



## Report: ERB <sup>9(2)(f)(iv)</sup>: Legislating for curriculum, assessment, and reporting to parents

To:	Hon Erica Stanford, Minister of Education		
Date:	29/05/2025	Deadline:	3/06/2025
Security Level:	In-Confidence	Priority:	Medium
From:	Clare Old Senior Policy Manager Curriculum and Digital Policy	Phone:	9(2)(a)
Drafter:	Tia Narvaez	METIS No:	1347073

### Why are we sending this to you?

- Your vision is to reform the education system, so it has a relentless focus on student progress and achievement, and nothing is left to chance. Through the Education and Training (System Reform <sup>9(2)(f)</sup>) Amendment Bill (ERB <sup>9(2)(f)(iv)</sup>), you are proposing <sup>9(2)(f)(iv)</sup> changes for education system reform. This paper sets out possible changes to strengthen the curriculum regulatory system, including the health curriculum and reporting to parents to support your goal (METIS 1339830, 1340862, 1328931 and 1345871 refers).

### What action do we need, by when?

- We are seeking your decisions about possible legislation changes to support curriculum, assessment, and reporting to parents for State and State-integrated schools and kura<sup>1</sup>.
- We recommend these changes are included in the ERB <sup>9(2)(f)(iv)</sup>, if you agree we will provide you with a draft Cabinet paper next week to seek agreement to the proposed changes.
- Please return the signed paper by 3 June 2025.

### Key facts, issues and questions

- This is the second paper in a series of two seeking your decisions for strengthening the curriculum regulatory system to better support consistent provision of high-quality teaching and learning to lift student achievement and close the equity gap. It focuses on changes for curriculum reviews, flexibility for groups and reporting to parents.
- We propose the following changes to make the curriculum regulatory settings more effective and future proof:
  - Regularly reviewing the national curricula to keep it current and responsive to evolving evidence and student needs.

<sup>1</sup> The possible changes do not apply to charter or private schools.

- Giving the Minister of Education the ability to set different curriculum expectations for groups of schools, kura or students.
- Improving school reports to parents by setting clearer expectations.

## **Alignment with Government priorities**

1. This work supports your education priorities, including:
  - 1.1. priority one: 'clearer curriculum: establishing a knowledge-rich curriculum grounded in the science of learning'; and
  - 1.2. priority three: 'smarter assessment and reporting: implementing consistent modes of monitoring student progress and achievement.'

## **You want to progress legislation changes to strengthen the curriculum regulatory system**

2. Your vision is to reform the education system so that it has a relentless focus on student progress and achievement, and nothing is left to chance. To achieve this vision, government must be well organised with clear roles, high accountability and strong policy direction based-on government priorities and evidence.
3. As part of this reform, we understand that you want to make legislation changes to strengthen the settings for curriculum, assessment, and reporting to parents so they are more effective and future proof (METIS 1339830, 1340862, 1328931 and 1345871 refers). This will be done by progressing a tighter set of proposals than suggested in previous advice (METIS 1339830), which will have the biggest impact to support your priorities. You will be able to make changes through ERE.
4. You have already agreed in the Ministry report *Approach to legislating for curriculum, assessment, and reporting to parents* (METIS 1345871) to:
  - 4.1. combine the foundation curriculum policy and national curriculum statement types so that you can set clearer expectations that are easier for schools to use;
  - 4.2. replace the existing consultation requirements for the health curriculum to give parents better information and reduce school workload. Schools will regularly inform parents about:
    - 4.2.1. the health curriculum and how it will be delivered;
    - 4.2.2. their ability to ask for their child to be removed from all or part of the sexuality education in the health curriculum.
5. You have also agreed for the Ministry to provide further advice about possible legislation changes for curriculum reviews, flexibility for groups and reporting to parents (METIS 134871). This report provides this advice. You have agreed to receive advice on the following topics:
  - 5.1. Part One: Supporting the curriculum to be kept up to date through regular reviews. This makes sure that the curriculum remains relevant and effective.
  - 5.2. Part Two: Providing you the ability to set different curriculum expectations for groups of schools, kura or students. This allows for tailored education in certain situations to meet the specific needs of different groups to ensure students success, while supporting good regulatory practice and future-proofing the curriculum regulatory system.



- 5.3. Part Three: Improving the quality and consistency of reporting about student progress and achievement to parents. This aims to improve communication and transparency between schools and parents.

## **Part One: Supporting the curriculum to be kept up to date through regular reviews**

### **We understand you want to introduce regular reviews to keep the national curricula fit for purpose**

6. The national curricula have not been regularly updated. Without regular reviews, the national curricula will become outdated and be unresponsive to evolving evidence and the needs of all students. Regular updates also help avoid the need for full-scale, intensive, and disruptive overhauls in the future.
7. There is an opportunity to set up regular cyclical reviews of the national curricula through the Education and Training Act 2020, including learning areas, wāhanga ako, and subjects.<sup>2</sup>

### **We are seeking your decision on the options for curriculum reviews**

8. On 6 December 2024 we provided you with advice on how to set curriculum reviews within legislation to make sure the national curricula stay current and fit for purpose [METIS 1339830 refers]. We understand that you want a regular cadence of rolling reviews of learning areas, wāhanga ako, and subjects (for example, one area per year). Rather than wholesale changes to learning areas, the reviews will be evidence-informed updates and adjustments to make sure that the curricula remain up to date.

#### *We are developing an operational process for curriculum reviews*

9. The Ministry is developing operational processes for reviews of curriculum learning areas, wāhanga ako, and subjects, based on your expectations. Annex 1 provides a high-level indication of what a review process for the Ministry could look like.
10. Having a predictable, clear and transparent process for curriculum reviews means that learning areas, wāhanga ako, and subjects will be kept up to date – and that there will not be disruptive overhauls of the whole curriculum.
11. The reviews will consider new evidence about what works, implementation insights<sup>3</sup>, progress and achievement data, and post-school outcomes. The Ministry will use international benchmarking and insights from the science of learning. Annex 2 sets out draft indicators that could inform changes to learning areas, wāhanga ako, and subjects.
12. We will provide further advice about the review arrangements and processes in 2026, including the phasing of the learning area reviews, wāhanga ako, and subjects.

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<sup>2</sup> This is an opportunity to avoid inconsistent and wholesale changes in the future and keep the national curricula fit for purpose. In the past, parts of the curriculum have been updated to reflect some emerging evidence (e.g. digital technologies and New Zealand Histories), but most of the curriculum had not been updated since it was introduced.

<sup>3</sup> Including from Curriculum Insights and Progress Study and Tīrewa Matai.

*Alongside the curriculum review operational arrangements, you could seek legislative changes to make curriculum reviews predictable*

13. We have developed some revised options based on your feedback about:
- 13.1. making the curriculum regulatory system more predictable and future proof;
  - 13.2. avoiding wholesale reform;
  - 13.3. maintaining regular cycles of reviews to optimise curriculum content and structure;
  - 13.4. responding to evidence and advancements in knowledge, skills, and technology.
14. We have identified options to legislate regular curriculum reviews for your consideration (see table 1), and for the operational process see paragraph 21.<sup>4</sup>

**Table 1: Curriculum review options**

Option	Description
Option 1: Continue reviewing the curriculum <b>as needed or with an operational process</b>  <i>Status quo</i>	<p>The Minister/Ministry can choose when to review the curriculum but there is no set requirement for curriculum reviews.</p> <p>This is the most flexible option because there are no set timeframes, process, or other requirements for the review.</p> <p>This option gives no certainty to the sector that curriculum reviews will happen – which can mean the curriculum become out of date. This option may also lead to wholesale curriculum reviews or ad hoc changes.</p> <p>However, Singapore and Australia manage reviews of their curricula through a clear operational review process. It would be possible to establish an operating procedure to increase transparency and certainty about regular reviews of the curricula, should you prefer not to legislate requirements regarding curriculum reviews.</p>
Option 2: Regularly report on the <b>operation and effectiveness</b> of the curriculum  <i>Legislation change</i>	<p>Create a requirement for the Minister to present a report to the House of Representatives about the operation and effectiveness of the curriculum <b>at least every 4 years</b><sup>5</sup>.</p> <p>This option gives more certainty that the national curricula, including learning areas/wāhanga ako/subjects would be reviewed and would increase Parliament's understanding about the operation and effectiveness of the curriculum. It would also increase transparency with the sector, as reports will become public record. Curriculum revisions can be made when needed; they would not be linked to the report's timing. However, the focus would be on producing the report rather than the review process.</p>
Option 3: Set <b>clear curriculum review expectations</b> so that curriculum learning areas, wāhanga ako, and subjects can be updated, if needed, to take account of new evidence and	<p>Create a requirement for the Ministry to develop and implement curriculum reviews (that is, looking at curriculum learning areas, wāhanga ako, and subjects) with a key focus on the process. The Ministry would provide advice to the Minister if changes were needed.</p> <p>This option gives more certainty that curriculum reviews will happen, and the curriculum can be updated as needed. The Minister decides whether to make changes and when to share information about the operation and effectiveness of the curriculum.</p>

<sup>4</sup> Other jurisdictions, including Australia and Singapore, do not legislate for curriculum reviews. Instead, they have clear operational review processes.

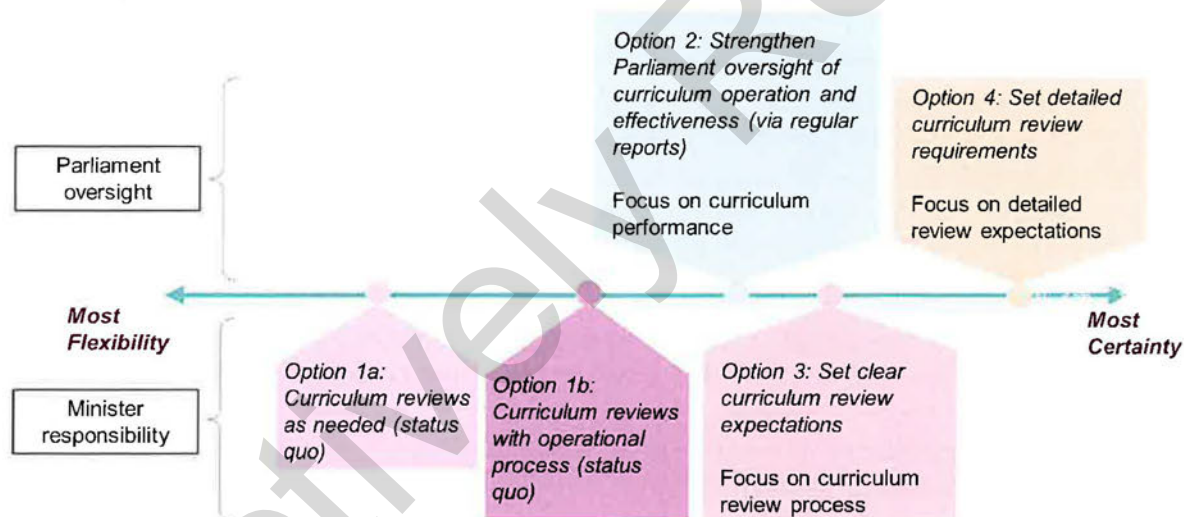
<sup>5</sup> The Minister will decide the timeframes for this option (e.g. whether the report is presented every year, every 5 years, or other). The current Curriculum Insights and Progress Study has a four-year cycle.



international benchmarking insights  <i>(recommended)</i>  <i>Legislation change</i>	This option could be combined with the four-yearly report to Parliament (option 2): a report about review findings would be presented to Parliament – strengthening the transparency of reviews.
Option 4: Set detailed curriculum review requirements  <i>Legislation change</i>	Set out the focus, form, structure, and timing for curriculum reviews in legislation.  This option has the most certainty and transparency for the sector to see the entire process and plan for curriculum reviews. However, it may lock-in a particular structure that limits: <ul style="list-style-type: none"> <li>• adapting to emerging evidence and insights.</li> <li>• flexibility to scale change to what is needed (e.g. could drive a fulsome review that is not warranted by the evidence).</li> </ul>

15. These options trade-off flexibility and certainty. The following diagram provides a snapshot of where the proposed options and the trade-offs sit.

**Figure 1: Proposed legislative change options for curriculum reviews**



16. The diagram shows that there are choices for how you can set curriculum review structures and processes. You may want curriculum reviews to have:
- 16.1. flexibility with no certainty – similar to the status quo where the Ministry/Minister drive curriculum reviews when they choose. There is no certainty with this approach as curriculum reviews may be ad hoc, and the curriculum may become out of date to a level that then requires wholesale review.
  - 16.2. more certainty with some flexibility – similar to options 2 and 3, this approach could give clearer direction for curriculum reviews to happen while allowing some flexibility to adapt to changes. For example, certainty can be added through an operational process while being flexible.
  - 16.3. certainty with no flexibility – similar to option 4, setting out clear expectations for what curriculum reviews include in legislation would increase the certainty for reviews but would mean there is no flexibility for the curriculum review process to be adapted to emerging evidence and insights.

17. On balance, we recommend setting clear curriculum review expectations (option 3) in legislation. This requires regular reviews of learning areas, wāhanga ako, and subjects, while maintaining some flexibility to adapt curriculum review processes, for example if new evidence emerges.
18. We do not recommend:
- 18.1. the status quo (option 1a) because this approach has led to the curriculum becoming out of date;
- 18.2. setting detailed curriculum review requirements in legislation (option 4) because this is too rigid compared to options 2 and 3.

### We seek your direction about minimum considerations

19. At the moment, there is nothing specific that must be considered when the curriculum is reviewed or made. Minimum considerations set out what the Ministry and Minister must consider in curriculum reviews and when making changes to the national curricula. Usually, secondary legislation, including statements, should have safeguards to make sure there is a good law-making process, for example, have regard to certain matters.
20. Given how important the curriculum is, minimum considerations are a useful safeguard, which will:
- 20.1. support more consistent, high-quality advice over time; and
- 20.2. increase transparency about the review process and decision-making.
21. We recommend amending the Act to include minimum considerations to support the curriculum to be evidence-based and effective over time.
22. On 6 December 2024, we provided you with advice about minimum considerations and you asked for stronger links to your priorities (METIS 1339830 refers). We understand that your priorities are that the curricula are internationally comparable, knowledge-rich, use the science of learning, and take account of the evidence base for lifting student achievement. We recommend keeping the minimum considerations high level in the Act, and using the curriculum review operational process to set out your priorities (for example, by including these in the indicators that the Ministry would use to review curricula as outlined in Annex 2).
23. Minimum considerations that the Minister and Ministry should consider when the curriculum is reviewed or made are outlined in Table 2.<sup>6</sup>

**Table 2: Minimum considerations**

Minimum consideration	Reason
whether educational achievement is supported	<ul style="list-style-type: none"> <li>○ In line with the proposed paramount objective of school boards (in Education and Training Amendment Bill (No 2))</li> <li>○ Supports students to be successful post-school, including in further learning and employment</li> <li>○ Can be responsive to different student needs</li> </ul>
whether relevant evidence and international practices have been considered	<ul style="list-style-type: none"> <li>○ Makes sure the curriculum learning areas, wāhanga ako, and subjects are internationally benchmarked and evidence-based (that is, they take account of new material and the science of learning)</li> <li>○ Provides an opportunity to add or remove requirements, including learning areas, wāhanga ako, or Phase 5 subjects, if needed</li> </ul>

<sup>6</sup> Australia and Singapore do not set out minimum considerations for curriculum reviews or set curriculum expectations in secondary legislation largely because they general do not legislate curriculum reviews. The United Kingdom legislates what subjects will be taught at different stages.



whether suitable implementation supports are in place	<ul style="list-style-type: none"> <li>○ Considers whether the curriculum has been implemented well (for curriculum reviews)</li> <li>○ Makes sure that the curriculum is practical to implement (before new curricula are made).</li> </ul>
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## **Part Two – Providing you the ability to set different curriculum expectations for groups of schools, kura or students**

### **You have an opportunity to support good regulatory practice and future-proof the curriculum regulatory system**

24. To support good regulatory practice and future-proof the curriculum regulatory system, it is important to have safeguards in place. As the national curriculum becomes more knowledge-rich and detailed, including the assessment and aromatawai requirements, there may be situations where one approach does not meet all students' needs.
25. Currently, you cannot set different curriculum expectations for groups of schools and kura, except for commencement dates associated with national curriculum statements. Allowing tailored curriculum expectations for specific groups can provide a safeguard, ensuring student success by addressing the different needs particular situations. It would make sure schools and kura will be able to use evidence-based approaches to support their students.

### **You could amend the Act to future-proof the curriculum regulatory system**

26. You could amend the Act to give the Minister of Education the ability to make curriculum statements that set different expectations for different groups of schools, kura or students (flexibility for groups). This power could be helpful just in case there needs to be tailoring for what and how things are taught in particular situations as the national curriculum changes in the future.
27. For example, designated character schools need to operate consistently with their character, which is different from state schools. With a knowledge-rich curriculum, the designated character may not always align with curriculum requirements and you may want to consider clarifying expectations for groupings of designated character schools.

### **This amendment also supports good regulatory practice by allowing different expectations to be set in situations that help students succeed**

28. An amendment could allow you to specify different expectations for a full curriculum statement or part of it. This is similar to the existing regulation-making powers in the Act. For example, section 638(2)(a) allows you to issue different regulations for different types of schools and kura.
29. This amendment makes sure you can adapt the curriculum based on strong evidence, allowing for differences in situations where it is necessary to support students' success (e.g. to enable special character schools to follow a curriculum aligned with their character). As a result, it would support good regulatory practice by keeping the legislation long-lasting and ready for the future.



## Part Three – Improving the quality and consistency of reporting progress and achievement to parents

### Some parents are concerned about the quality and consistency of school information about their child's progress and achievement

30. Schools and kura engage with parents about their child's learning in a range of ways, including regular reports to parents about student progress and achievement.<sup>7</sup> Evidence shows positive learning gains when teachers and schools involve parents in supporting their child's academic learning.<sup>8</sup> The average impact is about an additional four months' progress over the course of a year. There are also higher impacts for students with low prior achievement.
31. While all schools have some sort of relationship with the child's parents and whānau, accelerated progress happens when schools and parents work together to create learning opportunities at both school and home.<sup>9</sup>
32. Given that parents have varied needs and preferences, there is an opportunity to balance clear expectations with flexibility for:
  - 32.1. different student needs;
  - 32.2. parent and whānau needs;
  - 32.3. different school and kura needs.

### We understand that you want 'reporting to parents' arrangements that are high-quality, consistent, and responsive to the needs of both schools and parents

33. You are progressing a package of changes aimed at improving the quality and consistency of reporting to parents and whānau. You want teachers to know and meet the child's needs, including if the child needs additional support or extension/enrichment. You also want parents and whānau to know what their child's next learning steps are, and how they can support learning at home (with links to helpful resources on the Parent Portal) [METIS 1342504 refers].
34. School boards must ensure that the school's principal and staff monitor and evaluate the performance of the school's students. Boards must also make sure that information about a student's performance is given to the student's parent in a timely manner and in a form that is readily understandable.<sup>10</sup>
35. You have signalled your intention to issue a foundation curriculum policy statement<sup>11</sup> to make twice-yearly standardised assessments and phonics checks mandatory for all state schools and kura (METIS 1327456). Through consistent assessment, schools will be able to provide parents with better quality and more consistent information about their child's progress and achievement.
36. You have also agreed to use common progress descriptors to support consistent reporting to parents (METIS 1346292). You can use regulations to set out 'reporting to parents'

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<sup>7</sup> While schools are required to report to parents about student progress and achievement, schools may also report about other matters, including student wellbeing.

<sup>8</sup> See [Parental engagement](#)

<sup>9</sup> Education Review Office (2015) *Educationally powerful connections with parents and whānau*. [ERO-Educationally-Powerful-Connections-FINAL.pdf](#)

<sup>10</sup> See section 165 of the Act.

<sup>11</sup> You can set assessment and aromatawai requirements through foundation curriculum policy statements made under section 90 of the Act.

expectations that schools and kura must follow.<sup>12</sup> The existing 'reporting to parents' regulations require schools and kura to include information about student progress and achievement across any relevant curriculum statements issued under section 90 of the Act (see Annex 1 for more details). We understand that you want to include a list of minimum components that schools and kura must include in reports to parents and whānau (METIS 1328931).

37. Alongside regulatory changes, we are updating guidance and information on assessing and reporting on progress against the new curricula (METIS 1342504 and 1346292 refers).
38. Schools and kura must meet any requirements set out in foundation curriculum policy statements and regulations. While guidance and information are optional, we understand that many schools follow relevant guidance and information. For example, even though there are currently no requirements for schools and kura to offer parent-teacher meetings, this is common practice.

**We seek your feedback about whether you want to make a change to the Act**

Before suggesting changes to 'reporting to parents' requirements, we want to make sure that the 'reporting to parents' legislation is fit for purpose. We have checked the legislation, and you already have the power, under the Act, to make regulations that set clear expectations about the 'what, how, and when' of reporting to parents.

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<sup>12</sup> Under section 639 of the Act, the Governor-General may make regulations by Order in Council about school monitoring and reporting on student performance, including the form and content of student performance reports.

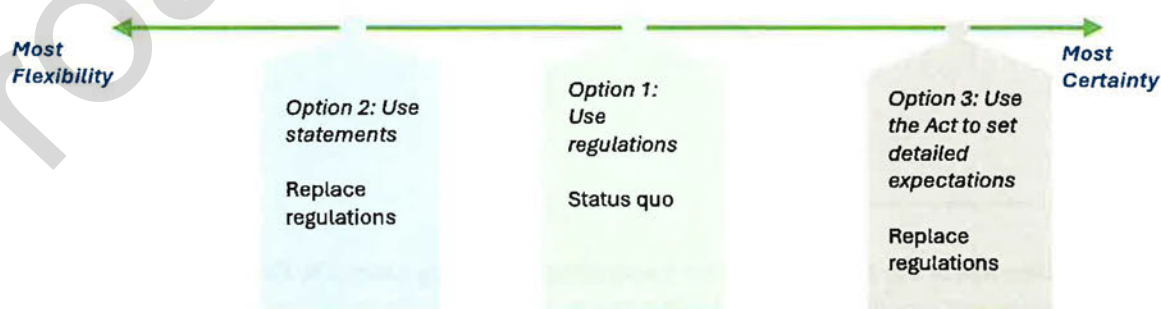
39. We have identified options to legislate 'reporting to parents' (see table 3).

**Table 3: Legislating for 'reporting to parents' options**

Option	Description
Option 1: <b>use regulations</b> to set 'reporting to parents' requirements  <i>Status quo</i>	Regulations, made under section 639 of the Act, can be used to set out the form and content of reporting to parents. <sup>13</sup> Schools and kura must follow the regulations.  Regulations can set detailed policy, general principles and standards, and forms and processes, including minimum components for reporting to parents. Regulations can link to curriculum statements, if needed. This option is already in place.
Option 2: <b>use statements</b> to set out reporting to parents requirements  <i>Legislation change</i>	This option amends the Act so that the Minister can make statements <sup>14</sup> (instead of regulations) for the form and content of 'reporting to parents'. Schools and kura must give effect to the statements.  Statements are an alternative to regulations and can be used in similar ways. Reporting to parents' statements could cover a range of issues, not just curriculum-related matters. With the shift to a knowledge rich curriculum and regular curriculum reviews, more regular updates to 'reporting to parents' requirements may be needed. Statements could provide more detail than regulations, including about catering for different student/parent/whānau needs. Statements can use language that works for educators (in line with national curricula) and are quicker to update than regulations.  There is a risk that: <ul style="list-style-type: none"> <li>'reporting to parents' statements could become unduly detailed which would impact implementation and impact</li> <li>if there are more detailed expectations, school compliance costs would increase.</li> </ul>
Option 3: <b>use the Act</b> to set 'reporting to parents' requirements  <i>Legislation change</i>	This option amends the Act to include detailed requirements for 'reporting to parents' (instead of regulations) and sets out clear requirements for school boards.  However, this option is: <ul style="list-style-type: none"> <li>less able to respond to emerging issues and needs and</li> <li>not in line with good practice: the Act should not hold details which are better suited to regulations or other secondary legislation.</li> </ul>

40. The following diagram shows the relative flexibility and certainty of the options.

**Figure 2: Reporting to parents legislation options**





41. The instrument choice (regulations or statements), by itself, does not affect how schools 'report to parents'. Regulations are already being used and work well. You can continue to use regulations (option 1) to support government priorities, including setting minimum expectations and linking to assessment or aromatawai expectations. If you choose this option, we will provide advice about possible regulation changes to support your priorities.
42. You could seek a change to the Act to replace regulations with statements (option 2). This would change the type of secondary legislation used to set 'reporting to parents' requirements. Statements can be updated more quickly than regulations but are less transparent as there is no requirement to consult. With the shift to a knowledge rich curriculum and regular curriculum reviews, 'reporting to parents' settings may need to be regularly updated to make sure that they line up with the national curricula. There is a risk that the expectations may become too detailed and schools could have increased costs. However, before making a statement, the Minister is expected to balance benefits and costs. If you choose this option, we will seek a legislation change through ERB<sup>13</sup>. We will provide separate advice about the content of the statement.
43. We do not recommend setting detailed 'reporting to parents' requirements in the Act (option 3). This is not in line with good practice and will reduce the ability to respond to emerging issues. If you want to progress this option, we advise updating 'reporting to parents requirements', including minimum components for reporting to parents – with the change being made through a later bill. While you could shift the existing regulations to the Act through ERB<sup>14</sup>, there is not enough time to set out your expectations for minimum components.

## Risks

44. There are no major risks with this work programme, but we need to manage tight timeframes, stakeholder reactions, and limited public consultation before ERB<sup>15</sup> is introduced. We expect stakeholder support but anticipate some may want more legislative changes or have concerns about curriculum changes. Public input will be possible during the Select Committee process. We will mitigate these risks using insights from other Ministry work and the Education Review Office.

## Financial Implications

45. There are no financial implications from the recommended proposals.

## Next Steps

46. Any changes to the Act you want to progress will be done through ERB<sup>16</sup>. If you decide to make regulation changes or more complex legislation changes for reporting to parents, the Ministry will report back to you later this year.
47. Table 3 shows the indicative timeline for progressing the necessary legislation changes as part of the ERB<sup>17</sup>.

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<sup>13</sup> See annex 1 for the current 'reporting to parents' regulations.

<sup>14</sup> You can already use statements to set curriculum expectations under section 90 of the Act.

**Table 3: Indicative timeline for curriculum regulatory system ERB 1 advice**

<b>What</b>	<b>When</b>
<b>Report: Legislating for curriculum, assessment, and reporting to parents</b>	Mid-May 2025
<b>Draft Cabinet paper and Regulatory Impact Statement to Minister</b>	Early June 2025
<b>Cabinet approval to draft legislation</b>	
<i>SOU Cabinet Committee</i>	25 June 2025
<i>Cabinet</i>	30 June 2025
<b>Parliamentary Counsel drafts the System Reform Bill</b>	July – September 2025
<b>LEG Cabinet Committee</b>	23 October 2025
<b>Cabinet: approval to introduce Bill</b>	28 October 2025
<b>Bill ready for introduction</b>	From 29 October 2025

## Annexes

The following are annexed to this paper:

Annex 1: Curriculum reviews: proposed approach

Annex 2: Indicators that could support a change to the curriculum learning areas (DRAFT)

Annex 3: Education (School Boards) Regulations 2020 s21

## Recommended Actions

The Ministry of Education recommends you:

- a. **note** that possible legislation changes could strengthen curriculum, assessment, and reporting to parents settings so they are more effective and future proof, which supports your relentless focus on student progress and achievement

Noted

*Regular curriculum reviews*

- b. **note** that changes are needed to the current curriculum review approach to make sure there are timely, transparent, and predictable reviews that keep the curriculum up-to-date and responsive to evolving evidence and students' needs

Noted

- c. **note** that the Ministry will provide further advice in 2026 about the operational processes for reviews of curriculum learning areas, wāhanga ako, and subjects so that there are regular rolling reviews of learning areas, and iterative updates and adjustments can be made

Noted

- d. **note** that the Ministry of Education has incorporated your previous feedback into the revised options for regular curriculum reviews

Noted

- e. **indicate** which legislative change option for regular curriculum reviews you want to progress:

- i. Option 1a: Status quo – continue reviewing the curriculum as needed

Agree / Disagree

OR

- ii. Option 1b: Status quo – continue reviewing the curriculum with a transparent operational process informed by the practices in other jurisdictions, including Singapore and Australia

Agree / Disagree

- iii. Option 2: create a requirement in the Education and Training Act 2020 to regularly report to the House of Representatives on the operation and effectiveness of the curriculum

*still unsure of this*

Agree / Disagree

- iv. Option 3: create a requirement for the Ministry to develop and implement curriculum reviews in the Education and Training Act 2020, so that curriculum learning areas, wāhanga ako, and subjects can be updated, if needed, to take account of new evidence and international benchmarking insights (**recommended**)

*on a regular cycle - cadence of reviews*  
~~unless unless unless~~

Agree / Disagree

- v. Option 4: set detailed curriculum review requirements in the Education and Training Act 2020 (**not recommended**)

Agree / Disagree

- f. **note** that, for curriculum reviews and new curriculum expectations, you could amend the Education and Training Act 2020 requiring the Ministry and Minister to use minimum considerations to support more consistent, high-quality advice about the curriculum and provide more transparency about decision-making



Noted

g. **indicate** which minimum considerations you want to progress:

- i. whether educational achievement is supported Agree / Disagree
- ii. whether relevant evidence, and international practices have been considered Agree / Disagree
- iii. whether suitable implementation supports are in place Agree / Disagree

h. **note** that the operational process for curriculum reviews could provide the detail about your priorities for the indicators to be considered within each of these minimum considerations

Noted

#### Flexibility for groups

- i. **note** that you currently cannot set different curriculum expectations for different groups of schools or kura, leaving no safeguard for future issues, but you could give yourself this ability Noted
- j. **agree** to give the Minister of Education the ability to set different curriculum expectations for different groups of schools, kura, or students through a change to the Education and Training Act 2020 Agree / Disagree

#### Reporting to parents

- k. **note** that some parents are concerned about the quality and consistency of reporting to parents, and you can use regulations and guidance to improve the quality and consistency of reporting to parents Noted
- l. **note** that, with the shift to a more detailed knowledge rich curriculum with regular curriculum reviews, there may be a greater need to tailor and update 'reporting to parent' requirements over time Noted

m. **indicate** which option for legislating changes for reporting to parents you want to progress:

- i. Option 1: continue to **use regulations** under section 639 of the Education and Training Act 2020 to set 'reporting to parents' requirements and we will provide advice about possible regulation revisions in late 2025 Agree / Disagree
- ii. Option 2: amend the Education and Training Act 2020 so the Minister can make **statements** about reporting to parents requirements (instead of regulations) Agree / Disagree
- iii. Option 3: amend the Education and Training Act 2020 to set detailed 'reporting to parents' requirements (instead of regulations) through a later Bill (**not recommended**) Agree / Disagree

*General*

- n. **agree** to receive a draft Cabinet paper next week to progress these changes to support curriculum, assessment, and reporting to parents for State and State-integrated schools and kura

☒ Agree / ☐ Disagree

**Proactive Release:**

- o. **agree** that the Ministry of Education release this paper once final Cabinet decisions are made with any information needing to be withheld done so in line with the provisions of the Official Information Act 1982.

☒ Agree / ☐ Disagree



Clare Old

**Senior Policy Manager**

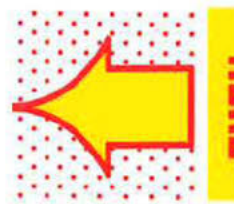
**Te Pou Kaupapahere**

29/05/2025



Hon Erica Stanford

**Minister of Education**



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