

## Cabinet Paper material

### Proactive release

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|----------------------|--|
| Minister & portfolio | Hon Erika Stanford, Minister of Education  |
| Name of package      | Ministerial Advisory Group to review the English, and Mathematics curricula for primary and intermediate school students |
| Date considered      | 18 December 2023   |
| Date of release      | 27 February 2024   |

#### These documents have been proactively released:

**Cabinet Paper: Ministerial Advisory Group to review the English, and Mathematics curricula for primary and intermediate school students**

Date considered: 18 December 2023

Author: Office of the Minister of Education

**Cabinet Minute: CAB-23-MIN-0497**

Date considered: 18 December 2023

Author: Secretary of the Cabinet

#### Material redacted

Some deletions have been made from the documents in line with withholding grounds under the Official Information Act 1982. Where information has been withheld, no public interest has been identified that would outweigh the reasons for withholding it.

The applicable withholding grounds under the Act are as follows:

Section 9(2)(a) to protect the privacy of natural persons

Section 9(2)(ba)(i) to protect information which is subject to an obligation of confidence where making the information available would likely prejudice the supply of similar information

Some deletions have been made from the documents as the information withheld does not fall within scope of the Minister's portfolio responsibilities, and is not relevant to the proactive release of this material.

You can read the Official Information Act 1982 here:

<http://legislation.govt.nz/act/public/1982/0156/latest/DLM64785.html>

**In Confidence**

Office of the Minister of Education

Cabinet

**Ministerial Advisory Group to review the English, and Mathematics curricula for primary and intermediate school students**

**Proposal**

- 1 I propose to appoint the following 12 members to the Ministerial Advisory Group that I will establish to review the English and mathematics<sup>1</sup> curricula for a 6-month term from the date of appointment. This group consists of an oversight group, and two sub-groups that focus on English and maths.

| <b>Name</b>        | <b>Membership</b> |
|--------------------|-------------------|
| Michael Johnston   | Chair             |
| Barbara Ala'alatoa | Member            |
| Christine Braid    | Member            |
| James Chapman      | Member            |
| Melissa Derby      | Member            |
| Fiona Ell          | Member            |
| Gaven Martin       | Member            |
| Elizabeth Rata     | Member            |
| Audrey Tan         | Member            |
| Iain Taylor        | Member            |
| Lorraine Taylor    | Member            |
| Helen Walls        | Member            |

**Relation to government priorities**

- 2 This reflects the Government's priorities in its 100 Day Plan to appoint an Expert Group to redesign the English and maths curricula for primary and intermediate school students.

**Executive Summary**

- 3 I am establishing a Ministerial Advisory Group (hereafter referred to as the Group) to advise if the content in the English and mathematics learning areas should be strengthened. This Group will consist of an oversight group and two sub-groups, one focused on English and the other focused on maths. Members of the oversight group would sit within both sub-groups so overall Group advice forms a coherent curriculum response.

<sup>1</sup> The New Zealand Curriculum specifies the "mathematics and statistics learning area". For simplicity we have used mathematics in this paper.

- 4 The Group would review the refreshed curriculum and provide recommendations for any change that is needed. This includes reviewing how the Common Practice Model and its phase-by-phase teaching and learning guidance work together to provide teachers with the clarity needed on year-by-year teaching expectations and how they embed effective practices that reflect the science of learning.
- 5 I plan to appoint 12 members as part of the Group at this time. This Group is not representative but will have the collective skills and knowledge so there is the required expertise to provide advice I have requested.

### **Background**

- 6 The Government's 100 Day Plan sets out a commitment to establish a Ministerial Advisory Group to review the English and mathematics curricula for primary school students. This Group will review the refreshed curricula, Common Practice Model, phase-by-phase guidance and look at it alongside other supports and existing documents for quality teaching and learning. It will consider how they work together to provide teachers with the clarity needed on year-by-year teaching expectations and embed effective practices that reflect the science of learning. The Group will provide advice on any changes needed, any new content and including what should sit where.
- 7 The primary purpose of this Group is to provide me with advice on the degree of detail that should be in the year-by-year teaching requirements for the first three phases (primary and intermediate schools) of the refreshed English and mathematics learning areas of the New Zealand Curriculum. This may include advice, feedback or, where appropriate, draft new or alternative material for the Minister to consider in the learning areas or any of the documents in scope.
- 8 The timeline for the Group's work has been designed to maintain momentum on supports for quality teaching and the implementation timings that have already been communicated to the sector, which is that the refreshed English and mathematics learning areas will be required from the beginning of 2025. Once the curriculum is set, professional learning, initial teacher education and practical supports for effective teaching practices will all be aligned to it.
- 9 Similarly, the scope has been designed to build on the updates to curriculum and associated supports that have been underway for some time. Taking this approach will enable existing change and implementation activities to be leveraged, as well as minimise the risk of schools feeling like changes are starting from the beginning. It will also help us achieve faster progress towards action and better outcomes, such as reaching our target of 80 percent of Year 8 students being at or above the expected curriculum level for their age in reading, writing, maths and science by 2030.

**Comment on the proposed Chair and members**

- 10 Proposed members are comprised of a combination of people previously involved in work on the refreshed English and maths learning areas and the draft common practice model, as well as new perspectives.
- 11 Michael Johnston (Chair): Michael is a Senior Fellow at the New Zealand Initiative (NZI), leading the workstream on education. Prior to his time at the NZI, Dr Johnston held academic positions at Victoria University of Wellington from 2011-2022. From 2020 until 2022 he was the Associate Dean (Academic) in the University’s Faculty of Education. Prior to his time at Victoria, Dr Johnston was the Senior Statistician at the New Zealand Qualifications Authority, a position he held for 6 years. Before that, he was a lecturer in psychology at the University Melbourne and a Research Fellow at Latrobe University. He was also involved in developing the National Standards for mathematics and the NCEA literacy and numeracy co-requisite.
- 12 Barbara Ala’alatoa MNZM (Member): Barbara is a New Zealand Curriculum (NZC) refresh Coherence Group member for the refreshed NZC. She is the former Principal of Sylvia Park School and is currently an Education Consultant. Prior to this, she worked as a lecturer and senior lecturer at Auckland College of Education and as a primary school teacher. She has also chaired the National Ministerial Leadership and Teaching Quality Workstream and been a member of the National Workforce Policy Advisory Group and National Curriculum Advisory Group which had a real focus on progress and achievement and building leader and teacher capability. She has chaired the Boards of Te Kura (2019 to 2022) and Teaching Council of Aotearoa New Zealand (2015 to 2019) and was on the Independent Taskforce on the Review of Tomorrow’s Schools.
- 13 Christine Braid (Member): Christine is a facilitator at the Institute of Education, Massey University with expertise in junior reading. She contributed to the NZC refresh specifically on literacy and is currently leading the Literacy@Massey training programme, where she works with teachers across New Zealand to ensure they have the knowledge and skills to significantly improve children’s literacy outcomes. She has a background as a primary school teacher and literacy facilitator, and more recently as an educational researcher in the area of literacy. She was part of the Massey University Early Literacy Research Project and lead facilitator on the Ministry of Education contract for teacher training in TEPiL.
- 14 James Chapman (Member): James is an Emeritus Professor Institute of Education Massey University. Research Interests Literacy learning difficulties Cognitive-motivational factors associated with low achievement Learning disabilities Reading Recovery. James is an experienced researcher and university teacher based at Massey University. As well as having over 150 publications in peer-reviewed journals and books on learning disabilities, literacy learning issues, dyslexia/literacy difficulties, and cognitive motivation factors in learning and achievement, James has been an advisor for the University of Canterbury Better Start Literacy Approach research and was a member of the Ministry of Education Literacy Experts Group.

- 15 Melissa Derby (Member): Melissa is a Senior Lecturer teaching early literacy and human development at the University of Waikato's Tauranga campus and online. She is the co-Director of the Early Years Research Centre at the University of Waikato. Melissa completed her PhD at the University of Canterbury, and was a part of A Better Start National Science Challenge. Her primary area of research is in early literacy, and in particular, in exploring the role of whānau and localised curriculum in fostering foundational literacy skills.
- 16 Fiona Ell (Member): Fiona is an Associate Professor in School of Curriculum Pedagogy, University of Auckland. She is a Lead subject matter expert for the Mathematics and Statistics writing team for Curriculum Refresh & Common Practice Model contributor. Fiona was a member of the Royal Society Expert Panel on Mathematics Education from January to July 2021. She was also a Co-writer for the Ministry commissioned paper on what Mathematics and statistics skills and knowledge learners need to know by when, important cross-disciplinary links, and considerations in light of rapid changes and growth in computer science/ICT.
- 17 Gaven Martin (Member): Gaven is a Distinguished Professor of Mathematics at Massey University, and Chair of the New Zealand Mathematical Research Institute. He is the former head of the New Zealand Institute for Advanced Study and chaired the Royal Society Te Apārangi Royal Society Panel 2021 advice to the Ministry of Education on refreshing the English-medium mathematics and statistics learning area of the NZC. The Royal Society's report was titled "Pāngarau Mathematics and Tauanga Statistics in Aotearoa New Zealand".
- 18 Elizabeth Rata (Member): Professor Elizabeth Rata is a sociologist of education in the School of Critical Studies, Faculty of Education and Social Work at the University of Auckland where she is Director of the Knowledge in Education Research Unit (KERU). Her main research areas are in knowledge in the curriculum, knowledge politics, ethnic revivalism, Māori education, research methods, and the history of New Zealand education.
- 19 Audrey Tan (Member): Audrey graduated at 22 with a Ph.D. in Pure Mathematics from the University of Cambridge and at 17 with a B.Sc. Hons (First Class) degree in mathematics from the University of Canterbury. She runs Mathmo consulting, a private tutoring company and hosts the Bring back column addition Facebook page. Audrey's PLD approach is focused on the basis of her qualification in mathematics, not education, and values the role of mathematical content knowledge. She is an academic researcher, and is guided by the field of cognitive science and supports a 'grass-roots movement started in UK to make teachers research-literate.' She provides consultation and training to educators in a school setting.
- 20 Iain Taylor (Member): Iain is a passionate, energetic and positive educational leader. He used to lead the worst school in New Zealand. He is still principal of Manurewa Intermediate School, but instead of security guards on the gate, there is a skate park, a bunch of trophies in cabinets engraved with things like

'Prime Minister's Educational Excellence Award' and one of the highest attendance rates in the country.

- 21 Lorraine Taylor: Lorraine is an experienced Primary School Principal and mentor /coach for other principals. She is currently the principal of Silverstream School Upper Hutt after serving in principal roles in three Rotorua primary schools. Lorraine was involved in the development and testing for the Progress and Consistency Tool (PaCT).
- 22 Helen Walls (Member): Helen specialises in the teaching of writing, structured literacy, school-wide data analysis, formative assessment and feedback. Helen is a professional learning facilitator and educational researcher with 18 years' experience working in schools. Helen assists schools to plan effective programmes which are closely aligned with student needs. She is passionate about supporting teachers, sharing evidence-based methods that will engage with every student.
- 23 I consider that the nominees have the expertise to review the English, and mathematics and statistics curricula for primary school students. There would be eight women and four men from a diverse range of backgrounds and representing the following perspectives:
- 23.1 knowledge, expertise, and appreciation of primary schooling
- 23.2 knowledge, expertise, and appreciation of curriculum design and, in particular, the refreshed New Zealand Curriculum progression model and the current refreshed two learning areas
- 23.3 specialist literacy and mathematics knowledge.
- 24 If necessary, I may request members to continue to serve on the MAG past the end of their appointed term, to finalise any advice I have requested.

### Remuneration

- 25 The Group is a Group 4 Level 3 board under the Cabinet Fees Framework CO (22) 2. The fee range is up to \$633 per day for the Chair, and up to \$435 per day for each member. In line with the Fees Framework, I intend to pay the Chair fees of up to \$633 per day, the Deputy Chair fees of up to \$544 per day, and to pay members fees of \$435 per day.

### Appointment process

- 26 I confirm that an appropriate process has been followed in selecting the proposed members with reference to the Public Service Commission guidelines on appointments and establishing Ministerial Advisory Groups. I considered the balance of the Ministerial Advisory Group in terms of ethnic and gender composition, and the appropriate mix of expertise required to successfully undertake the review. Given the nature of the review, I considered that candidates with strong backgrounds in specialist literacy and maths knowledge, and expertise in primary schooling and pedagogical approaches more appropriate to be on the Group.

**IN CONFIDENCE**

- 27 I intend to appoint Michael Johnston as the Independent Chair for the Group from among those shortlisted, as he can meet the additional requirements as set out in the Terms of Reference.
- 28 I also intend to appoint a Deputy Chair from the existing Group membership. This will be in consultation with the Chair once he has been appointed.

**Due diligence and conflicts of interest**

- 29 Due diligence and conflicts of interest checks are currently being undertaken. I am seeking in principle agreement to the appointment of the proposed members subject to the successful completion of these.
- 30 The Group's Terms of Reference and a conflicts register will provide mechanisms to manage declared conflicts of interest. All members will complete confidentiality agreements and agree to conduct themselves in line with the Terms of Reference so the Group is able to operate in a transparent and open manner. Where it is identified that members have either a perceived or actual conflict of interest, these will be managed through members declaring these to the Chair and members and stepping out of discussions if necessary. The Group will be able to designate an alternate Chair, if the Chair and Deputy Chair need to step out of discussions.
- 31 Iain Taylor and James Chapman had no interests to declare. <sup>9(2)(ba)(i)</sup>  
[REDACTED]  
[REDACTED] The Ministry of Education will apply robust processes to mitigate perceived or actual commercial conflicts of interest for Group members.
- 32 Candidates have declared their interest in organisations they work for or lead. Michael Johnston is the education lead at the New Zealand Initiative and is on the NZQA Assessment Technical Oversight Group. Gaven Martin is the Director of the New Zealand Mathematics Research Institute and Barbara Ala'alatoa chairs TeachFirst NZ. Fiona Ell has declared she is an elected member of the Teaching Council. Elizabeth Rata is the Director of the Knowledge and Education Research Unit at the University of Auckland, and has declared an interest as the developer of the Curriculum Design Coherence Model which has been used in some Auckland schools. Barbara and Christine Braid are currently contracted to the Ministry of Education in oversight or writing roles for the changes to the NZ Curriculum.
- 33 If the due diligence process identifies any issues, I will consider options to address these and, if necessary, I will report back to Cabinet with alternatives.

## **Ministerial Advisory Group Terms of Reference: Redesigning the English and Mathematics learning areas in the refreshed New Zealand Curriculum for primary school students**

- 34 I have finalised the Terms of Reference for the Group (attached as Appendix 1 to this paper) which sets out the purpose and scope of review, as well as an overview of the review's timeline.
- 34.1 Purpose: The Group will provide advice on the level of detail needed in the first three phases (primary and intermediate schools) of the refreshed English and mathematics learning areas.
- 34.2 Scope: In providing this advice, the Group will consider how the refreshed English and mathematics learning areas, common practice model and phase by phase guidance work together to provide teachers with the clarity needed on year-by-year teaching expectations and how they embed effective practices that reflect the science of learning.
- 34.3 Timeline: The Group is expected to provide an initial report on the matters within scope by the end of February 2024. This will be used to provide direction for the curriculum developers to draft the redesigned curriculum content for testing in term 2 of 2024. Following this, the Group will provide quality assurance and make recommendations on implementation supports by June 2024. The final redesigned learning areas are planned to be released in term 3 2024 and required for use from the beginning of 2025.

### **Financial Implications**

- 35 The establishment and ongoing operational costs for the Group, including membership fees, will be funded through the reprioritisation of existing, ring-fenced funding for the Curriculum and Assessment Change Programme. This approach is possible due to the relatively low costs associated with the Group; however, I will re-consider the scope and purpose of the Group should there be any further demands on this budget.

### **Use of external Resources**

- 36 I am advised that officials contract an external company to undertake probity checks. This may include checks for conviction history, insolvency and banned company directors, and verifying qualifications.

### **Consultation**

- 37 Due to the time constraints, other agencies have not been consulted.
- 38 The Ministry provided a list of potential nominees with a depth of expertise in the relevant curriculum areas. All potential candidates were shortlisted in consultation with me and those shortlisted were approached to gauge their interest and availability.

**Communications**

- 39 I intend to publicly announce the members of the Group after Cabinet confirmation and when the members have been notified.

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## Recommendations

It is recommended that the Committee note my intentions to:

- 1 appoint a Ministerial Advisory Group to undertake a review to provide advice to redesign the English and mathematics curricula for primary school students as set out in the Government's 100-day plan
- 2 appoint Michael Johnston as Chair of the Ministerial Advisory Group for a six-month term from date of appointment subject to successful probity checks
- 3 appoint the following as members of the Ministerial Advisory Group for a six-month term from date of appointment subject to successful probity checks:
  - 3.1 Barbara Ala'alatoa
  - 3.2 Christine Braid
  - 3.3 James Chapman
  - 3.4 Melissa Derby
  - 3.5 Fiona Ell
  - 3.6 Gaven Martin
  - 3.7 Elizabeth Rata
  - 3.8 Audrey Tan
  - 3.9 Iain Taylor
  - 3.10 Lorraine Taylor
  - 3.11 Helen Wells
- 4 set the remuneration rate at \$633 per day for a Chair, \$544 per day for a Deputy Chair, and \$435 per day for members

It is recommended that the Committee note that:

- 5 this Ministerial Advisory Group will be funded from within Ministry baselines.

Authorised for lodgement

Hon Erica Stanford

Minister of Education

**Appendices**

Redesigning the English and mathematics and statistics learning areas in the refreshed New Zealand Curriculum for primary and intermediate school students: Ministerial Advisory Group Terms of Reference (Attached separately).

APH Organisation Form and CV Forms for Ministerial Advisory Group (Attached separately).

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**Te Kāwanatanga o Aotearoa**  
New Zealand Government

Redesigning the English and  
mathematics and statistics  
learning areas in the refreshed  
New Zealand Curriculum for  
primary and intermediate school  
students:  
Ministerial Advisory Group  
Terms of Reference

December 2023

NOT GOVERNMENT POLICY

## Background

### Context

Cabinet has now confirmed its plan for its first 100 days. This includes work to appoint an Expert Group to redesign the English and mathematics and statistics learning areas for primary and intermediate school students to outline the knowledge and skills that primary and intermediate schools must cover year by year. This is part of work to better the 'teaching of the basics brilliantly', including reading, writing and maths.

The final mathematics & statistics and English learning areas were released early in 2023. Implementation activities for the refreshed mathematics & statistics and English learning areas are underway, working towards a planned requirement date of the beginning of 2025. Schools' implementation of the full refreshed New Zealand Curriculum is planned to be required from the beginning of 2027.

The consistent content model being used for learning areas in Te Mātaiaho | the refreshed New Zealand Curriculum is based on phases of learning, described in Mātairea (supporting progress): years 0 to 3, years 4 to 6, year 7 to 8, years 9 to 10 and years 11 to 13. There are eight progress outcomes per phase, one for each learning area. Collectively, these progress outcomes describe what students should understand, know, and do by the end of each phase. These signposts provide a safety net for understanding how each student is progressing across the curriculum pathway and intervening if needed.

Literacy and numeracy are foundational to all learning and are being woven into progress outcomes across the curriculum. Within the progress outcomes for English and mathematics and statistics, progress steps provide greater detail to alert teachers to the critical foundations of literacy and numeracy. The earlier implementation requirements for English and mathematics and statistics (ie being required from the start of 2025 instead of 2027) reflect this substantive literacy and mathematics learning progressions that sit in the English and mathematics & statistics learning areas. Discipline specific literacy and maths demands are also explicit within each learning area.

A draft common practice model for literacy & communication and maths has also been developed to support quality teaching of the refreshed curriculum. This is supported by draft phase-by-phase guidance which brings together the common practice model pedagogical approaches and practices with the progress steps and outcomes within the refreshed New Zealand Curriculum | Te Mātaiaho. The phase-by-phase guidance is intended to provide teachers with practical guidance appropriate to the phase of learning they are teaching. A draft year-by-year sequence for maths that has been developed as part of the draft phase-by-phase guidance, adding greater detail to the progression in the curriculum for the first four phases (Years 0 to 10).

During the development of these two learning areas and development of the Common Practice Model sector feedback supported the framing and detail of the content. There was mixed opinion on the level of detail to be included, some people wanted more and some less.

Evaluating the impact of the English and mathematics and statistics learning areas together with the draft common practice model in classrooms has not yet occurred. This was being planned for 2024.

## Purpose of the Ministerial Advisory Group

The primary purpose of the Ministerial Advisory Group (the Group) is to report to the Minister on the English and mathematics and statistics learning areas in the first three phases. This may include advice, feedback or, where appropriate, draft new or alternative material for the Minister to consider in the learning areas or any of the documents in scope.

This advice will focus on the clarity teachers need to support students' progress through the curriculum at a pace that keeps them on track for later success. This success includes obtaining the NCEA co-requisite and the dispositions, knowledge and skills they need for maths and literacy rich learning pathways and careers.

In preparing this advice, the Group will consider the content of the learning areas in the context of the full suite of guidance and supports and how they work together. This suite includes:

- The refreshed NZ Curriculum | Te Mātaiaho,
- the refreshed learning areas
- draft common practice model
- draft phase-by-phase guidance
- draft year-by-year sequence for maths

The advice needs to consider the science of learning, urgency about progress, and explicit and intentional teaching.

Recommendations should be based, as far as possible, on a consensus among the Group. The Group's recommendations must be cognisant of the current timelines for the New Zealand Curriculum Refresh and should include advice on prioritisation. The Group's advice should be based on consideration of:

- approaches in other jurisdictions
- the evidence-base
- meeting the needs of diverse students and supporting their wellbeing, presence, participation and progress
- lessons from New Zealand's prior efforts to support teachers to focus on progression
- overall manageability of teaching expectations and the practicality of teachers being able to design programmes that provide sufficient depth on the learning that matters most
- schools' obligations the Education and Training Act 2020 including in relation to The Treaty of Waitangi | Te Tiriti of Waitangi.

Note that any advice on the maths sequence (including what sits in the maths sequence versus the curriculum learning area) will be used to inform the development of a reading and writing sequence.

Once the Group has finalised its advice to the Minister, the Minister will decide which recommendations to progress further. All recommendations will be subject to curriculum timelines as the Minister of Education would like to maintain current timelines for implementation of the refreshed New Zealand Curriculum.

## Scope

The scope of the Group is to provide advice to the Minister of Education on how the refreshed English and mathematics learning areas, common practice model and phase by phase guidance work together to provide teachers with the clarity needed on year-by-year teaching expectations and how they embed effective practices that reflect the science of

learning. This would include providing advice on changes required on the English and mathematics statistics learning areas, the common practice model, phase-by-phase guidance and anything else identified as needed. This may include advice, feedback or, where appropriate, draft new or alternative material for the Minister to consider in the learning areas or any of the documents in scope.

Matters that are out of scope include:

- the Understand, Know, Do structure of the learning areas (Mātaiaho)
- advice on the specific provision of services contracted out by the Ministry.

## Membership

The Minister of Education will invite members to belong to the Group.

The Group is not a representative group.

The Minister may review membership composition as work progresses to ensure the required expertise is represented on the Group at the time it is needed. Any changes to membership must be approved by the Minister.

### Chair

It is proposed that the Group will have an independent Chair. The use of a Chair reflects the diverse interests in this work and the breadth of issues that might arise.

The Chair will need to be willing and able to effectively facilitate the group in both in-person and remote settings, including both settings simultaneously (i.e., where some members of the group are attending in person and others are participating remotely).

The Chair will be responsible for working with the Ministry to ensure it is able to meet the demands of the Group within its available resources.

A Deputy Chair will also need to be assigned to cover any duties that would normally be undertaken by the Chair, should they be unavailable. The Deputy Chair will be an existing member of the Group and will be appointed in consultation with the Chair.

### Members

Collectively the expert group will benefit from having skills and knowledge which include:

- Knowledge, expertise, and appreciation of primary and intermediate schooling
- Knowledge, expertise, and appreciation of curriculum design
- Knowledge, expertise and appreciation of recent work, in particular the refreshed NZC progression model, the current refreshed two learning areas and the draft common practice model and associated guidance
- Specialist literacy and mathematics knowledge
- Knowledge of pedagogical approaches that reflect the science of learning.
- Knowledge of the Education and Training Act 2020, in particular curriculum and Te Tiriti o Waitangi requirements
- A deep understanding of practitioners' lived experience and expertise in teaching across a range of contexts with a diverse student population specifically within a primary school setting.

The Group will have access to data, research and analysis developed by the Ministry for topics under discussion. This will include material that is still under development, and that

does not reflect either Ministry or Government policy and is not to be shared outside of the Group.

Responsibilities of Group members are that they:

- have the capacity and capability to fulfil the role and are fully committed for the duration stated, including being available to attend meetings<sup>1</sup>;
- are able to provide constructive input and advice to the project.
- are able to actively assist with issue resolution.
- are committed to the project and understand the importance of their personal contribution to the project's success.
- are willing to maintain the confidentiality of information provided for their advice, comment, and critique (including by signing a non-disclosure agreement).
- are able and willing to differentiate between their own views and the views of the Group or the Ministry and will accurately report the views of the Group in any wider engagement with the sector or the public.

## Commencement, functions, media, and confidentiality

### Commencement

The Group will deliver an initial report to the Minister on matters within scope by the end of February 2024 to the Minister of Education.

This will be used to provide direction for the curriculum developers to draft the redesigned curriculum content for testing in term 2 2024, alongside the draft common practice model and phase-by-phase guidance (which will also be updated in response to the Group's advice). The Ministry of Education will check-in with the Group as the work is being developed.

The Group will provide quality assurance for the updated curriculum learning areas and make recommendations on implementation supports by June 2024. The Minister will approve the final recommended actions and any materials that will be released to schools for use.

The final redesigned learning areas are planned to be released in term 3 2024 and required for use from the beginning of 2025.

The Minister retains discretion to disband the Group at any time, however, will discuss this with the Chair and any stakeholders as the Minister of Education may consider appropriate before making any decision to disestablish the Group.

### Role

The Group will develop and provide independent advice to the Minister of Education on redesigning the refreshed New Zealand Curriculum English and mathematics and statistics learning areas.

As an advisory Group, it is not responsible for final decisions on policy or implementation matters, and Ministers remain responsible for directing their agencies to provide advice and make decisions including through any relevant Cabinet or Budget processes. The Group will be supported by and have access to advice and analysis from the Ministry of Education, as outlined below.

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<sup>1</sup> The Ministry will endeavour to schedule meetings outside of school holidays, and with sufficient notice to allow members to attend.

## **Media and confidentiality**

The primary and paramount function of the Group is to advise the Minister. The Group and its members acting in that capacity, will not make media statements without the prior agreement of the Minister.

The work of the Group is confidential, unless otherwise agreed by either the Minister of Education or Ministry of Education as appropriate. Members of the Group will maintain this confidence and will not disclose information about the operation of the Group, or information and analysis shared with the Group, to any person without the above agreement.

All Group members will complete confidentiality agreements.

If members of the Group are asked to provide comment on the work of the Group other than by the Minister or Ministry, the Group member(s) will forward that question or request to the Office of the Minister of Education, and to the Ministry of Education.

## **Role of the Ministry of Education**

### **Secretariat functions**

The Ministry of Education will provide secretariat functions for the Group. This includes providing support in coordinating meetings and arranging travel and accommodation as required.

The Secretariat is responsible for distributing the Group pack to the members where relevant. Members undertake to read the meeting pack and be prepared to contribute to discussions.

The Secretariat is responsible for formally recording the Group's discussions and recommendations and distributing draft minutes to Group members after the meeting.

The meeting pack may include but not be limited to:

- agenda.
- minutes.
- progress reports or verbal update.
- papers seeking feedback or for discussion.

### **Analytical functions**

The Ministry of Education will also provide data, research and analytical support to the Group in their consideration of redesigning the refreshed English and mathematics and statistics learning areas. This could include:

- preparing background papers and evidence briefs on key issues.
- providing advice to the Group on the feasibility of options including implications on timelines for implementation,
- any other matters that may be relevant to the Group's deliberations.

### **The Ministry will be responsible for regular liaison with the Group**

While the Group will be providing advice to the Minister of Education, regular liaison with the Group will be delegated to the Ministry of Education. The Ministry of Education will also provide advice to the Group, on behalf of the Minister, to ensure recommendations remain within the agreed scope.

## **The Ministry will continue to provide separate policy and analytical advice to the Minister of Education**

Both the Group and the Ministry will provide advice to the Minister on the redesign of the refreshed English and mathematics and statistics learning areas in good faith, and with regards to the interests of the other. The Ministry therefore will have a dual role of providing support and advice to the Group in their analysis, as well as to the Minister during and following the Group's deliberations.

## **Administration, meetings, work programme, and fees**

### **Administration**

The Chair will lead meetings of the Group, unless otherwise directed by the Office of the Minister of Education, or otherwise agreed. If the designated Chair is unavailable, then the Deputy Chair will be responsible for convening and conducting that meeting.

The Chair may also engage directly with the Minister, on behalf of the Group.

### **Meetings**

The Group will meet as required by the Chair, with an agreed agenda and meeting focus. The meetings will be held based on availability of members, and meeting frequency will be determined once the Group has convened and established a work programme based on direction from the Minister of Education. Meetings will vary between being held in-person and remotely or in a hybrid format.

### **Work Programme and Advice**

The Group will work within the work programme set by the Minister and the agreed scope. In any final decision making, recommendations or prioritisation, the Group will make these based on consensus of Group members where possible. Where this is not possible, the Chair may make final determinations on any recommendations, with individual members or sub-groups of members retaining the right to note points of difference in any advice.

### **Fees**

The Ministry will cover all costs directly associated with hosting the meetings, including transport, catering and any other actual and reasonable expenses associated with members' attendance. This includes any agreed fees as approved by Cabinet in establishing the Group.

*Fees for members of the Group have been assessed in accordance with the Cabinet Fees Framework, according to Cabinet Office Circular (22)2. The Ministerial Advisory Group falls within Group 4 ('All other committees and other bodies') and has been scored at 17 (Level 3).*

If a Group member is a teacher or principal, it is up to their school's Board of Trustees to confirm how the member is to be paid fees. Teachers or principals can take annual or special unpaid leave to be on the Group and receive fees directly. The school can request Teacher Release Days be paid if the teacher or principal serves on the Group in normal business hours.

## Conflicts of interest

As part of the ministerial appointment process, the members of the Group disclose their interests and any conflicts of interest relating to the Group and the redesign of the refreshed English and mathematics and statistics learning areas.

Members of the Group who have a specific, real or perceived conflict of interest in relation to an issue or item will advise the Chair and recuse themselves from consideration of those issues or items.

If members of the Group develop new, relevant conflicts of interest, whether real, potential or perceived, they will inform the Ministry's secretariat and the Chair as soon as is reasonably practicable.

Note that conflicts are manageable when the member has been asked to represent the views of an organisation or sector on the Group. This will be managed on a case-by-case basis in discussion with the Chair.

The Group will regularly review consider updates to the conflict of interests register form as a standing item of their forward agenda.

Should new members be invited to join the Group outside of the Appointment and Honours Committee process, any specific, real or perceived conflicts of interest will need to be disclosed to the Minister of Education prior to their appointment.

## Resignation, removal, and continue to serve

Members can resign from Group by notifying the Chair in writing of intention to resign. Effective date of resignation will be when the Chair and the Minister of Education have both been notified.

Members may at any time be removed by the Chair and it is expected that the Chair take reasonable steps to mediate any potential disputes before removal of a member is considered. Removal will be by notice in writing stating the effective end-date. Terms include but are not limited to inability to perform the duties of a member, neglect of duty or misconduct compromising the Group's ability to provide effective and independent advice to the Minister of Education. Any changes to the Group's membership must be approved by the Minister.

The Minister of Education will also review membership composition as work progresses. This is to ensure the required expertise is represented on the Group at the time needed.

The Minister can ask members to continue to serve on the Group past the end of their term to finalise any advice the Minister has requested.

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# Cabinet

## Minute of Decision

*This document contains information for the New Zealand Cabinet. It must be treated in confidence and handled in accordance with any security classification, or other endorsement. The information can only be released, including under the Official Information Act 1982, by persons with the appropriate authority.*

### Ministerial Advisory Group to Review the English and Mathematics Curricula for Primary and Intermediate School Students

Portfolio                      Education

On 18 December 2023, Cabinet:

- 1        **noted** that the Minister of Education (the Minister) intends to appoint a Ministerial Advisory Group to undertake a review of, and provide advice to redesign, the English and Mathematics curricula for primary school students as set out in the Government's 100-Day Plan;
- 2        **noted** that the Minister intends to appoint Michael **JOHNSTON** as Chair of the Ministerial Advisory Group for a six-month term commencing on the date of appointment, subject to successful probity checks;
- 3        **noted** that the Minister intends to appoint the following as members of the Ministerial Advisory Group for six-month terms commencing on the date of appointment, subject to successful probity checks:
  - 3.1      Barbara **ALA'ALATOA**;
  - 3.2      Christine **BRAID**;
  - 3.3      James **CHAPMAN**;
  - 3.4      Melissa **DERBY**;
  - 3.5      Fiona **ELL**;
  - 3.6      Gaven **MARTIN**;
  - 3.7      Elizabeth **RATA**;
  - 3.8      Audrey **TAN**;
  - 3.9      Iain **TAYLOR**;
  - 3.10     Lorraine **TAYLOR**;
  - 3.11     Helen **WELLS**;

- 4 **noted** that remuneration for members will be set at \$633 per day for the Chair, \$544 per day for a Deputy Chair, and \$435 per day for members, in accordance with the Cabinet Fees Framework;
- 5 **noted** that the Ministerial Advisory Group will be funded from within Ministry of Education baselines.

Rachel Hayward  
Secretary of the Cabinet

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