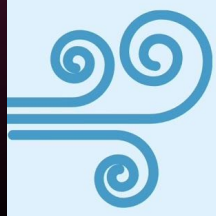
June 2025

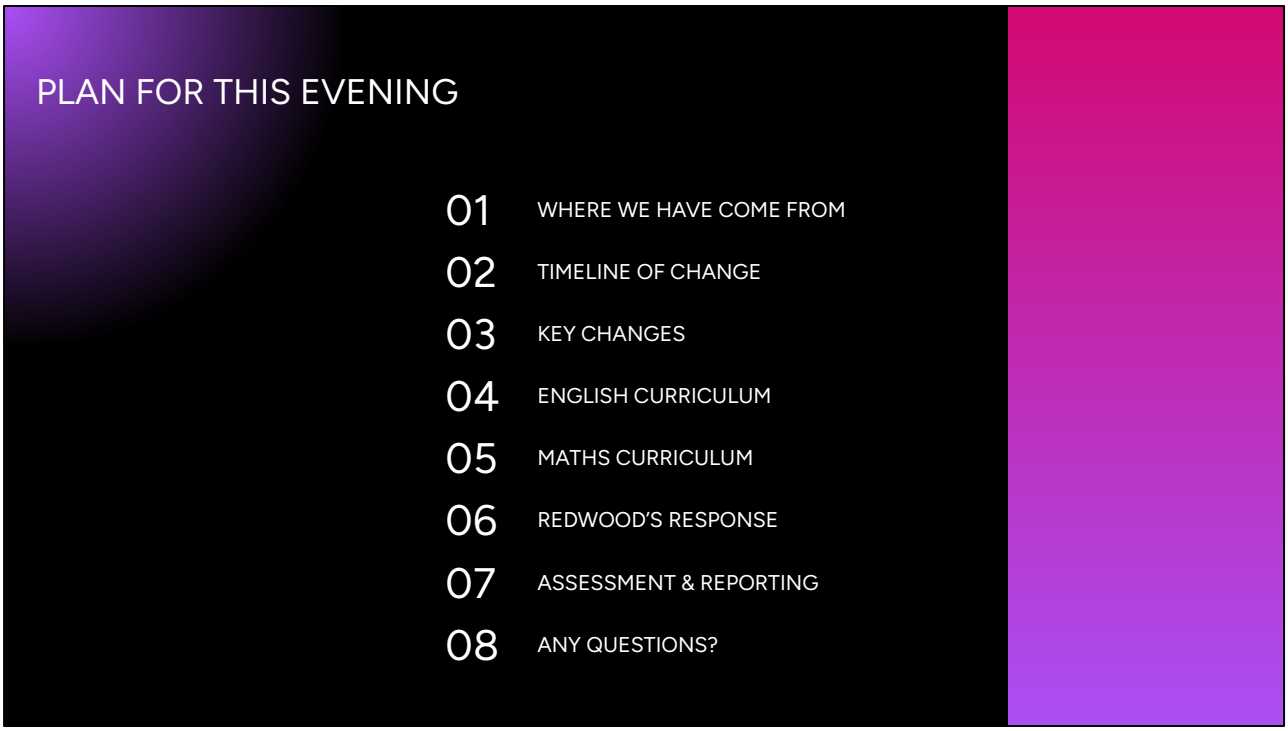
NEW CURRICULUM INFORMATION EVENING

WHAKATAKA TE HAU



Whakataka te hau ki te uru
Whakataka te hau ki te tonga
Kia mākinakina ki uta
Kia mātaratara ki tai
E hī ake ana te atakura
He tio, he huka, he hau hū
Tīhei mauri ora!

Cease the winds from the west
Cease the winds from the south
Let the breeze blow over the land
Let the breeze blow over the ocean
Let the red-tipped dawn
come with a sharpened air.
A touch of frost, a promise of a glorious day.



Thank you for coming to learn about aspects of the new refreshed curriculum. The intention is to cover all these topics this evening and leave some room for questions at the end. I will share the slides through our website so apologies for some of the overly wordy slides.

Caveat - I'm largely supportive of the changes being made in the Refreshed documents so far. I do feedback (when asked) to the Ministry and NZPF about the implementation process which I definitely think could have been done better to support schools and teachers and, ultimately, students. I will give you some of my opinions on the curriculum, but hopefully explain why I have that opinion - feel free to disagree or ask questions as we go. However, whether we approve or not, this is the curriculum the Ministry has designed for us to teach to your children

WHERE WE HAVE COME FROM

THE 2007 NZC

The NZ Curriculum (2007) was the result of one of the most comprehensive consultation processes undertaken by the Ministry of Education, with more than 15,000 New Zealanders involved and more than 10,000 submissions received on the draft. Consultation took over two years, with a year of feedback on the draft learning areas. In 2007 the whole curriculum document was unveiled for use by schools.

Features of the 2007 curriculum included the following:

- eight areas of knowledge, covering English, mathematics, languages, technology, science, the arts, social sciences, and health and physical education.
- a range of key competencies young people need to acquire; such as thinking, using language, symbols and texts; managing self; relating to others; and participating and contributing
- subject statements were made clearer and simplified, with fewer objectives than the previous curriculum
- more emphasis on statistics as part of Mathematics, and on learning a second language
- the place of History, Geography, and Economics within Social Sciences was emphasised
- Te Reo Maori and New Zealand Sign Language were added as official languages
- a greater focus on sustainability, to teach students about climate change and the environment
- a mandate that all students should have the opportunity to acquire knowledge of Te Reo Maori and Tikanga Maori, and to learn about the Treaty of Waitangi

2007 replaced a 21 year old curriculum which had remained fairly similar since 1961, with various tweaks and updates - the last being to the English curriculum in 1994
Large consultative process - I include this for comparative purposes
2007 Curriculum was hailed internationally as an innovative, forward-thinking curriculum
It came as one document
Apart from in English and Maths and Social Science, we are still currently using the 2007 curriculum document to guide learning

WHERE WE HAVE COME FROM

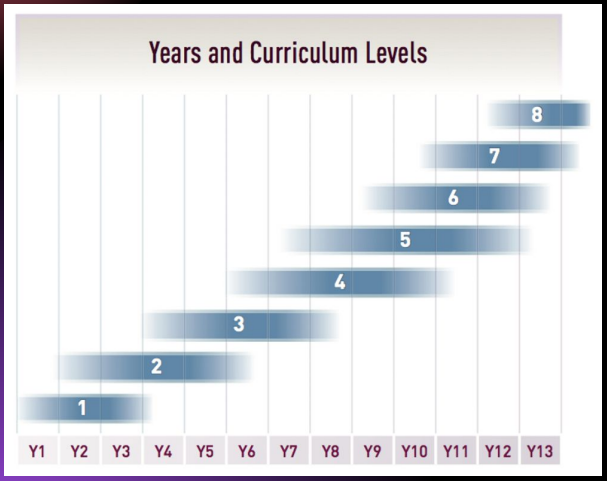
THE 2007 NZC

Learning was grouped together in Curriculum Levels.

Generally schools used:

- Curriculum Level 1 for Years 1 & 2
- Curriculum Level 2 for Years 3 & 4
- Curriculum Level 3 for Years 5 & 6
- Curriculum Level 4 for Years 7 & 8

Generally students had 2-3 years to meet the curriculum demands of each curriculum level.



Whilst the gradient edges of those bands allowed for children's individual development, they were too broad to clearly report against.

WHERE WE HAVE COME FROM

CHANGES TO THE 2007 NZC

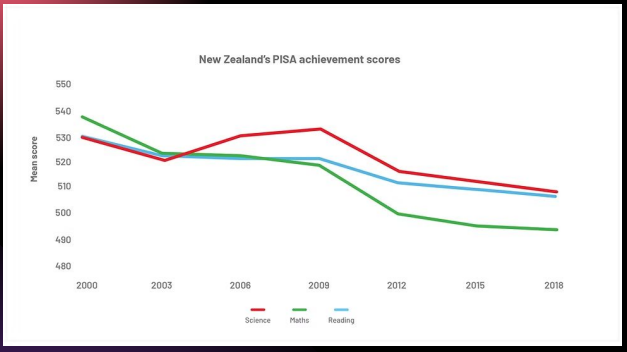
- 2007 New Zealand Curriculum Years 0 - 13 published
- 2000 - 2009 Numeracy Project introduced to all primary and intermediate schools
- 2010 - 2017 National Standards policy
- 2016 - 2020 Digital Technologies curriculum added to Technology Learning Area
- 2019 - 2023 Initial Curriculum refresh period - led by Labour government
- Nov 2022 - Aotearoa New Zealand Histories Curriculum introduced as part of the refreshed Social Science Curriculum (2023). First curriculum document to use the Understand, Know, Do framework
- 2023 - Te Mātaiaho (Refreshed curriculum framework) introduced
- June 2024 - Te Mātaiaho (Refreshed curriculum framework) paused. All curriculum areas to be refreshed (including Aotearoa New Zealand Histories and Social Sciences Curriculum)
- Late 2024 - Mathematics Curriculum Year 1 - 8 (draft - consultation - final version released)
- Late 2024 - English Curriculum Year 1 - 6 (draft - consultation - final version released)

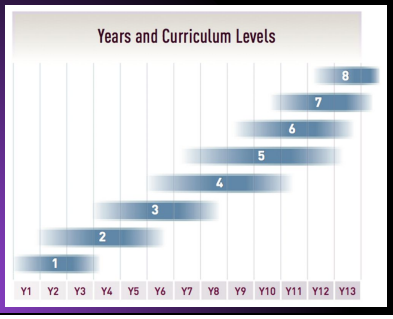
The 2007 document has been tweaked along the way and was influenced by parallel documents and policies

WHERE WE HAVE COME FROM

WHY A REFRESH WAS REQUIRED

- PISA achievement scores have declined over time
- Achievement bands were too wide
- The curriculum lacked specificity and a clear sense of progression:
  - Hard to plan from
  - Hard to know what students should have been taught
  - Hard to determine next steps
  - Hard to assess and report against
- Too open for interpretation
- Too much focus on localising the curriculum leading to a lack of cohesion across the country
- A greater understanding of the importance of knowledge



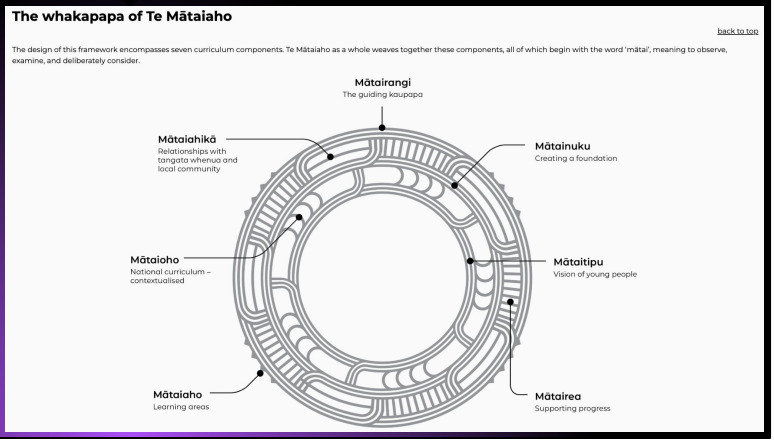


28 out of 37 OECD countries scores also declined and 45 out of 81 of all participating countries. NZ scored in the top 7 countries in The OECD's Programme for International Student Assessment (PISA) conducted a study on students' creative thinking in 2022, assessing their ability to generate, evaluate, and improve ideas in various contexts. Specifically, the PISA assessment focused on students' capacity to generate diverse and original ideas, and to evaluate and improve upon others' ideas in creative tasks

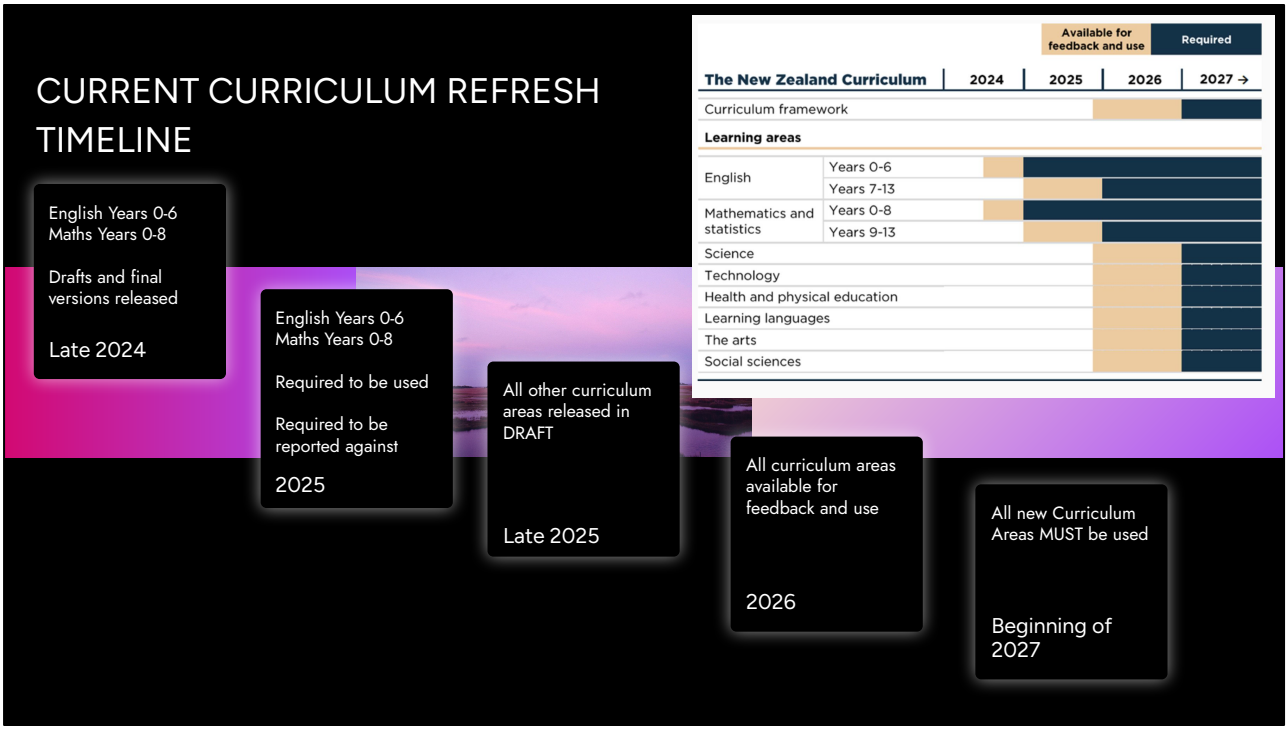
WHERE WE ARE HEADING

TE MĀTAIAHO

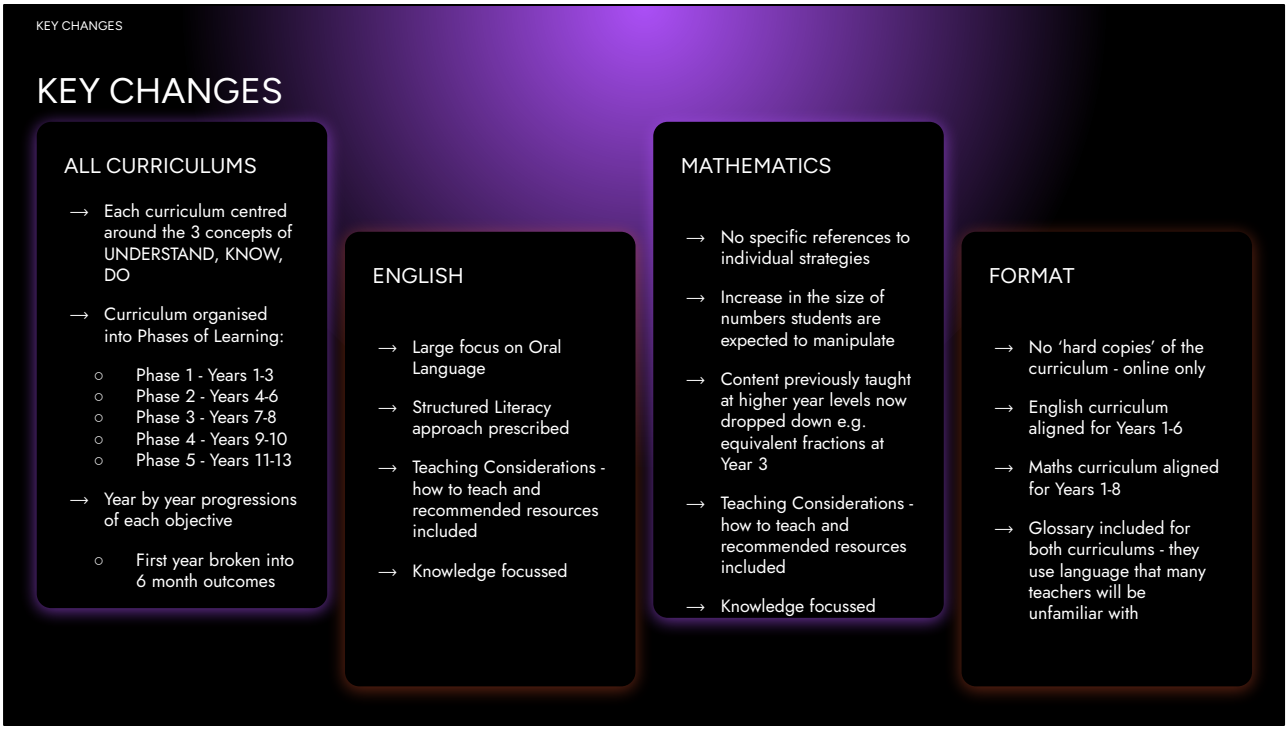
- Name for the new curriculum
- This model was a key part of the Curriculum Refresh under the previous government
- In the last year some elements have been removed from the Ministry site e.g. Mātaitipu - the Vision of Young People (collectively written by students)
- Currently being redeveloped because "it was not fit for purpose"



Te Mātaiaho was, once again, a deeply consultative process
Originally all elements were to have a significant place in the curriculum document. At this stage it is primarily Mātaiaho (Learning areas) that has been focussed on



About 4 weeks from the end of Term 4 2024 we received the confirmed Maths document with an expectation it would be used by teachers to plan lessons for students for the beginning of 2025.



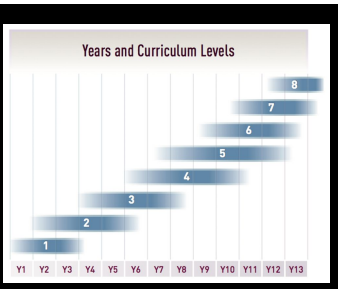
Lots more learning objectives than in the 2007 curriculum
Structured Literacy - First time a Specific Teaching approach has been mandated by the Government of the day
Teaching Considerations - much more guidance about how to teach
Knowledge focused curriculum - a Back to basics approach - more akin to curriculums in some Australian States and the UK
Many teachers themselves not taught in a way, or trained as a teacher that aligns with the new curriculum - professional learning is essential

- The curriculum is very specific, sequenced and has a clear sense of progression
    - Clear for planning
    - Theoretically, easy know what students should have been taught
    - Easy to determine next steps
    - Will be easier to assess and report against when we have the tools to support that

WHERE WE ARE HEADING

KEY CHANGES

- Move from Curriculum Levels to Phases of Learning



Representation of Learning Phases (New Curriculum)

Phase 1 Thriving in environments rich in literacy and numeracy				Phase 2 Expanding horizons of knowledge and collaborating			Phase 3 Deepening understanding, applying learning, and contributing meaningfully	
Years 0–3				Years 4-6			Year 7-8	
After 6 months	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8

Representation of Learning Levels (Old Curriculum)

Level 1			Level 2	Level 2	Level 3		Level 4	
Years 1-2			Year 3	Year 4	Years 5-6		Year 7-8	

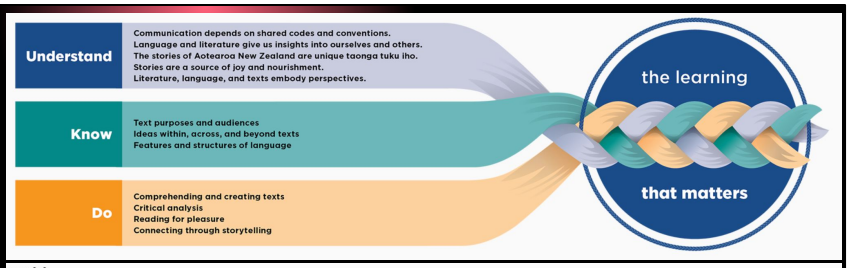
- Phase 4 (Years 9 and 10) builds to the Co-Requisite exams at Year 10 (these exams test students ability to meet Phase 3 of the curriculum and students cannot accumulate NCEA credits with them)
- Phase 5 covers NCEA Levels 1 -3, so Years 11 - 13

ENGLISH

THE ENGLISH CURRICULUM

- Split into 3 main sections:
  - Oral Language
  - Reading
  - Writing

[English Curriculum Link]



Writing

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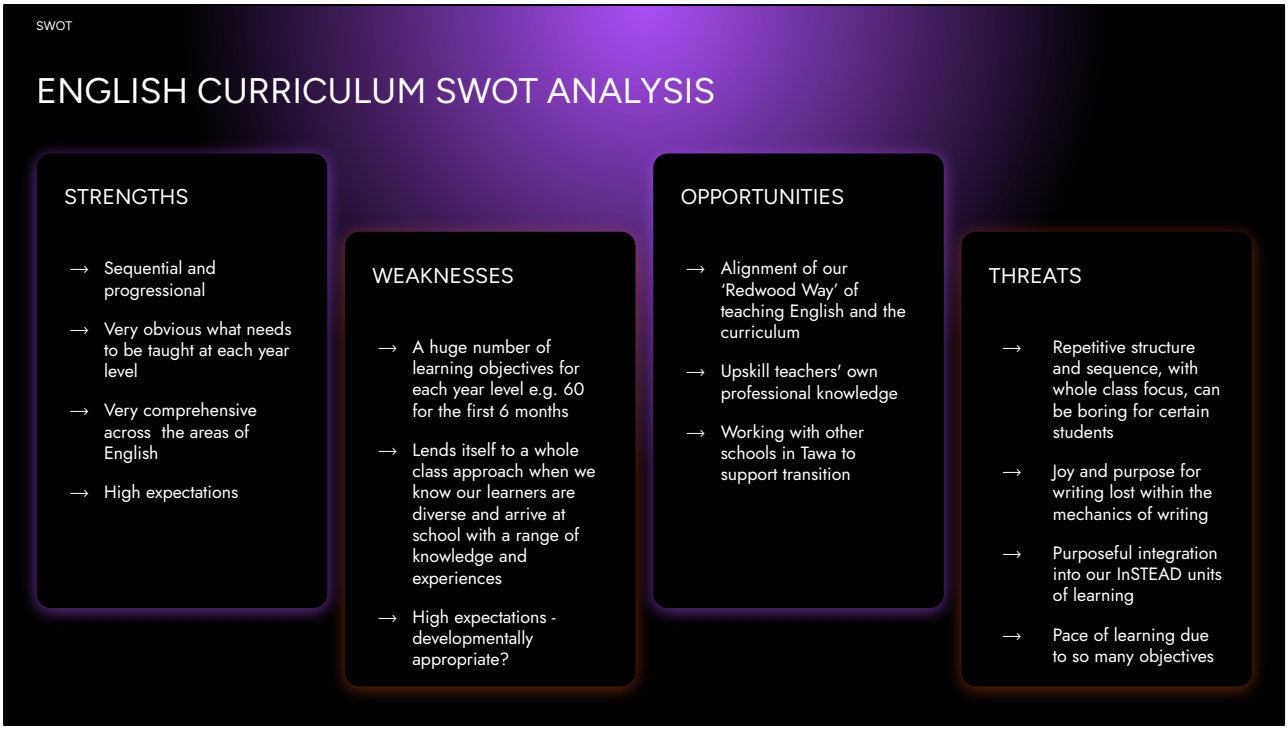
	During the first 6 months *Informed by prior learning, teach students to:*	During the first year *Informed by prior learning, teach students to:*	During the second year *Informed by prior learning, teach students to:*	During the third year *Informed by prior learning, teach students to:*	Teaching considerations
Transcription skills **Handwriting**	• form most lower-case letters and numerals correctly and legibly, with each letter or numeral on the line	• form most lower- and upper-case letters and numerals correctly and legibly, with each letter or numeral on the line, and attending to size and spacing	• form all letters and numerals correctly and legibly, attending to size, placement, and spacing	• print all letters and numerals correctly and legibly, attending to size, placement, spacing, and slope with ease and automaticity	Explicitly teach handwriting every day for at least 10 minutes using a consistent, school-wide approach. As you introduce new graphemes in the phonics scope and sequence, teach students lower-case and upper-case letter formations. During handwriting instruction, teach and provide practice with groups of letters that are formed with similar motor patterns: • rounded 'c' shape: c, a, d, g, q, o, e • curve start: s, f • straight down start: l, t, i, j, r, n, m, p, h, b, k, y, u • slants: v, w, x, z
	• sit comfortably, apply a comfortable amount of pressure, and use a functional pencil grip, with support	• sit comfortably, apply a comfortable amount of pressure, and use a functional pencil grip, independently	• consistently practise good posture and a comfortable grip when writing	• consistently practise good posture and a comfortable grip when writing across the curriculum	Teach the correct starting points, stroke direction, pencil lifts, stopping points, shape, size, and slope. Use consistent verbal instructions for how to form each letter and numeral. Model letter and numeral formation and watch closely as students practise. If you see an error or confusion developing, re-model for the student and support them to practise correctly. Support students with their handwriting during writing time also, to avoid errors and confusions being practised.

Very specific about how things are built upon
Teaching considerations include timings - linked to the Hour a Day policy



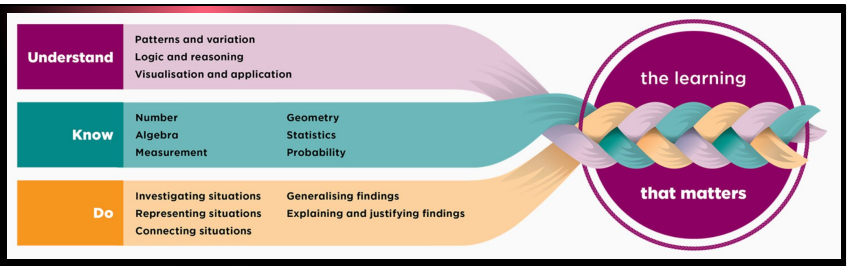
It is generally agreed by child development and learning experts that most learners need to practise something about 8 times before a reasonable level of proficiency is achieved. However, with students with additional learning needs this could increase to up to 40 times. The number of objectives that need to be 'learned' each year, does not take this into account.

MATHS

THE MATHS CURRICULUM

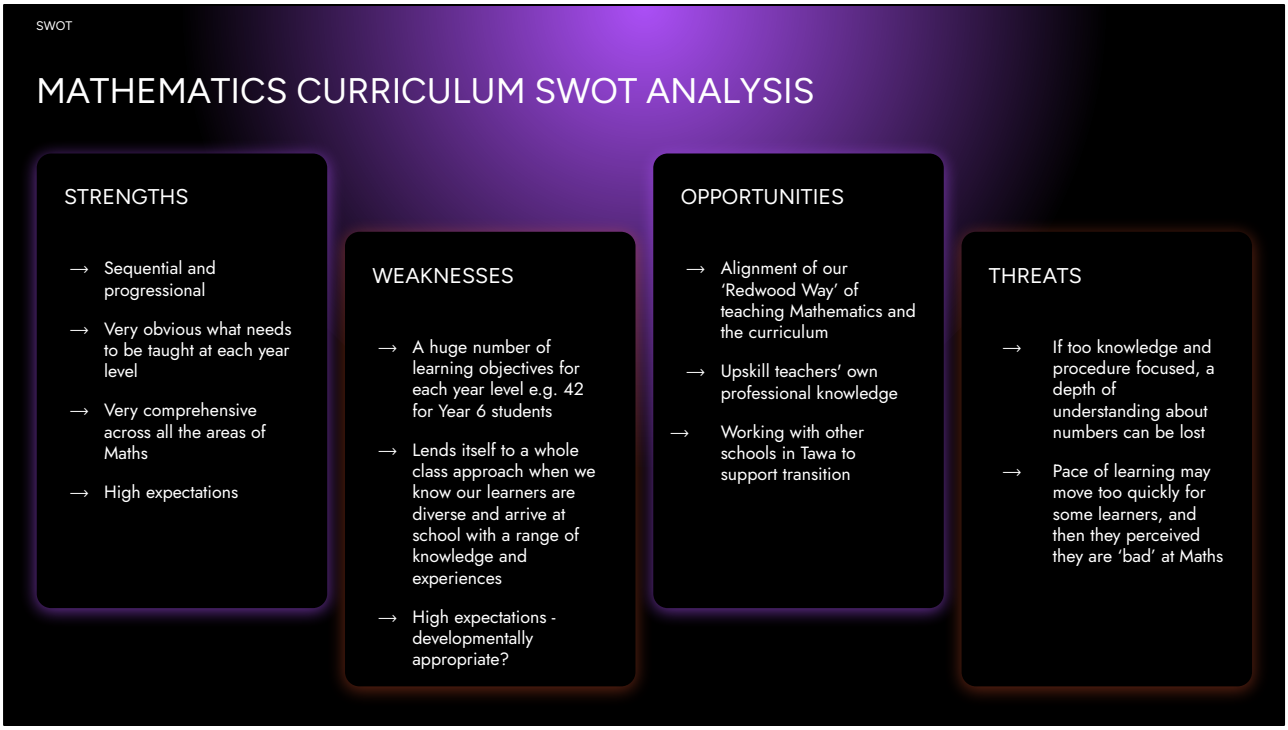
- Split into 6 main sections:
  - Number
  - Algebra
  - Measurement
  - Geometry
  - Statistics
  - Probability

Maths Curriculum Link



Operations	• use rounding, estimation, and inverse operations to predict results and to check the reasonableness of calculations	• use rounding, estimation, and inverse operations to predict results and to check the reasonableness of calculations	• use rounding, estimation, and inverse operations to predict results and to check the reasonableness of calculations	**Explain** how to round numbers to an appropriate value to make an estimate for a calculation. **Explain** reasoning using estimation language such as 'about', 'more or less', and 'close to'. **Connect** rounding with: • known benchmarks (e.g., doubles, halves, multiples of 10), to make estimations and check calculations • rounding to an appropriate unit in measurement situations.
	• round whole numbers to the nearest thousand, hundred, or ten	• round whole numbers to the nearest ten thousand, thousand, hundred, or ten, and round tenths to the nearest whole number	• round whole numbers to a specified power of 10, and round tenths and hundredths to the nearest whole number or one decimal place	Use number lines to support rounding, **explaining** how to find the midpoint between two numbers. **Explain** and **justify** findings by connecting to estimates and other checking methods. Use families of facts to show the **connection** between factors and multiples. **Explain** how to use families of facts to 'work backwards' (e.g., 7 × 8 = 56, so 56 ÷ 8 = 7).
	• add and subtract two- and three-digit numbers	• add and subtract whole numbers up to 10,000	• add and subtract any whole numbers	**Explain** and **represent** addition and subtraction using materials such as PV materials, number lines, and number discs. **Explain** and **connect**: • the horizontal method and the vertical-column method of addition or subtraction • making estimates or mental calculations using place value, partitioning, and known facts.

Lack of specificity on strategies - which were central to the Numeracy Project - method of teaching number that has been used for the last 25 years
Lots of focus on mathematical discourse, using the language of maths and discussing and justifying think. Redwood School uses Talk Moves to facilitate this discourse



Pace of learning - some recommended plans for the year give only a week for students to learn all the Time objectives in Year 4 i.e "tell the time to the nearest 5 minutes, using the language of 'minutes past the hour' and 'to the hour' for analogue and digital clocks"
117 learning objectives in Maths for the first 3 years some multi faceted e.g. in Year 1 "count forwards or backwards in 1s, 2s, and 10s from any whole number between 1 and 20, and then between 1 and 100"

RATIONAL NUMBERS

During the first year Informed by prior learning, teach students to:	**During the second year** Informed by prior learning, teach students to:	**During the third year** Informed by prior learning, teach students to:	**During Year 4** Informed by prior learning, teach students to:	**During Year 5** Informed by prior learning, teach students to:	**During Year 6** Informed by prior learning, teach students to:	**During Year 7** Informed by prior learning, teach students to:	**During Year 8** Informed by prior learning, teach students to:
identify and represent halves and quarters as fractions of sets and regions, using equal parts of the whole	identify, read, write (using symbols and words), and represent halves, quarters, and eighths as fractions of sets and regions, using equal parts of the whole	identify, read, write, and represent halves, thirds, quarters, fifths, sixths, and eighths as fractions of sets and regions, using equal parts of the whole and by positioning on a number line	identify, read, write, and represent tenths as fractions and decimals	identify, read, write, and represent tenths and hundredths as fractions and decimals	identify, read, write, and represent fractions, decimals (to two places), and related percentages	identify, read, write, and represent fractions, decimals (to three places), and percentages	identify, read, write, and represent fractions, decimals, and percentages
	directly compare two fractions involving halves, quarters, and eighths	compare and order fractions involving halves, quarters, and eighths and identify when two fractions are equivalent	compare and order tenths as fractions and decimals, and convert decimal tenths to fractions (e.g., 0.3 =3—10)	compare and order tenths and hundredths as fractions and decimals, and convert decimal tenths and hundredths to fractions	compare and order fractions, decimals (to two places), and percentages, and convert decimals and percentages to fractions	compare, order, and convert between fractions, decimals (to three places), and percentages	compare, order, and convert between fractions, decimals, and percentages
			divide whole numbers by 10 to make decimals	divide whole numbers by 10 and 100 to make decimals	multiply and divide numbers by 10 and 100 to make decimals and whole numbers (e.g., 1.3 × 10 = 13)	multiply and divide numbers by 10, 100, and 1000	multiply and divide numbers by powers of 10
			for fractions with related denominators of 2, 4, and 8, 3 and 6, or 5 and 10: - compare and order the fractions - identify when two fractions are equivalent by directly comparing them, noticing the simplest form (e.g., 3—6 = 1—2 , which is the simplest form)	for fractions with denominators of 2, 3, 4, 5, 6, 8, 10, 12, or 100: - compare and order the fractions - identify when two fractions are equivalent	for fractions with denominators of 2, 3, 4, 5, 6, 8, 10, 12, or 100: - compare and order the fractions - identify when two fractions are equivalent - represent the fractions in their simplest form	find equivalent fractions, simplify fractions, and convert between improper fractions and mixed numbers	find equivalent fractions, simplify fractions, and convert between improper fractions and mixed numbers
						multiply fractions and decimals by whole numbers	multiply fractions and decimals by whole numbers
			convert (using number lines) between mixed numbers and improper fractions with denominators of 2, 3, 4, 5, 6, 8, and 10	convert between mixed numbers and improper fractions with denominators of up to 10	convert between mixed numbers and improper fractions		

Rational Numbers is our major Number focus for Term 3. This area of Maths has seen the biggest shift in expectations particularly from Year 3 upwards
Big focus on knowledge and being able to do certain things e.g add and subtract fractions at Year 3. The key will be for students to not only be able to do these things but actually fully understand what they are doing and showing.
Fractions, decimals, percentages and ratios are often one of the most challenging concepts for students to understand because they deal with numbers and objects between 0 - 1 - this is quite an abstract concept for learners

REDWOOD'S RESPONSE

- 2019 - move to from reporting against curriculum levels to reporting against year levels
- 2019 - 2020 Writing Progressions developed as part of Writing PLD - used for planning and assessment
- 2022 Structured Literacy pilot in Year 1 & 2 class, building on phonics programme already in place
- 2023 Structured Literacy in all Year 1 & 2 classes, Spelling programme introduced to all Year 3-6 classes
- 2024 Structured Literacy in all Year 1-3 classes, Year 4-6 Structured Literacy pilot
- 2025 All classes have Structured Literacy programmes happening
- 2022 - 2023 Maths Progressions developed as part of Maths PLD - used for planning and assessment
- 2023 Basic Facts progression introduced - number knowledge seen as critical
- 2022- 2025 - Ongoing Science of Learning PLD
- 2024 Home Learning programme reintroduced - Spelling, Basic Facts and Reading focus
- 2025 'The Redwood Way' of teaching English and Mathematics developed. A culmination of the research, PLD and practice developed over the last 6 years, aligned with recommended teaching approaches in the new curriculums
- 2025 Long term and unit plans developed using new English and Maths curriculum
- 2025 English and Maths Curriculum teams unpacking the curriculum
- 2025 Reintroduced the Reception classroom to allow for our 5 Year olds to have a settled start into school
- 2025 Allocated funding and resourcing to provide Structured Literacy intervention groups Year 2 - 6
- 2025 Redesigned our Writing Process to help focus on the curriculum Writing Processes

We have been making shifts towards this type of curriculum for the last 6 years, initially out of desire to better support our learners, our teachers and whānau.
Key things we have done:

- Worked on developing a better understanding of progression
- Worked on developing a better understanding of how to plan and sequence learning
- Developed a clear philosophy towards assessment and how to use it, including how to report on learning and progress
- Developed and embedded our own Structured Literacy Programme
- Placed a greater emphasis on number knowledge
- Worked a lot on how the brain learns and other Science of Learning key approaches
- Identified and implemented clear empirically supported pedagogies and approaches - 'The Redwood Way'
- Allocated resources to support students in picking up ' the Code' of reading and writing

REDWOOD'S RESPONSE

THINGS WE HAVEN'T DONE

- Changed our beliefs about what effective teaching and learning looks like (The Redwood Way)
- Changed our beliefs about what quality assessment looks like and is used for
- Thrown out our commitment to other curriculum areas e.g. Science, Technology, Social Science, PE, The Arts
- Changed our Structured Literacy programme in Years 1- 3. This is still aligned with quality resources being provided by the Ministry of Education and is still a component (not the entirety) of a quality Literacy programme
- Selected a Ministry of Education approved Maths resource (yet)

We know that not all children learn the same way and need different approaches, contexts and resources to support them
We know that a one off test is not the 'be all and end all' in terms of finding out what students know and can do
We know that students are excited and engaged by learning that sits beyond Reading, Writing and Maths - Kererū's current Ancient Worlds InSTEAD project is testament to this, but also a great way to integrate those subjects too
At the end of 2024 the MOE made 4 Maths Resource programmes available to schools: PR1ME, Maths No Problem, Oxford, and Numicon. We decided not to select and order a resource at that time because:

- None were actually properly aligned to the curriculum at that stage
- Resource books still had anomalies such as English and Australian coins being used
- We wanted to focus on understanding the curriculum document first - not having to learn a programme alongside it
- We had, and still have, concerns about a one size fits all model i.e. all Year 4 students being given the Year 4 workbook
- We wanted to take 2025 to visit schools to see the resources in action
- We wanted to embed the Redwood Way of teaching Mathematics (as well as English)

REDWOOD'S RESPONSE

ASSESSMENT

- Currently there are **NO** official Assessments that officially align with the refreshed curriculum, apart from a new Phonics check for Year 1. However:
  - PATs are currently being aligned for use by the beginning of next year
  - e-Asttle is unable to be upgraded to match the demands being asked of it
  - A tender is currently out (internationally) for a national assessment system for Reading, Writing and Maths
  - NCEA and Year 10 co-requisite standards to be aligned when curriculums are confirmed
- What we are currently using:
  - A range of reading and spelling assessments that provide us with information about student progress
  - Redwood School 'Non-negotiables' in Writing that outline Year level expectations in Writing - used for student goal setting
  - Redwood School generated writing marking rubric aligned to the new curriculum for marking independent pieces of writing Years 2 - 6
  - Redwood School generated Basic Facts test that aligns with the new curriculum
  - Redwood School generated Number Structure assessment that aligns with the new curriculum
  - Redwood School generated 'Think Boards' to test Number Operations that align with the new curriculum

Assessment is key to making sure students are learning and making progress, and for teachers to know what their student already know and what they need to teach them next. Sadly, no official assessments have been designed yet.
A lot of the assessments being used we have had to design ourselves.

REDWOOD'S RESPONSE

REPORTING

- MOE expects us to report against the new curriculum this year. They are currently consulting on the use of the following descriptors to describe students when reporting on their progress:
  - Needs Support
  - Progressing Towards
  - Proficient
  - Exceeding
- We will wait for a final decision before changing our reporting structure
- Mid Year Reporting this year:
  - No OTJ on student achievement in Reading, Writing and Mathematics
  - Comments in Reading, Writing and Maths focussed on what students can do and their next steps - aligned to the curriculum
  - General comment, possibly with a RED Value goal
  - Shared via HERO with a Parent / Teacher Conference to follow
- End of Year reports will be dependent on guidance from the MOE

We think it's important for students to have had a full year of teaching of the new curriculum before we judge them against it
Similar language to National Standards - Well Below, Below, At, Above
We want to be sure about the language we are mandated to be using rather than changing report formats multiple times
We want to ensure that teachers judgements about whether students are meeting the curriculum are as consistent as possible

REDWOOD'S RESPONSE

HOW YOU CAN HELP

- Support students with their Home Learning activities: Spelling, Basic Facts, Reading, Writing sentences
- Discuss what their current learning goals are, and give them opportunities to practise them at home
- Give them feedback on Tōku Ara Āko posts in HERO (Year 4 - 6)
- Read with and to your child - even older students like being read to
- Go to the MOE Parent Portal for more ideas

I will endeavour to answer your questions as best I can. However, there may be questions I'm unable to answer either because I don't know (in which case I'll get back to you) or the information has yet to be released.