the Ministry of Education will need to develop resources in te reo Māori that align with the updated pāngarau curriculum.
6. Providing maths and pāngarau teaching resources for all Year 0 to 8 students will cost \$30 million this financial year and the ongoing cost of replenishing resources is expected to be lower per year. This is planned to be funded through reprioritisation of Vote Education baselines.
7. As part of reprioritisation, you plan to seek Cabinet agreement to stop Te Ahu o te Reo Māori at the end of 2024.
8. A total of \$13.600 million is needed to meet Te Ahu o te Reo Māori commitments already made through to the end of 2024. The remaining Te Ahu o te Reo Māori funding in 2024/25 as well as the full funding in outyears can be reprioritised for maths and pāngarau teaching resources.
9. There are risks that stopping Te Ahu o te Reo Māori will be perceived as removing support for the inclusion of te reo Māori into teaching programmes and reducing options for schools and kura who are delivering learning through te reo Māori. The revitalisation of te reo Māori remains important, but evidence is clear that to lift achievement, including for ākonga Māori, teachers and kaiako need to focus attention on teaching the basics brilliantly through knowledge-rich curriculum, evidence-based teaching practices, effective and regular assessment, and acceleration for those students who need it.
10. It is important that we continue to support teachers and kaiako who teach te reo Māori and teach through te reo Māori in Māori medium and kaupapa Māori education to maintain and grow their te reo Māori given many of them are still language learners, and the ākonga they are teaching are a mix of language learners and native speakers. Te reo Māori professional learning will continue to be available as part of the Ministry of Education's national offering for these teachers and kaiako so that they can continue to grow and strengthen the capability.
11. In addition, the Standards for the Teaching Profession include demonstrating commitment to tangata whenuatanga, and the elaboration of this standard includes practise and development of use of te reo and tikanga Māori. Te reo and tikanga is a requirement for teachers and kaiako to renew a practicing certificate. The updated national curricula and its teaching supports will also continue to support the teaching and everyday use of te reo Māori.

12. New Zealand's three wānanga all offer te reo courses from beginner levels. These courses are available online and are open to all people living in New Zealand who wish to learn te reo and are tuition free for New Zealand citizens and residents. Other providers offer te reo courses that are free or low cost, such as universities and polytechnics. There are also a number of tools available to support teachers who wish to develop their te reo capabilities on their own, such as Māori language books and apps. Schools and kura can also continue to provide professional learning for those that need it through their operational grant funding and teachers and kaiako.
13. A draft Cabinet paper to seek Cabinet agreement to these changes in Vote Education is attached. The proposals in this paper reprioritise funding from supporting teachers to grow their capability in te reo Māori to supporting them to confidently deliver quality maths teaching programmes that cover what students need to learn for their age. This will continue to benefit ākonga Māori, noting that 2023 Curriculum Insights and Progress Study maths achievement data for ākonga Māori is lower than for the overall student population. Overall, less than a quarter of students are meeting the expected curriculum level for their age in maths, with Year 3 at 20%, Year 6 at 28% and Year 8 at 22%. For Māori students, this drops to 9.5% in Year 3, 11.7% in Year 6 and 12.2% in Year 8.

## Recommended Actions

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The Ministry of Education recommends you:

- a. **note** that the plan for tackling maths achievement includes the provision of maths and pāngarau teaching resources and that this requires reprioritisation of Vote Education funding

**Noted**

- b. **agree** to seek Cabinet agreement to stop Te Ahu o te Reo Māori at the end of 2024 as part of that reprioritisation

**Agree / Disagree**

- c. **note** the attached draft Cabinet paper and provide feedback on any changes you wish to have made before you lodge

**Noted**

- d. **note** that the draft Cabinet paper also provides an update on changes that have been made to the timeline for the implementation of the national curricula since your last update to them on overall timelines [SOU-24-MIN-0051 refers]

**Noted**

Proactive Release:

- e. **agree** that the Ministry of Education release this paper **in full** once Cabinet decisions have been made.

**Agree / Disagree**



Ellen MacGregor-Reid  
Hautū | Deputy Secretary  
Te Poutāhū | Curriculum Centre

01/08/2024

Hon Erica Stanford  
Minister of Education

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## Annexes

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The following are annexed to this paper:

Annex 1: Draft Cabinet paper: Plan for tackling maths achievement