



Education Report: Supporting implementation of the new curriculum and teaching practice expectations

To:	Hon Erica Stanford, Minister of Education		
Date:	5 September 2024	Priority:	High
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Seen by the Communications Team:	No	Round Robin:	No

Purpose of Report

This report provides you with an update on our approach to supporting implementation of the new English, maths, Te Reo Rangatira and pāngarau curriculum and teaching practice expectations (structured approaches), which will be required from the start of next year. As part of this, it seeks your agreement to schools and kura covering Years 0-8 closing for two maths or pāngarau curriculum days.

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 reading, writing and maths by December 2030.

Summary

- In response to recently available Curriculum Insights and Progress Study (CIPS) data, the Government's *Make It Count – a maths action plan* (Make It Count) has brought forward the timeframe for implantation of the new Year 0-8 maths or pāngarau curriculum and teaching practice expectations. Implementation is now required to begin at the start of 2025 instead of 2026. This shift in timelines has created some concern from the sector about the ability to implement maths and pāngarau changes, particularly where people are only just commencing the adoption of structured approaches to literacy or te reo matatini alongside the new Years 0-6 English and Te Reo Rangatira curriculum.
- We do not know how many schools and te reo Māori settings have been taking a structured approach to maths or pāngarau in Years 0-8 (as per the new draft curriculum and teaching practice expectations) but based on CIPS data we can assume it will be a shift for many schools. This shift, as with structured approaches to literacy and te reo matatini will need a sustained focus over the coming few years to embed. In addition, survey data indicates that around 30% of schools and te reo Māori settings will be just getting started with



structured literacy or te reo matatini approaches as expected by the new Years 0-6 English or Te Reo Rangatira curriculum at the start of next year. This means they will be needing to start adopting and embedding the new maths or pāngarau Years 0-8 curriculum and expected teaching practices at the same time. It is important that we help people step through their implementation of changes in a way that is manageable for where they are on their journey.

- Given schools and kura will be at different starting points, we recommend enabling some differences and flexibility in the implementation requirements. You have already agreed this in several areas, including the resources schools and kura use as part of a structured teaching approach, the timing and use of the November 2024 teacher only day and in relation to standard assessment tools.
- You have indicated to us that, as part of Make It Count, you will provide two maths or pāngarau curriculum days for Years 0-8 settings to use for PLD, in recognition of the curriculum being required a year earlier than previously planned. This maintains for primary settings the same level of dedicated teacher only days which have been in place in recent years to support implementation of curriculum and assessment changes. We recommend that schools and kura are also given flexibility over when in the 2025 school year they close for instruction for these days, with parents and caregivers being given at least a term's notice of the actual closure dates decided on.
- The recommended flexibility will mean that the days can be responsive to the needs of each school and kura, increasing the days' value in supporting quality implementation. It will also help manage demand on the trained PLD facilitator workforce. For those needing to adopt structured approaches in both areas of learning they may prefer to use Term 1 to focus on embedding structured literacy or te reo matatini and make a start on maths and pāngarau with curriculum and provided resources, but undertake maths and pāngarau PLD in Term 2, for example. Some leaders and tumuaki like to take a whole school or kura approach to shifting practice, and this flexibility will allow for this.
- Under the Education (When State Schools Must Be Open and Closed) Regulations 2024, you need to give permission for schools and kura to close for instruction during term time by notice in the *New Zealand Gazette Te Kāhiti o Aotearoa*. We seek your agreement for schools and kura covering Years 0-8 closing for two days during the 2025 school year, and your agreement that they can open for four fewer half-days in 2025 for the purposes of the delivery of these days.
- Note that some area schools, middle schools and wharekura may find it challenging to only close for their Years 0-8 students depending on their staffing arrangements. We will work through possible solutions with them on a case-by-case basis.
- We have already mobilised the Curriculum Voices Group and Disability Voices Group, as vehicles for engaging a wide range of people who have connections to a broad range of sector networks and peak bodies in the curriculum work programme. We are also restarting our Curriculum Newsletter as a primary vehicle for communicating with the sector on curriculum changes and available supports, alongside regional engagements and the Bulletin.
- We intend for the next Curriculum Newsletter to focus on the implementation of curriculum and teaching practice changes in Year 0-8 schools and kura. Our recommended key messages for these communications are that:
 - We recognise different schools and kura are starting from different points. It is okay to just be making a start at the beginning of 2025. We understand that embedding

curriculum and teaching practice changes with fidelity takes time, and that it will be a journey through the first year and beyond.

- Everyone needs to make a start, achievement data is clear that too many students are missing out on foundational learning, so as a system we need to work together to address these challenges at pace. We will support schools and kura with the changes and provide options that are responsive to different needs.
- As curriculum and teaching practice changes are bedded in, fewer students will need additional support. For those students who do need help, a range of curriculum supports will be available for students needing help to accelerate their progress.
- In Term 4 this year, schools and kura need to:
 - engage with the new English or Te Reo Rangatira Years 0-6 and maths or pāngarau Years 0-8 curriculum and teaching practice expectations
 - participate and/or register for structured literacy or te reo matatini PLD
 - purchase literacy and te reo matatini resources to support a structured approach to teaching, making use of the funding contribution provided
 - choose and order Ministry funded maths and pāngarau teaching resources.
- In Term 1, 2025, schools and kura will need to be using the new curriculum and the teaching resources (e.g. textbooks, teacher handbooks, student workbooks) they have chosen.¹ They also need to be participating in, or have booked into, PLD and have a plan for using their maths or pāngarau curriculum days, giving parents and caregivers at least a term's notice of when they will close.
- Schools and kura need to be using the new curriculum and teaching practice expectations to underpin their approaches to assessment, aromatawai and reporting in 2025, and they should be looking at making use of the new phonics checks and one of the standard assessment tools (e-asTTle, PAT or TWA) twice a year with Year 3 to 8 students. The use of these tools is not, however, intended to be required until the start of 2026.
- Ongoing access to supports (including PLD with trained facilitators for maths, pāngarau, English, Te Reo Rangatira, assessment and aromatawai) and teaching resources will continue to be available as we know that embedding the changes with fidelity will require a sustained effort throughout 2025 and beyond. More supports, including PLD to support in-school leadership of literacy and maths, will be added over time and improvements will be made in response to data insights and feedback.
- As part of the next Curriculum Newsletter we will provide leaders and tumuaki with simple guides on what schools and kura need to consider including a wall planner, and term by term advice to getting ready and getting started (samples attached as Annex 1, note that a planner out to 2027 is also being developed). If possible, we recommend that messaging also includes reassurance that there are no planned additional curriculum changes for Years 0-8 before implementation of the Year 7-8 English and Te Reo Rangatira curriculum in 2026 and the planned move to requiring the use of phonics checks and standard tools for twice-yearly assessment of Year 3 to 8 students in 2026. This will help to provide a sense of stability and sustained focus.

¹ For maths, the Ministry is establishing a group of suppliers who can deliver resources before the start of Term 1 2025 that align with the updated curriculum and support effective practice and assessment. For pāngarau, the Ministry is developing a programme with specific resources in te reo Māori that align with the updated curriculum, with an initial package ready for the start of the year. This means that kura will have a limited number of targeted pāngarau teaching resources.

- The Education Review Office and Ministry will be monitoring implementation progress and proactively engaging and working with people to understand how they are going, so that we can help connect them to the support they need on their implementation journey.

9(2)(g)(i)

- Alongside our engagement with teachers, kaiako, leaders and tumuaki, our implementation approach includes working with Te Whakarōputanga Kaitiaki Kura o Aotearoa (formerly NZSTA) to make sure that School Boards are supported. We will also be providing parents and caregivers information on our parent-focussed website.

Recommended Actions

The Ministry of Education (the Ministry) recommends you:

- a. **note** that our planned implementation and communications approach recognises that schools and kura will be in different starting places, and that implementation will take time, support and sustained effort

Noted

- b. **note** that schools and kura will need to start using the new curriculum and teaching practice expectations at the beginning of 2025 (when they become required), including use of Ministry funded teaching resources, but that the Ministry and Education Review Office will recognise that full implementation will take time

Noted

- c. **note** that the *Make It Count – a maths action plan*, includes with the provision of maths and pāngarau teacher only days starting in Term 1, 2025, and that we understand you wish to provide schools and kura covering Years 0-8 with two curriculum days (rather than generic teacher only days)

Noted

- d. **note** that this maintains for primary settings the same level of dedicated teacher only days which have been in place in recent years to support implementation of curriculum and assessment changes.

Noted

- e. **note** that we recommend that there is flexibility over when in the 2025 school year schools and kura close for instruction for these days, so that they can choose the timing that will best meet their needs and provide for quality PLD

Noted

- f. **note** that we consider that a flexible approach to the timing of the days will maximise the positive impact they can have on successful implementation, and it will also enable us to better manage demands on the trained PLD provider workforce

Noted

- g. **note** that under the Education (When State Schools Must Be Open and Closed) Regulations 2024 (the Regulations) you need to give permission for schools and kura to close for instruction during term time by notice in the *New Zealand Gazette Te Kāhiti o Aotearoa* (the Gazette)

Noted

- h. **agree** under Regulation 8(5) of the Regulations that schools and kura covering Years 0-8 can close for instruction for two days during the 2025 school year for maths or pāngarau curriculum days where staff will participate in maths and pāngarau PLD, with parents and caregivers being given at least a term's notice of the actual closure dates decided on

Agree / Disagree

- i. **agree** under Regulation 9(1) of the Regulations that schools and kura covering Years 0-8 can open for four fewer half-days in 2025 for the purposes of the delivery of these days

Agree / Disagree

- j. **note** that you may wish to discuss this with Hon David Seymour, Associate Minister of Education, given his responsibilities for lifting school attendance and intention to limit closures during term time

Noted

- k. **indicate** whether you wish to make an announcement to make it clear these are Minister initiated curriculum days to help schools and kura manage communication with their communities

Yes / No

- l. **note** that, if agreed to, to take effect your decisions need to be formally notified via the publication of a notice in the Gazette and publication on the Ministry's website, and that the Ministry will prepare a notice for your review and signing, and that we will work with your office on presenting the notice to the House or Representatives

Noted

- m. **note** that the Ministry is restarting its Curriculum Newsletter, with the next issue planned to focus on Years 0 to 8, and that it would be helpful if this could include reassurance that no additional curriculum changes are being planned for next year

Noted

- n. **agree** that communications include that there are no planned additional curriculum changes for Years 0-8 before implementation of the Year 7-8 English and Te Reo Rangatira curriculum and the planned move to requiring the use of phonics checks and standard tools for twice-yearly assessment of Year 3 to 8 students in 2026

Agree / Disagree

Proactive Release:

- o. **agree** that the Ministry release this paper **in full** once it has been considered by you.

Agree / Disagree



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

05/09/2024



Hon Erica Stanford
Minister of Education

7,9,24

Proactively released

Background

1. In response to recently available Curriculum Insights and Progress Study (CIPS) data, the Government's *Make It Count – a maths action plan* (Make It Count) has brought forward the timeframe for implementation of the new Year 0-8 maths or pāngarau curriculum. Implementation is now required to begin at the start of 2025 instead of 2026. This shift in timelines has created some concern from the sector about the ability to implement maths and pāngarau changes, particularly where schools or kura are only just commencing the adoption of structured approaches to literacy or te reo matatini alongside the new Years 0-6 English or Te Reo Rangatira curriculum.
2. We do not know how many schools and te reo Māori settings have been taking a structured approach to maths or pāngarau in Years 0-8 (as per the new draft curriculum and teaching practice expectations) but based on CIPS data we can assume it will be a shift for many schools. This shift, as with structured approaches to literacy and te reo matatini will need a sustained focus over the coming few years to embed. It is important that our implementation approach and supports give people confidence they can successfully start using the new curriculum and teaching practice expectations from the start of 2025, while also recognising that different people will be starting in different places and that embedding the changes will require sustained effort over time.
3. Although approximately 70% of schools and te reo Māori settings surveyed over March to June this year had already engaged in PLD / training in structured literacy, not all of them will have embedded it across their school or setting. The survey data indicates that around 30% of schools and te reo Māori settings will be just getting started with structured approaches as expected by the new Years 0-6 English or Te Reo Rangatira curriculum at the start of next year. This means they will be needing to start adopting and embedding the new maths or pāngarau Years 0-8 curriculum and expected teaching practices at the same time. It is important that we help people step through their implementation of changes in a way that is manageable for where they are on their journey.
4. The new maths and pāngarau curriculum and teaching practice expectations provide the structured approach to teaching, enabling a purposeful and planned sequence of teaching and learning with teachers and kaiako constantly noticing, recognising, and responding to students' learning to make sure that they are progressing and achieving. To make it easy for people to get going at the beginning of 2025, Make It Count includes providing maths and pāngarau teaching resources (e.g. textbooks, teacher handbooks, student workbooks) for Year 0 to 8 students to provide practical and immediate support for teachers to provide quality and well-sequenced lessons to accelerate student progress [EXP-24-MIN-0042 refers]. Schools and kura will be able to order Ministry funded maths teaching resources from a choice of providers in Term 4 for delivery before the start of the 2025 school year, and an initial package of pāngarau teaching resources will also be available for the start of the year.

Implementation and communications approach

5. Given schools and kura will be at different starting points, we recommend enabling some differences and flexibility in the implementation requirements. It is also important to consider people's cognitive load and help the sector to manage this as they progress through their change journey. We need to communicate clearly and often. In terms of flexibility, you have already:
 - a. Agreed that schools and kura will be given choices over the literacy and te reo matatini resources they use as part of a structured approach, and that they will also

have choices over the Ministry funded maths and pāngarau teaching resources (e.g. textbooks, teacher handbooks, student workbooks) they will order and use.

- b. Provided flexibility around the timing and use of the last Minister initiated teacher only day this year (November 2024) for structured literacy PLD.
 - c. Agreed that the phonics checks and standard tools for twice-yearly assessment of Year 3 to 8 students will be encouraged in 2025, but that they would not be required until 2026 (currently planned timing, subject to further advice). You have also agreed to schools and kura having a choice of standard assessment tools.
6. Providing flexibility like this also recognises the critical role that leaders and tumuaki play in leading the change for their staff and community, and that they are best placed to plan how they will grow their staff's knowledge, capabilities and confidence with the new curriculum and teaching practice expectations. Alongside flexibility, we need an operating model in our Ministry regions and within the Education Review Office (ERO) that makes sure national expectations for implementation progress are being met. The ERO is updating its information gathering and reporting to parents to provide clear and useful information – i.e. schools are using the curriculum properly, undertaking assessment well, and progress is accelerated.
7. Adjustments to timeline changes for the rest of the national curriculum have been made to provide schools and kura covering Years 0-8 with time to focus on English, Te Reo Rangatira, maths and pāngarau. Alongside this, those covering Years 9 to 13 have been given time to focus on implementing NCEA Level 1 and supporting students to be successful with the co-requisites for literacy, numeracy, te reo matatini and pāngarau. We will also still gather feedback on the new curriculum and teaching practice expectations during 2025 to inform any changes that may be needed before the full Year 0-13 English, Te Reo Rangatira, maths and pāngarau curriculum and teaching practice expectations are finalised for use from 2026. The remainder of the national curriculum is planned to be required from 2027.
8. As the new curriculum and teaching practices will be legally required from Term 1, 2025, leaders and tumuaki will want reassurance that they can be strengthening implementation over time. We acknowledge that schools and kura will be in different places at the start of the year, and many will be just beginning their implementation journey. In the early stages of implementation, as regulators the Ministry will be looking for evidence that schools and kura are engaging with and using the new curriculum and teaching practices, using quality structured literacy or te reo matatini teaching resources, one of the Ministry funded maths and pāngarau teaching resources options, and have started engaging in PLD or have a plan in place.
9. 9(2)(g)(i)
10. Our regional staff will be proactively engaging and working with schools and kura to understand how they are going and connect them to the support needed on their implementation journey. Our staff will use data-informed insights (for example, equity

index category, available assessment data, PLD uptake information, ERO information and reports) as well as local information such as concerns raised about a school or kura by parents and caregivers, staff and leadership, or Ministry staff. We are working closely with ERO and will be regularly sharing information to inform decision-making. We will also be identifying champions and sharing their change stories.

11. We have already mobilised the Curriculum Voices Group and Disability Voices Group, as vehicles for engaging a wide range of people who have connections to a broad range of sector networks and peak bodies in the curriculum work programme. We are also restarting our Curriculum Newsletter (which has over 11,000 subscribers and we will continue to grow) as a primary vehicle for communicating with the sector on curriculum and teaching practice changes and available supports, alongside regional engagements and the Bulletin.
12. We intend for the next Curriculum Newsletter to focus on the implementation of curriculum and teaching practice changes in Year 0-8 settings. Our recommended key messages for these communications are that:
 - a. We recognise different schools and kura are starting from different points. It is okay to just be making a start at the beginning of 2025. We understand that embedding curriculum and teaching practice changes with fidelity takes time, and that it will be a journey through the first year and beyond.
 - b. Everyone needs to make a start, achievement data is clear that too many students are missing out on foundational learning, so as a system we need to work together to address these challenges at pace. We will support schools and kura with the changes and provide options that are responsive to different needs. This includes:
 - i. The ongoing provision of PLD with trained facilitators throughout 2025 and beyond (including PLD with trained facilitators for maths, pāngarau, English, Te Reo Rangatira, assessment and aromatawai), with more PLD becoming available as needed to support the changes (for example, PLD to support in-school leadership of literacy and maths, PLD to support the rollout of other parts of the curriculum).
 - ii. Ongoing access to a range of curriculum resources on Tāhūrangi, including hubs of information to help them use the structured approaches to teaching set out in the new curriculum and teaching practice expectations.
 - iii. Ministry provided literacy and te reo matatini teaching resources align to the new curriculum and structured approaches to teaching, as well as a funding contribution for schools and kura to purchase other resources
 - iv. Ordering Ministry funded maths and pāngarau teaching resources (e.g. textbooks, teacher handbooks, student workbooks) from a choice of providers so it easy for them to start using the new curriculum and teaching practice expectations straight away.²
 - v. Two teacher only days in 2025 – called maths or pāngarau curriculum days – adding to those already provided in 2024. The approach to these is discussed further below.
 - vi. Access to curriculum advisory staff in the Ministry regions, who will be proactively engaging with schools and kura to help them along their change journey and connect them to the supports they need.

² For maths, the Ministry is establishing a group of suppliers who can deliver resources before the start of Term 1 2025 that align with the updated curriculum and support effective practice and assessment. For pāngarau, the Ministry is developing a programme with specific resources in te reo Māori that align with the updated curriculum, with an initial package ready for the start of the year. This means that kura will have a limited number of targeted pāngarau teaching resources.

- c. As curriculum and teaching practice changes are bedded in, fewer students will need additional support. For those students who do need help, a range of curriculum supports will be available for students needing help to accelerate their progress.
 - d. In Term 4 this year, schools and kura need to:
 - i. engage with the new English and Te Reo Rangatira Years 0-6 and maths and pāngarau Years 0-8 curriculum and teaching practice expectations
 - ii. participate and/or register for PLD
 - iii. purchase literacy and te reo matatini resources to support a structured approach to teaching, making use of the funding contribution provided
 - iv. choose and order Ministry funded maths and pāngarau teaching resources.
 - e. In Term 1, 2025, schools and kura will need to be using the new curriculum and the teaching resources (e.g. textbooks, teacher handbooks, student workbooks) they have chosen. They also need to be participating in, or have booked into, PLD and have a plan for using their maths or pāngarau curriculum days, giving parents and caregivers at least a term's notice of when they will close.
 - f. Schools and kura need to be using the new curriculum and teaching practice expectations to underpin their approaches to assessment, aromatawai and reporting in 2025, and they should be looking at making use of the new phonics checks and one of the standard assessment tools (e-asTTle, PAT or TWA) twice a year with Year 3 to 8 students. The use of these tools is not, however, intended to be required until the start of 2026.
 - g. Ongoing access to supports (including PLD with trained facilitators for maths, pāngarau, English, Te Reo Rangatira, assessment and aromatawai) and teaching resources will continue to be available as we know that embedding the changes with fidelity will require a sustained effort throughout 2025 and beyond. More supports, including PLD to support in-school leadership of literacy and maths, will be added over time and improvements will be made in response to data insights and feedback.
13. As part of the next Curriculum Newsletter we will provide leaders and tumuaki with simple guides on what schools and kura need to consider including a wall planner, and term by term advice to getting ready and getting started (samples attached as Annex 1, note that a planner out to 2027 is also being developed). These will be able to be printed off to put on their office and staffroom walls. If possible, we recommend that messaging includes reassurance that there are no planned additional curriculum changes for Years 0-8 before implementation of the Year 7-8 English and Te Reo Rangatira curriculum in 2026 and the planned move to requiring the use of phonics checks and standard tools for twice-yearly assessment of Year 3 to 8 students in 2026. This will help to provide a sense of stability and sustained focus. The following Curriculum Newsletter would focus on the Years 9-13 curriculum content and supports, as well as NCEA.
14. Alongside our engagement with teachers, kaiako, leaders and tumuaki, our implementation approach includes working with Te Whakarōputanga Kaitiaki Kura o Aotearoa (formerly NZSTA) to make sure that School Boards, including leaders and tumuaki, have what they need to govern the changes. This includes alignment of strategic planning and reporting processes. We will also be providing parents and caregivers information on our parent-focussed website to help them understand the changes and what they can expect from their school or kura in relation to teaching and learning, assessment and reporting, and (where needed) accelerative curriculum support.

15. Our communications will also acknowledge that while the curriculum and assessment changes are not enough on their own to reach the Achievement Target, they are essential and cannot be delayed. When students are attending school and when learning support (where needed) removes barriers to presence, participation and progress, there needs to be confidence that students will experience quality teaching and learning programmes that build foundational learning for success. Other priorities in the education work programme are progressing improvements in other areas so our education system is supporting all students to achieve their potential no matter who and where they are.

Approach to the maths and pāngarau curriculum days

16. Ministry provided PLD is shifting to a much more nationally consistent and evidence-based model with improved monitoring and evaluation of contract outcomes. This also enables us to design delivery models that balance national consistency and local flexibility about when and how schools and kura participate in PLD.
17. To support accelerated delivery of the updated maths and pāngarau curriculum, Make It Count includes \$20 million of PLD for teachers and kaiako, starting with maths or pāngarau teacher only days in Term 1 2025. We understand your intention is that schools and kura will be provided with two curriculum days (rather than generic teacher only days). This maintains for primary settings the same level of dedicated teacher only days which have been in place in recent years to support implementation of curriculum and assessment changes.
18. The purpose of these days is to provide Years 0-8 leaders and staff with protected time to participate in PLD focused on understanding the updated Year 0-8 maths or pāngarau curriculum and teaching practice expectations, and growing their knowledge, capabilities and confidence using them. Because schools and kura are closed, relief teachers do not need to be found to cover the classes of released teachers and kaiako. It also means relief teachers can participate in PLD.
19. We have considered the best approach to these days in the context of the overall implementation approach, recognising that we want to help people:
 - a. get off to a good start with the updated Years 0-8 maths or pāngarau curriculum and teaching practice expectations at the beginning of 2025, supported by high quality teaching resources
 - b. engage in high quality PLD as they grow their knowledge, capabilities and confidence using the updated curriculum and teaching practice expectations.
20. Our view is that expecting all schools and kura to use the days at the start of Term 1 would not deliver sufficient value as the PLD would not be able to be particularly responsive to specific needs. Running days at the start of the year would pose challenges with trained PLD facilitator capacity, differences in Term 1 start days, some regions and areas not being practical for hosting large groups (for example, due to geography or venue and parking constraints), and less flexibility to accommodate different needs. Managing some of these challenges by providing a window for the day was also considered, but this approach has not always been well received by the sector in the past and is also more likely to be disruptive to families and communities, especially, if they have children in different schools.

21. We also need to consider the potential cognitive load of trying to unpack and deeply understand two curriculum areas and the associated practice expectations at the same time, recognising this will vary by school and kura depending on what previous experience they have with structured approaches. If people are feeling overwhelmed, the value of any PLD they participate in may reduce. Providing flexibility about when the days are used also enables leaders and tumuaki to plan the timing to support a cycle of learning, practice, reflection and more learning.
22. We also considered whether schools and kura should be able to use these days before the end of 2024. As two additional Minister-initiated teacher only days were already provided for curriculum in 2024, adding further days may not be well received by parents. It would also add to student time away from the classroom.
23. Our recommendation is that schools and kura are given flexibility over when in the 2025 school year they close for instruction for the two maths or pāngarau curriculum days. This will enable them to choose an appropriate stage of their implementation journey to take dedicated time together for deep learning and reflection as part of their maths or pāngarau PLD. Parents and caregivers would need to be given at least a term's notice of the closure dates.
24. Providing this flexibility will mean that the days can be responsive to the needs of each school and kura, increasing the days' value in supporting quality implementation, and it will also help manage demand on the trained PLD facilitator workforce. For schools and kura needing to adopt structured approaches in both areas of learning they may prefer to use Term 1 to focus on embedding structured literacy and te reo matatini and make a start on maths and pāngarau with curriculum and resources, but undertake maths and pāngarau PLD in Term 2, for example. Some leaders and tumuaki like to take a whole school approach to shifting practice, and this flexibility will allow for this.
25. We are confident schools and kura will still be able to make a start with the new Years 0-8 maths and pāngarau curriculum and teaching practice expectations without having yet engaged in a dedicated curriculum day with a trained PLD facilitator. As outlined above, other supports that will be in place to support them to get off to a good start. Together, the final curriculum and teaching practice expectations, initial package of online maths and pāngarau resources and the support from their maths or pāngarau teaching resources provider will support start of year planning.
26. The days would be tailored to their specific needs and use a facilitator through the new maths and pāngarau national PLD offering. PLD facilitator bookings would be centrally managed, and regional staff would support coordination across schools and kura to enable the best use of the trained PLD facilitator workforce and potential savings through bringing people from multiple schools or kura together. Regional staff would also encourage careful consideration of the timing of closures to minimise disruption to learning and impacts on parents and caregivers where possible (for example, some schools and kura may be able to arrange their days to come adjacent to public holidays or the end/start of term). This will not, however, be possible everywhere due to PLD workforce constraints.
27. There is also PLD available on assessment and aromatawai tools, with more PLD on assessment/aromatawai informed teaching practice being added for delivery from the start of 2025. To participate in this, schools and kura may wish to use call-back days or their normal approaches to releasing teachers and kaiako for PLD. Schools and kura will also need to use these approaches for teachers and kaiako who still need to participate in Structured Literacy Approach PLD or Rangaranga Reo ā-Tā (PLD for structured te reo matatini approaches), and for other PLD that will become available in

the future to support the changes (for example the rollout of other parts of the curriculum).

Requirements to be open for instruction

28. To enable schools and kura to close for these two curriculum days, your authorisation is needed under the Education (When State Schools Must Be Open and Closed) Regulations 2024 (the Regulations) [METIS 1327915 refers]. The Regulations require schools to be open for instruction on every day of term, and for a minimum number of half-days each year, unless the Minister authorises otherwise. Where you authorise closures, these need to be notified in the *New Zealand Gazette Te Kāhiti o Aotearoa* (the Gazette), published on the Ministry's website, and presented to the House of Representatives.
29. As such, we seek your agreement under Regulation 8(5) of the Regulations³ that schools and kura covering Years 0-8 can close for instruction for staff to participate in maths and pāngarau PLD for two days during the 2025 school year, with parents and caregivers being given at least a term's notice of the actual closure dates decided on. We also seek your agreement under Regulation 9(1) of the Regulations⁴ to schools and kura covering Years 0-8 opening for four fewer half-days in 2025 for the purposes of the delivery of these days. This is likely to be better received by the sector, including being perceived as a positive support rather than an additional demand.
30. Note that some area schools, middle schools and wharekura may find it challenging to only close for their Years 0-8 students depending on their staffing arrangements. We will work through possible solutions with them on a case-by-case basis.
31. You may wish to discuss this with Hon David Seymour, Associate Minister of Education, given his responsibilities for lifting school attendance and intention to limit closures during term time. While allowing schools and kura to open for fewer half-days in the 2025 school year does reduce time available for onsite learning, this needs to be balanced with gains for teaching quality which are critical for learner success, as discussed further below.
32. Time out of school may have impacts on student learning and attainment. There is a relationship between attendance and attainment, with a stronger relationship for students undertaking NCEA, and little evidence of a 'safe' level of non-attendance.⁵ This is reflected in the Government's Attendance Target. Closure of Years 0-8 schools and kura for maths and pāngarau professional learning is unlikely to impact attainment by students with high attendance, as teachers adjust teaching and learning planning accordingly. However, there is likely a stronger impact on students with lower attendance levels as it further reduces opportunities for their teachers and kaiako to catch-up their learning.
33. Impacts to teaching and learning in Years 0-8 during 2025 should be weighed against the benefits to the quality of teaching, alongside the benefits of the already introduced

³ The Minister may, by notice, specify the circumstances in which boards may close the schools they administer or any of them, and, if the Minister does so, subject to regulation 6, the schools may be closed accordingly.

⁴ The Minister may, by notice, authorise a board to open a school it administers for fewer half-days in any year than required by regulation 6(3) and, if the Minister does so, the school may be closed accordingly.

⁵ Ministry of Education. 2020. He Whakaaro: What is the relationship between attendance and attainment? <https://www.educationcounts.govt.nz/publications/series/he-whakaaro/he-whakaaro-what-is-the-relationship-between-attendance-and-attainment>

requirements for an hour each of reading, writing and maths (or pānui, tuhituhi and pāngarau) every day. In addition, Make It Count includes additional support for acceleration of maths and pāngarau learning and new structured literacy and te reo matatini accelerative supports are also being introduced.

34. The other downsides of agreeing to schools and kura closing during term time, and in particular allowing them to open for fewer half-days are economic, wellbeing and financial impacts borne by employers, and parents and caregivers. These impacts are larger in primary schooling than secondary schooling due to childcare requirements for students aged under 14 years. The impact on parents and caregivers are also more likely to be proportionately greater for those with lower incomes, those who do not have annual leave to use in practice (for example, workers on casual or temporary contracts) and for those who find it more challenging to organise childcare (for example, less family support or children with complex needs).
35. When providing advice on the 2023 and 2024 teacher only days for the curriculum and NCEA changes, we engaged with the Ministry of Social Development (MSD) to understand the impact of additional teacher only days on Childcare Assistance. The Out of School Care and Recreation (OSCAR) subsidy is available to eligible families for OSCAR fees on teacher only days if they do not exceed the 20 hour per week term-time maximum hours. This means that parents of children who already access 20 hours OSCAR subsidy per week will need to pay the full hourly rate if they attend OSCAR during teacher only days.
36. At the time, MSD officials advised they were unable to definitively quantify the fiscal impact on Childcare Assistance. They also noted the provision of OSCAR and other care services on teacher only days greatly varies between communities, so there is no guarantee that every family will have access to childcare services. However, feedback from OSCAR providers indicates they are more likely to provide a service where closure dates are uniform across a community.

Next Steps

37. Our next Curriculum Newsletter is planned to focus on Years 0 to 8. We will work to get this out as quickly as practical following confirmation of your comfort with our proposed approach.
38. If you agree that schools and kura covering Years 0 to 8 can close for maths or pāngarau curriculum days, and that they can open for fewer half-days in 2025 for the purposes of the delivery of these days, as well as including this in communications we will:
 - a. Prepare a notice for publication in the Gazette (and publication on the Ministry's website) to formally notify people of your decision, which will be provided to you for review and signing.
 - b. Work with your office on presenting the notice to the House of Representatives as required by the Regulations.
39. Discussions with our Sector Advisory Group for the remaining 2024 teacher only days indicate that schools and kura can experience criticism from their communities when closing for a day. To help them manage this, you could do an announcement to make clear that the maths and pāngarau curriculum days schools and kura will be having in 2025 are Minister initiated as part of Make It Count. We seek your direction on whether

you would like to do this. If you do, we will work with your office on the timing and approach to communications.

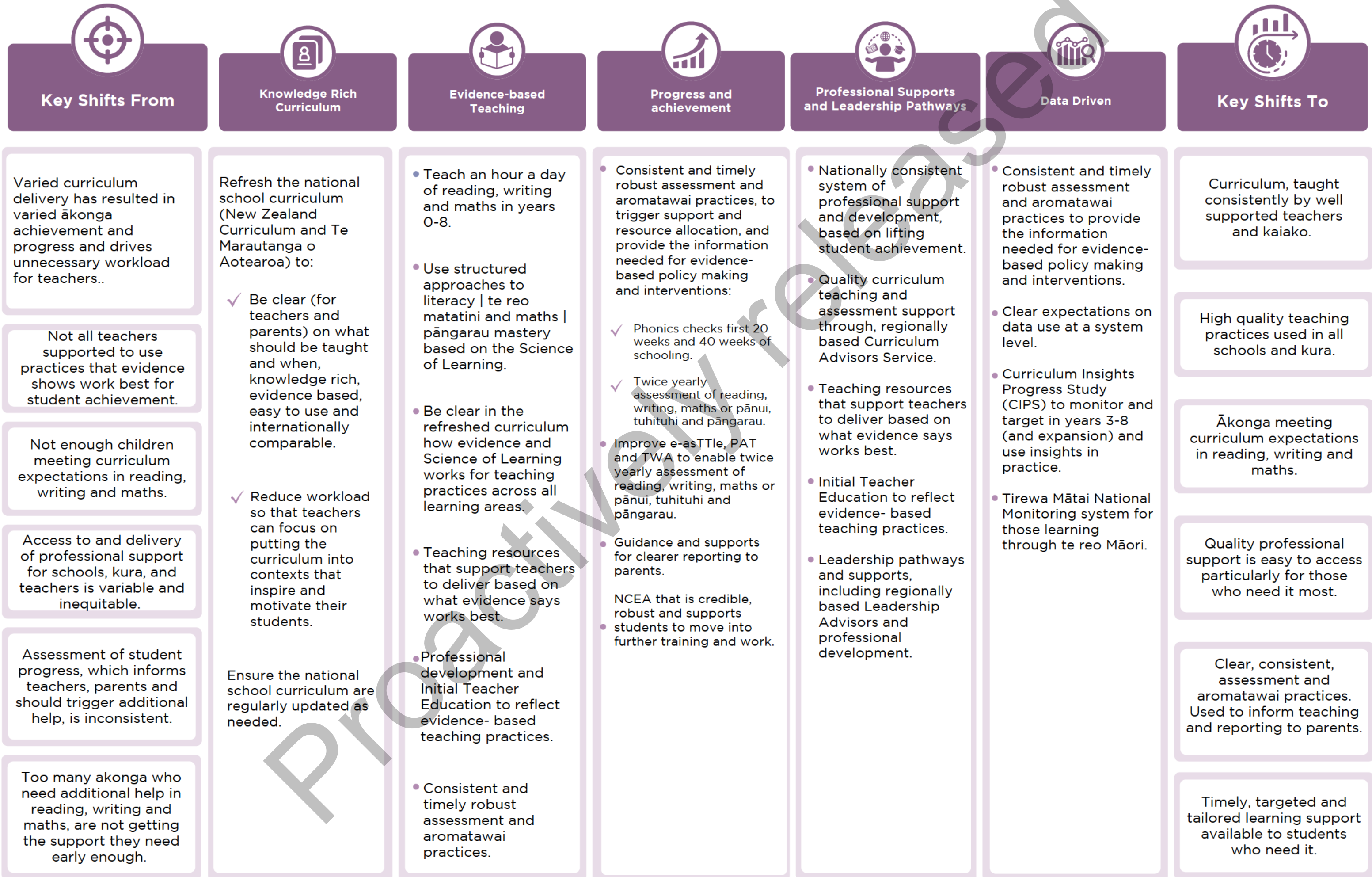
Annexes

Annex 1 – Draft sample planning products for inclusion in the Curriculum Newsletter (attached separately). Note that a planner out to 2027 is also being developed.

Proactively released

Implementation of Curriculum and Assessment Changes

80% of Year 8 students at or above expected curriculum level for their age on reading, writing and maths by December 2030

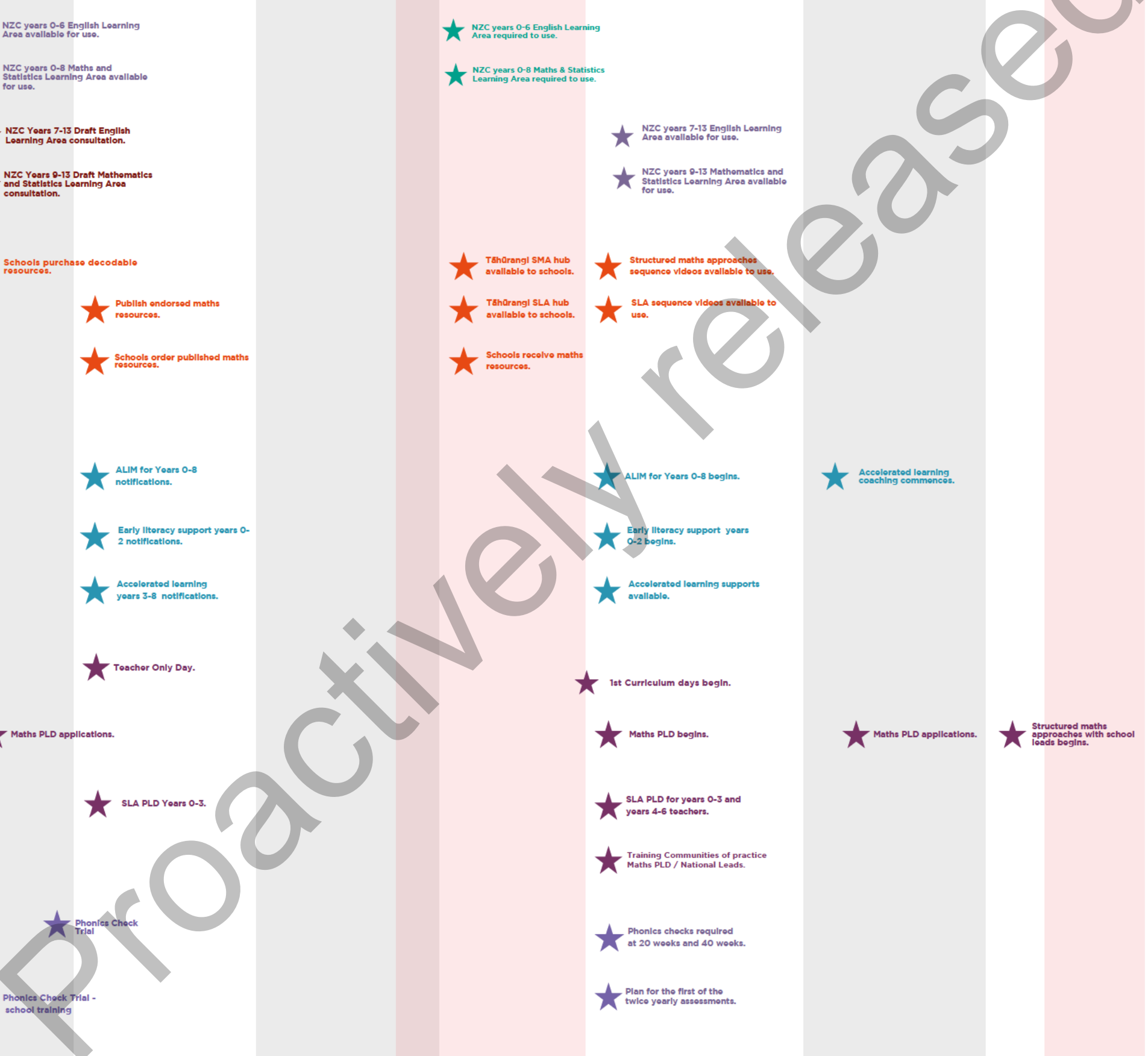


Implementation of Curriculum and Assessment Changes Wall Planner

★ ENGAGEMENT/CONSULTATION
 ★ AVAILABLE FOR USE
 ★ REQUIRED TO USE
 ★ EVIDENCE BASED TEACHING
 ★ PROGRESS AND ACHIEVEMENT
 ★ PROFESSIONAL SUPPORTS & LEADERSHIP PATHWAYS
 ★ DATA DRIVEN
 ■ SCHOOL HOLIDAYS

2024 SEPT OCT NOV TERM 4 2024 DEC 2025 JAN FEB TERM 1 2025 MAR APRIL TERM 2 2025 MAY JUNE

Category	2024 SEPT	2024 OCT	2024 NOV	2024 DEC	2025 JAN	2025 FEB	2025 MAR	2025 APRIL	2025 MAY	2025 JUNE
KNOWLEDGE RICH CURRICULUM	<ul style="list-style-type: none"> ★ NZC years 0-6 Draft English consultation. ★ NZC years 0-8 Draft Maths consultation. ★ Ministry resources for TODs released. 	<ul style="list-style-type: none"> ★ NZC years 0-6 English Learning Area available for use. ★ NZC years 0-8 Maths and Statistics Learning Area available for use. ★ NZC Years 7-13 Draft English Learning Area consultation. ★ NZC Years 9-13 Draft Mathematics and Statistics Learning Area consultation. 			<ul style="list-style-type: none"> ★ NZC years 0-6 English Learning Area required to use. ★ NZC years 0-8 Maths & Statistics Learning Area required to use. 		<ul style="list-style-type: none"> ★ NZC years 7-13 English Learning Area available for use. ★ NZC years 9-13 Mathematics and Statistics Learning Area available for use. 			
EVIDENCE BASED TEACHING		<ul style="list-style-type: none"> ★ Schools purchase decodable resources. 	<ul style="list-style-type: none"> ★ Publish endorsed maths resources. ★ Schools order published maths resources. 		<ul style="list-style-type: none"> ★ Tēhōrangī SMA hub available to schools. ★ Tēhōrangī SLA hub available to schools. ★ Schools receive maths resources. 	<ul style="list-style-type: none"> ★ Structured maths approaches sequence videos available to use. ★ SLA sequence videos available to use. 				
PROGRESS AND ACHIEVEMENT	<ul style="list-style-type: none"> ★ Accelerated learning in maths coaching (ALIM) for Years 0-8 applications open. ★ Early literacy support years 0-2 applications open. ★ Accelerated learning years 3-8 applications open. 		<ul style="list-style-type: none"> ★ ALIM for Years 0-8 notifications. ★ Early literacy support years 0-2 notifications. ★ Accelerated learning years 3-8 notifications. 			<ul style="list-style-type: none"> ★ ALIM for Years 0-8 begins. ★ Early literacy support years 0-2 begins. ★ Accelerated learning supports available. 	<ul style="list-style-type: none"> ★ Accelerated learning coaching commences. 			
PROFESSIONAL SUPPORTS AND LEADERSHIP PATHWAYS	<ul style="list-style-type: none"> ★ SLA PLD Years 0-3. 	<ul style="list-style-type: none"> ★ Maths PLD applications. 	<ul style="list-style-type: none"> ★ Teacher Only Day. ★ SLA PLD Years 0-3. 		<ul style="list-style-type: none"> ★ 1st Curriculum days begin. 	<ul style="list-style-type: none"> ★ Maths PLD begins. ★ SLA PLD for years 0-3 and years 4-6 teachers. ★ Training Communities of practice Maths PLD / National Leads. 	<ul style="list-style-type: none"> ★ Maths PLD applications. 	<ul style="list-style-type: none"> ★ Structured maths approaches with school leads begins. 	<ul style="list-style-type: none"> ★ 2nd Curriculum days begin. ★ Maths PLD Cohort 2 	<ul style="list-style-type: none"> ★ SLA PLD years 4-6.
DATA DRIVEN		<ul style="list-style-type: none"> ★ Phonics Check Trial - school training 	<ul style="list-style-type: none"> ★ Phonics Check Trial 			<ul style="list-style-type: none"> ★ Phonics checks required at 20 weeks and 40 weeks. ★ Plan for the first of the twice yearly assessments. 				



Implementation of Curriculum and Assessment Changes

'Getting Ready' - TERM 4 2024

Plan November Teacher Only Day possible foci:

- maths learning area / pāngarau
- English learning area / te reo Rangatira
- structured literacy approaches / rangaranga reo ā-tā
- structured maths approaches / rangaranga pāngarau.



Book PLD for Structured Literacy Approaches:

- Term 1 2025 - years 0-3 *new teachers*
- Term 1 2025 – years 4-6



- Explore Science of Learning (SOL).
- Explore structured literacy approaches (SLA).
- Explore structured maths approaches (SMA).
- Explore schoolwide handwriting and spelling approaches.



- Engage with the DRAFT English| Te Reo Rangatira draft Learning Area.
- Engage with the DRAFT Mathematics & Statistics Learning Area.



- Purchase decodable resources using funding provided (years 0 - 6).
- Order maths teacher and students resources (years 0 - 8).



Consider applications for Accelerated Learning Supports:

- Accelerated Learning in Maths (ALiM) - coaching (years 0-8)
- early literacy support (years 0-2)
- accelerated learning (years 3-8)



- Consider reviewing and adapting resources to teach the English learning area and structured literacy approaches.
- Consider planning your school approach to monitoring, assessment, review, and reporting.
- Consider assessment tools your school/ kura will use (PAT, e-asTTle or TWA).



Implementation of Curriculum and Assessment Changes

'Getting Started' - TERM 1 2025

Required to use:

- NZC Years 0-6 English
- NZC Years 0-8 Maths



Curriculum Day - possible foci:

- maths learning area / pāngarau
- English learning area / te reo Rangatira
- structured literacy approaches / rangaranga reo ā-tā
- structured maths approaches / rangaranga pāngarau



Book PLD for:

- structured maths approaches / rangaranga pāngarau
- accelerated supports for those learning through te reo Māori
- years 4-6 SLA / rangaranga reo ā-tā
- years 0-3 new teachers SLA / rangaranga reo ā-tā



- Explore Science of Learning (SOL).
- Explore structured maths approaches (SMA).



Use the provided maths teacher and student resources.



Consider reviewing, modifying or implementing school systems for:

- phonics checks - required at 20 weeks and 40 weeks
- assessment cycle or schedule
- analysing data on student progress and achievement
- reporting to parents



Explore new online resources:

- SMA curriculum sequence videos
- SLA curriculum sequence videos
- Tāhūrangi structured approaches to teaching maths hub
- Tāhūrangi structured literacy approaches hub

