



Report: Curriculum development timelines and Position Paper templates

To:	Hon Erica Stanford, Minister of Education		
Date:	11/02/2025	Deadline:	14/02/2025
Security Level:	In-Confidence	Priority:	Medium
From:	Pauline Cleaver Acting Hautū – Te Poutāhū	Phone:	9(2)(a)
Drafter:	Derek Lyons	METIS No:	1342593

Why are we sending this to you?

- This report provides you with a high-level timeline for development and delivery of the updated learning areas of the New Zealand Curriculum (NZC) and wāhanga ako of Te Marautanga o Aotearoa, as well as the associated position paper templates for your information.

What action do we need, by when?

- We are seeking your agreement to the timeline for development and delivery of the updated national curricula, including the regular points of engagement with your office.
- Please return the signed paper by 14 February 2025.

Key facts, issues and questions

- We are working to complete the remaining NZC learning areas and Te Marautanga o Aotearoa wāhanga ako in 2025, in alignment with the revised and agreed curriculum development process [METIS 1340921 refers].
- We have developed a timeline for the remainder of 2025 and into early 2026. The development timeline outlines firm completion dates per task, however, where possible, we will undertake to begin tasks earlier.
- Attached as Annexes 1 and 2 are the position paper templates for the NZC and Te Marautanga o Aotearoa. The position paper is a foundation document for the development of the learning area and wāhanga ako.

Alignment with Government priorities

1. This report aligns with Government priorities to establish a knowledge-rich curriculum grounded in the science of learning.

Background

2. The national curriculum for schooling (The New Zealand Curriculum and Te Marautanga o Aotearoa) is being updated so that it is knowledge-rich, internationally comparable, and clear about what students need to understand, know, and do in each year from Years 0 to 13 and the evidence-based teaching practices to use [SOU-24-MIN-0051 refers].
3. On 31 October 2024, we released the finalised English learning area and Te Reo Rangatira wāhanga ako for Years 0-6, and mathematics & statistics learning area and pāngarau wāhanga ako for Years 0-8 for implementation in schools and kura from the beginning of 2025.
4. On 27 January 2025, we released the updated draft Te Reo Rangatira wāhanga ako for Years 7-13 and the mathematics & statistics learning area and pāngarau wāhanga ako for Years 9-13 for consultation.
5. We advised that we had more work to do on the English learning area for Years 7-13 ■ 9(2)(f)(iv) and that this would be provided to you separately. The updates required are in the process of being completed per the various feedback received and we expect to provide you with the final draft learning area on 14 February 2025 for your approval to release, ahead of planned consultation from 20 February 2025 to 28 April 2025 [METIS 1342005 refers].
6. We are working to complete the remaining learning areas and wāhanga ako in 2025, in alignment with the revised and agreed curriculum development process [METIS 1340921 refers].

Review groups

7. Per the revised process, review groups will be engaged at various stages to review development progress.
8. The purpose of each external review group and the approach to establishing membership is outlined in Table One below.

Table One: External Review Groups

Review group	Purpose	Phases	Membership Approaches
Coherence Group	The purpose of this group is to provide input, review, and feedback on the New Zealand Curriculum as a whole to align to the design principles. This will enable the direction, coherence and consistency of the curriculum learning areas and wāhanga ako.	<ul style="list-style-type: none"> • Position Paper • Progressions • Knowledge • Guidance / Methods • Teaching Sequence • UKD (NZC Only) • Full learning area / wāhanga ako • Full curriculum • Curriculum finalisation 	Membership already in place
Academics Group	The purpose of this group is to ensure that the NZC learning areas and TMoA wāhanga ako progressions and knowledge align to future education needs. Each learning area will have specific reviewers.	<ul style="list-style-type: none"> • Progressions • Knowledge • UKD (NZC Only) • Full learning area / wāhanga ako • Full curriculum • Curriculum finalisation 	Approach universities for suggestions
Focus Groups (school)	The purpose of this group is to ensure that the NZC learning areas and TMoA wāhanga ako is usable and teachable in schools.	<ul style="list-style-type: none"> • Knowledge • Guidance / Methods • UKD (NZC Only) • Full learning area / wāhanga ako • Full curriculum • Curriculum finalisation 	Selected from Principal and Teacher Groups
International IQA	ERO run the international IQA with a purpose of identifying if any international practices should be included within the curriculum (both NZC and TMoA).	<ul style="list-style-type: none"> • Knowledge • Full learning area / wāhanga ako 	Selected by ERO
Employer Focus Group	The purpose of this group is to ensure that the NZC learning areas and TMoA wāhanga ako provide a progression framework and knowledge that meets employer needs.	<ul style="list-style-type: none"> • Knowledge • UKD (NZC Only) • Full learning area / wāhanga ako 	Referral from key stakeholders

in tandem?
If first needs to include expert teachers

This is good

Curriculum development timeline

9. We have developed a timeline for the remainder of 2025 and into early 2026. The timeline aligns to the new curriculum development cycles and high-level dates already agreed.
10. The development timeline outlines firm completion dates per task, however, where possible, we will undertake to begin tasks earlier. The development timeline applies across both the NZC and Te Marautanga o Aotearoa, however noting that the *Understand, Know, Do* related tasks only apply to the NZC.

11. 9(2)(f)(iv)
12. The table below identifies the dates you will receive the outcomes from each step of the development cycle. These will have been through review cycles before they are sent to your office.
13. The detailed development timeline is included as Table Two below.

Table Two: Curriculum development timelines

NZC and TMoA learning area / wāhanga ako	Start	Finish
	Tue 21/01/25	Thu 13/11/25
9(2)(f)(iv)	Mon 27/01/25	Fri 21/02/25
	Mon 24/02/25	Thu 6/03/25
	Fri 28/02/25	Thu 6/03/25
	Mon 24/02/25	Mon 10/03/25
	Tue 18/03/25	Tue 8/04/25
	Wed 9/04/25	Tue 15/04/25
	Tue 18/03/25	Tue 8/04/25
	Wed 9/04/25	Mon 5/05/25
	Tue 6/05/25	Mon 12/05/25
	Mon 12/05/25	Mon 12/05/25
	Wed 9/04/25	Fri 9/05/25
	Mon 12/05/25	Tue 3/06/25
	Wed 4/06/25	Tue 10/06/25
	Mon 12/05/25	Mon 9/06/25
	Tue 10/06/25	Wed 2/07/25
	Thu 3/07/25	Wed 9/07/25
	Tue 10/06/25	Tue 22/07/25
	Wed 23/07/25	Wed 13/08/25
	Thu 14/08/25	Wed 20/08/25
	Wed 23/07/25	Tue 26/08/25
	Wed 27/08/25	Wed 17/09/25
	Thu 18/09/25	Wed 24/09/25
	Wed 27/08/25	Tue 14/10/25
	Wed 15/10/25	Thu 6/11/25
	Fri 7/11/25	Thu 13/11/25
	Thu 13/11/25	Thu 13/11/25
	Mon 17/11/25	Fri 27/03/26
	Wed 11/03/26	Wed 8/04/26
	Mon 8/06/26	Fri 17/07/26

Note: Curriculum development timelines outlined in Table Two have since been superseded and are no longer current.

Position Paper

14. The position paper is a foundational document that sets out the agreed purpose and scope, and a precise description of what each learning area and wāhanga ako will consist of. It pulls together the critical information from both national and international practice on what knowledge and skills need to be included, underpinned by the science of learning. It is clear about intended outcomes for students at the end of year 10, as they prepare for more specialised subject learning, and is clear about the intended outcomes for students at year 13 as 'graduates' preparing for tertiary study and adult life.
15. The purpose of the position paper is to guide the writing teams and contributing groups to ensure they achieve the intent of the position paper, and it is used by reviewers to quality assure that the final learning area and wāhanga ako achieve this clarity of purpose.
16. Attached as Annexes 1 and 2 are the position paper templates for the NZC learning areas and Te Marautanga o Aotearoa wāhanga ako.

Risks

17. Failure to meet completion dates per the above timeline will have a significant impact on delivery of the materials for consultation and implementation. This will be closely managed through regular hygiene processes.

Next Steps

18. We will undertake to continue development activities per the timeline above.
19. Communications on the revised curriculum development approach is being developed and is intended to be shared through Ministry channels.
20. We will work with the relevant associations or sector groups to identify members for contributing groups for the upcoming development phase. The Ministry will agree nominations once assured that there is the right mix of expertise in the group.
21. We will continue to establish review groups per Table One above to be engaged at various stages to review development progress.

Annexes

The following are annexed to this paper:

Annex 1: New Zealand Curriculum position paper template

Annex 2: Te Marautanga o Aotearoa position paper template

Annex 1 and 2 withheld in full under section 9(2)(f)(iv) of the Act

Recommended Actions

The Ministry of Education recommends you:

- a. **note** the proposed review groups that will be engaged at various stages to review development progress.
- b. **agree** to the curriculum development timeline for the remainder of 2025 and beginning of 2026 as outlined in Table Two.

Noted

Agree / Disagree

Proactive Release:

- c. **agree** that the Ministry of Education release this paper once it has been considered by you with any information needing to be withheld done so in line with the provisions of the Official Information Act 1982.

Agree / Disagree

Release

Pauline Cleaver
Hautū | Acting Deputy Secretary
Te Poutāhū



Hon Erica Stanford
Minister of Education

11/02/2025

12/2/25