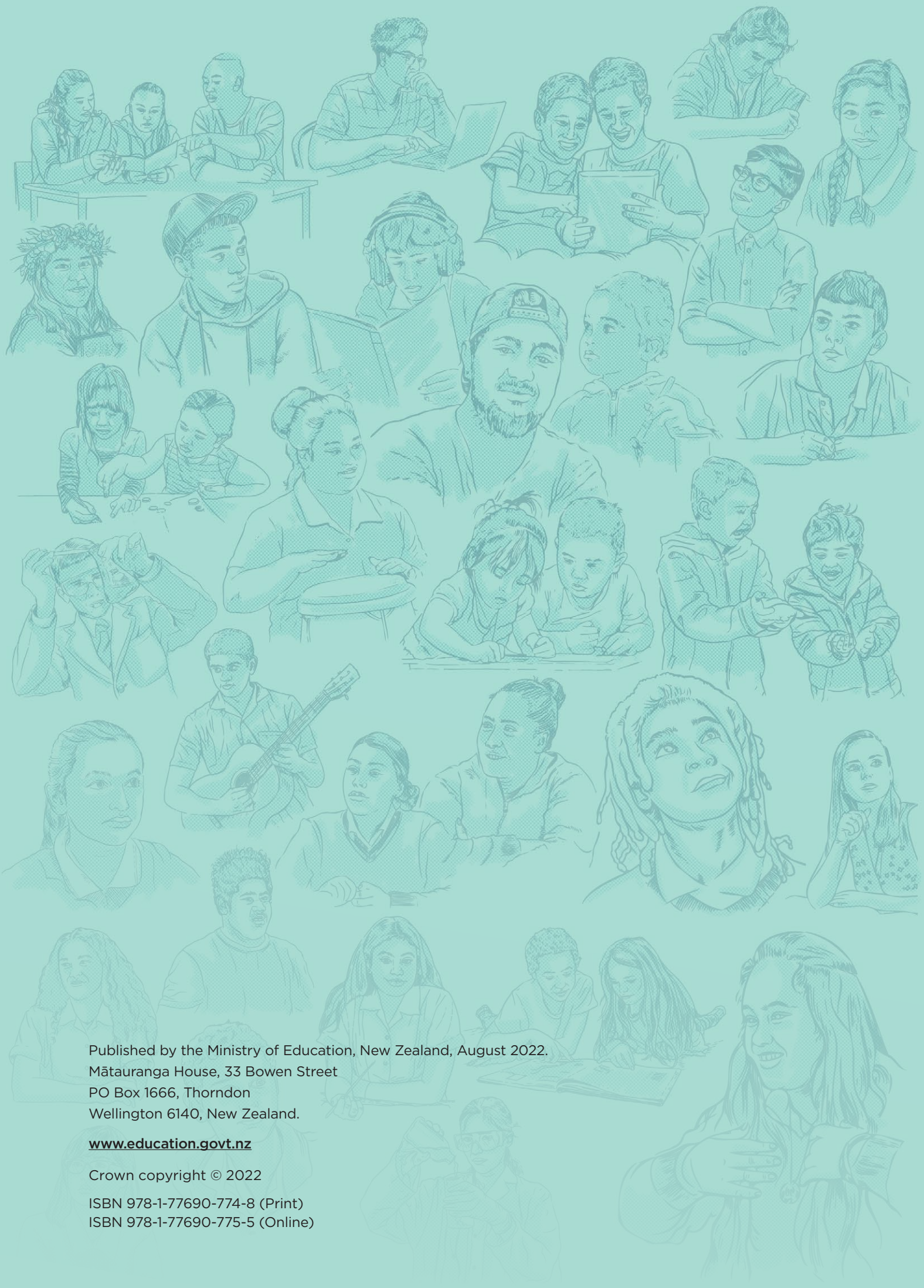


Literacy & Communication and Maths Action Plans

AUGUST 2022





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Introduction

In March 2022, Associate Minister of Education Jan Tinetti launched the *Literacy & Communication and Maths Strategy* (the Strategy). The Strategy responds to the need for our education system to better serve ākonga throughout early learning and schooling. It sets out to shape a system where kaiako and leaders are well-supported to recognise and respond to the diverse needs of ākonga, and where ākonga receive every opportunity to progress and achieve in literacy & communication and maths.¹ These areas are fundamental to all ākonga fully engaging and participating in their education and society, and to realising the aspirations they hold for themselves and their communities.

Our journey towards equity and excellence starts by identifying the key system shifts needed to strengthen teaching, learning, and assessment in literacy & communication and maths. The *Literacy & Communication and Maths Action Plans* (the Action Plans) outline the detailed steps we will take over the coming years to realise the Strategy's vision. These actions have been informed by expertise shared with us by the sector and other experts and stakeholders during Strategy engagements.

The Action Plans detail concrete steps to clarify inclusive, evidence-informed teaching practices; strengthen capability supports along the professional pathway; enhance partnerships between the education system and whānau, iwi, and communities; and embed equitable additional learning supports and assessment tools that help kaiako effectively notice and respond to the needs of ākonga. A coordinated approach to this work is required, which is why the Action Plans are connected to wider work along the whole pathway being led by Te Poutāhū | Curriculum Centre. This includes the refresh of *The New Zealand Curriculum* (NZC), changes to NCEA (such as new literacy and numeracy co-requisites), and the ongoing implementation of the *Early Learning Action Plan*.

The success of the Action Plans depends on a shared commitment to improving educational outcomes for all ākonga and their whānau, particularly those underserved by our system. Opportunities to collaborate on the design and implementation of different actions will be available as we move forward, so we can be confident they reflect local needs and contexts. We look forward to working toward these goals together, as we reignite the joy of literacy & communication and maths in our ākonga and for our kaiako.

You can find more information about the Strategy that sits alongside these Action Plans on our website:

<https://www.education.govt.nz/literacy-and-communication-and-maths-strategy>

¹ 'Maths' is used in the Strategy and Action Plans as an all-encompassing term to refer to the grouping of subject matter, skills, competencies, and understandings that encompass all aspects of numeracy, mathematics, and statistics.

The Five Focus Areas of the Action Plans

We know that there are many components that impact on teaching and learning practices and outcomes. No single change can deliver the transformational shifts we need for literacy & communication and maths. As set out in the five Focus Areas, we will be taking a systems approach to implementing the Strategy, with Government investment providing funding to progress our initial priorities.

We will be phasing actions over the next five years to ensure change is manageable, actions are logically sequenced, and there is time for meaningful collaboration.² Together the actions aim to ensure all ākonga reach their potential, secure in their identities, languages, and cultures. These actions are set out across two separate Action Plans: one for literacy & communication, and one for maths. Many of the strategic actions are common across both Action Plans, but there are some that are specific to each. The summaries below explain the general goals of each Focus Area, which are shared by literacy & communication and maths.

FOCUS AREA 1:

Clear expectations for teaching and learning to guide effective practice

The wider goal of Focus Area 1 is to introduce a common understanding of the critical literacy & communication and maths skills and knowledge that ākonga need. This includes work underway through the NZC refresh to clarify the literacy & communication and maths demands fundamental to all learning areas. We will be establishing the Common Practice Model (detailed on [pages 10-11](#)) to provide clear, evidence-informed guidance on how to effectively teach literacy & communication and maths from early learning to Year 13. We are also developing resources and guidance to better support kaiako and ākonga, including culturally and linguistically diverse ākonga. These actions will mean kaiako can confidently support all ākonga to progress and achieve.

FOCUS AREA 2:

Capability supports along the career pathway to develop effective kaiako who can meet the needs of diverse groups of ākonga

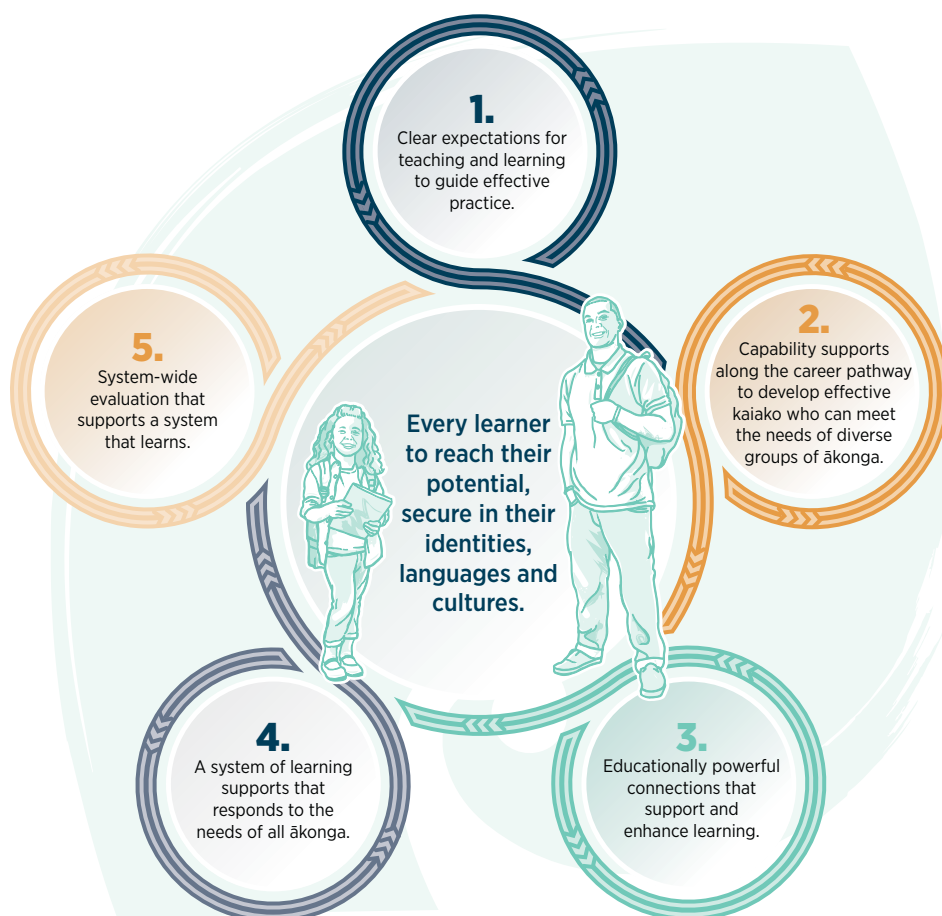
The wider goal of Focus Area 2 is to embed evidence-informed support for kaiako and leaders in literacy & communication and maths throughout learning settings, regionally, and nationally. This includes strengthening expertise, collaborative networks, capability supports, and training opportunities for kaiako and leaders, as well as providing professional learning and development (PLD) and Initial Teacher Education (ITE) that aligns with the Common Practice Model. This will give kaiako more confidence and mean they are better equipped to deliver great teaching to their ākonga.

FOCUS AREA 3:

Educationally powerful connections that support and enhance learning

The wider goal of Focus Area 3 is to support and strengthen partnership between places of learning and whānau, iwi, and communities, so that ākonga can more easily realise their full potential. This includes promoting positive transitions for ākonga (across settings and along pathways) and enhancing reporting processes and information-sharing opportunities with whānau. This will shape an education system that is more connected to the communities it serves, and more responsive to the diverse needs of ākonga.

² Note the timing of some actions will be dependent on future funding and policy decisions.



FOCUS AREA 4:

A system of learning supports that responds to the needs of all ākonga

The wider goal of Focus Area 4 is to make sure the diverse needs of ākonga are being consistently identified, understood, and met. This includes reviewing existing supports to ensure they reflect the Common Practice Model, and establishing an evidence-informed system of safety nets with tailored and individualised additional supports to meet the diversity of ākonga needs along the pathway. This will mean all ākonga get access to the right support at the right time to allow them to thrive and the services available are barrier-free.

FOCUS AREA 5:

System-wide evaluation that supports a system that learns

The wider goal of Focus Area 5 is to make sure high-quality assessment practices and tools are embedded across the system, and strong feedback loops are in place to inform continuous improvement. This includes reviewing existing assessment tools along the pathway to ensure they reflect the Common Practice Model, and building our evaluation and research processes. Over time, these steps will introduce assessment practices and tools that provide useful insights which support kaiako to notice and respond to the needs and aspirations of ākonga and their whānau. There will be an accessible and up-to-date body of knowledge that supports effective teaching and leadership practice in the context of Aotearoa New Zealand.

Initial priorities for implementing the Action Plans

Strengthening literacy & communication and maths along the whole pathway

Work is already underway along the early learning and schooling pathway on some important actions that are aimed at ensuring all ākonga experience rich and responsive learning which supports them to progress and achieve in key areas. These include the development of practice and progress tools for early learning, the refresh of *The New Zealand Curriculum*, and the implementation of new NCEA co-requisites for literacy and numeracy.

Developing the Common Practice Model

This is a vital step in ensuring kaiako and leaders are better placed to serve ākonga and their whānau. It will reduce the element of chance in the teaching and learning of literacy & communication and maths, creating greater coherence and consistency in teaching, leadership, and assessment practices. The Common Practice Model will make clear the learning that matters, and the best practices for teaching that responds effectively to the diverse needs and aspirations of ākonga. Prioritising this means kaiako and leaders across early learning and schooling will be better supported to deliver high-quality literacy & communication and maths teaching and learning experiences for their ākonga. See [pages 10-11](#) for more detail on the Common Practice Model.

Reviewing existing services and supports

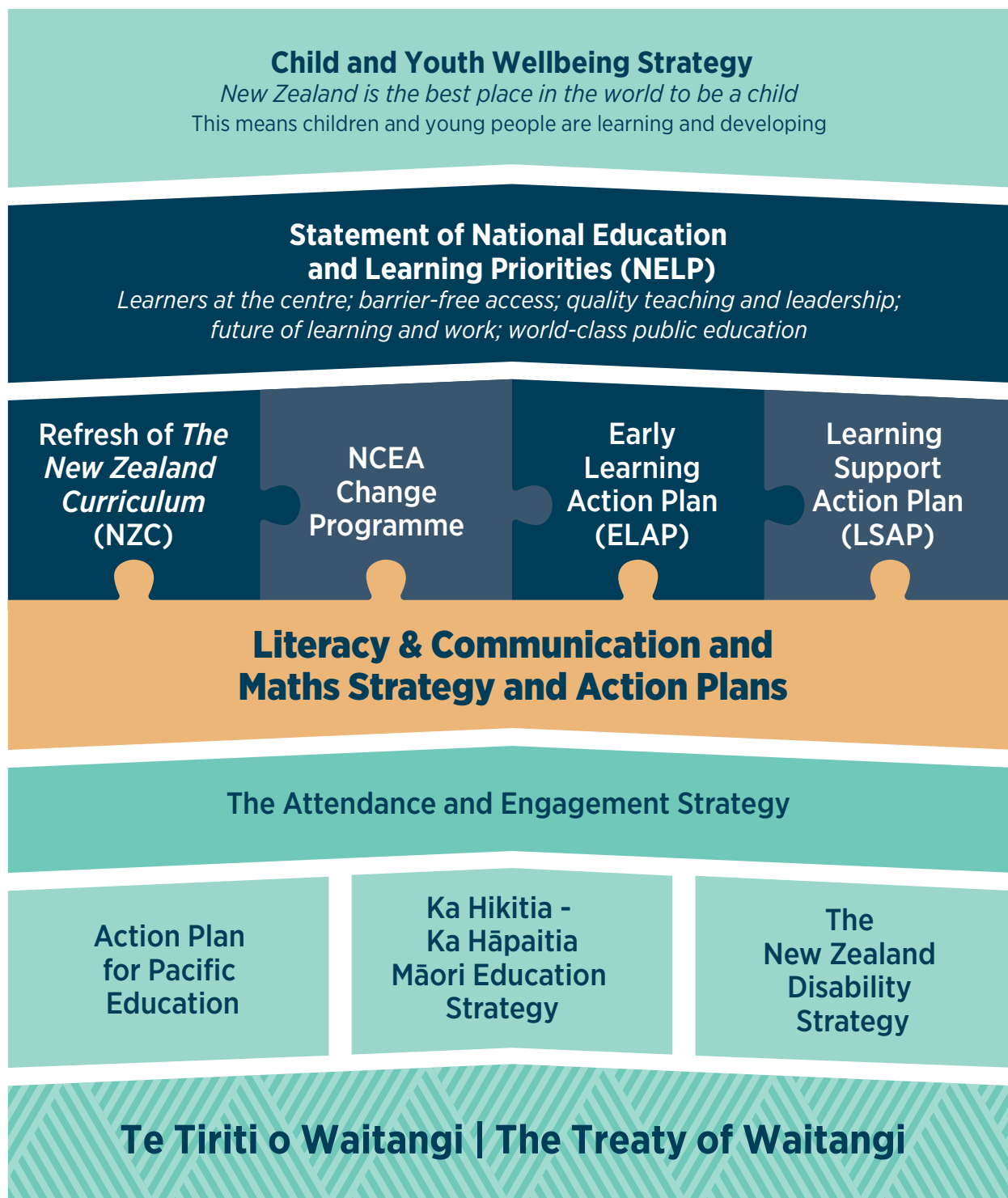
In the short term we will also be reviewing the additional learning supports, assessment tools, and capability offerings currently in the system. This will provide assurance that these align with the approaches and guidance in the Common Practice Model. Over time, actions will put in place a more effective system of additional supports, so that ākonga get the supports they need, and it is clear to all what services are available – as well as when they should be used. For kaiako and leaders there will be assessment tools that help them consistently notice and respond to ākonga progress, and accessible PLD along the professional pathway supporting them to understand the Common Practice Model and develop their practice.

Progressing work towards a system that learns

The Action Plans reflect our commitment to establishing a system that learns – one which is responsive to an evolving world, emerging findings, and the changing needs of our ākonga. Key steps to enable this include establishing research, monitoring, and evaluation processes across early learning and schooling. Building strong information and feedback loops will support continued implementation of the actions and allow us to gauge the difference that the Strategy is making for kaiako and ākonga. This focus will help us strengthen the Common Practice Model, ensuring shifts in kaiako practice reflect a shared and growing knowledge base about what works for our diverse ākonga.

Key education system interconnections

The Strategy and Action Plans support and advance wider work to transform our education system. The diagram below outlines interconnections with key Government strategies and plans.

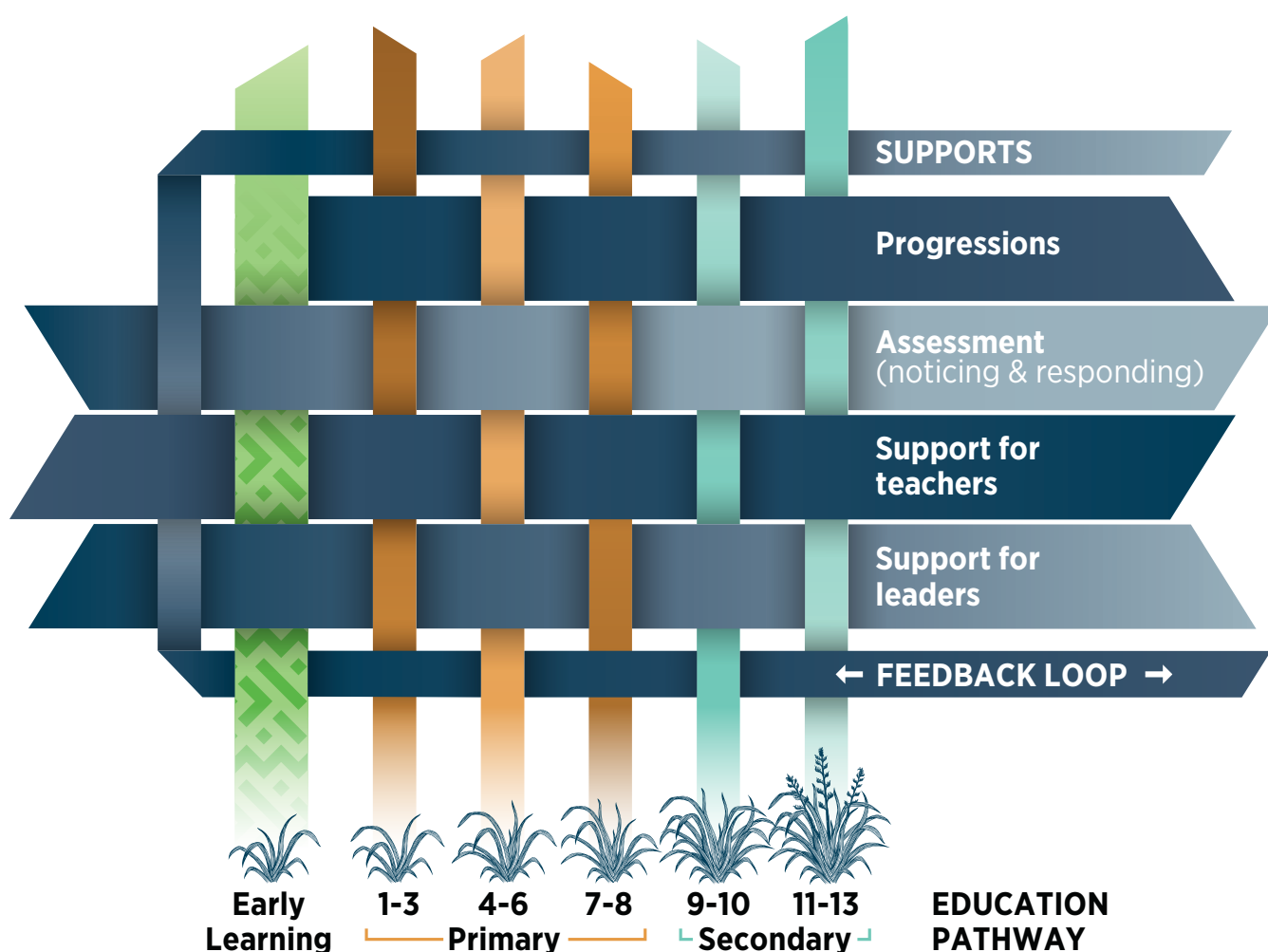


Common Practice Model

Description

The Common Practice Model (CPM) will outline principles and evidence-informed pedagogical approaches to underpin teaching and learning for literacy & communication and maths within *Te Whāriki*³ and *The New Zealand Curriculum*. It will guide quality-assured teaching and assessment practices and approaches for early learning through to the end of secondary schooling, across Aotearoa New Zealand.

The CPM will be embedded into supports and resources, professional learning and development (PLD), and Initial Teacher Education programmes (ITE). It will provide clarity and consistency for kaiako and ākonga, bring rigour to the teaching and learning of literacy & communication and maths, and support equity and excellence for all ākonga.



³ References to *Te Whāriki* in the Strategy and Action Plans are to *He whāriki mātauranga mō ngā mokopuna o Aotearoa | Early childhood curriculum pathway*. The Strategy and Action Plans do not cover *Te Whāriki a te Kōhanga Reo pathway*.

Approach to establishing the Common Practice Model

The direction and content of the CPM has not yet been established. It will be developed collaboratively and reflect sector experiences and the latest research findings. As we proceed, there will be a range of opportunities for people to be involved.

Throughout the remainder of 2022 we will be working with experts to draft a proposed CPM. Wider engagement on the draft will also take place with the education sector in Term 1 and 2, 2023. As we develop the CPM, we will be reviewing and updating PLD supports to align to it and support kaiako and leaders to understand the shifts in practice that will benefit their ākonga. We will also be reviewing and updating curriculum resources and supports, including assessment for learning practices and assessment tools.

We will take the time necessary to fully implement the CPM across early learning and schooling, and manage this alongside key pieces of our curriculum and assessment work programme, such as the NZC refresh and the introduction of new NCEA co-requisites. This will help to ensure the pedagogical shifts signalled by the CPM can be managed effectively, capability supports and feedback loops are in place, and changes are cohesively integrated.

Literacy & communication and numeracy progressions

Work on the CPM also connects to work currently taking place to develop draft content for the refreshed mathematics & statistics and English learning areas of the NZC. The draft progress outcomes for these learning areas are being developed in parallel with the literacy & communication and numeracy learning progressions which will become part of the CPM.

The new progressions will link to the literacy & communication and numeracy practices of all learning areas and will provide greater clarity and detail on the important progress steps that support ākonga towards the progress outcomes for each phase of learning. These progressions will strengthen alignment along the pathway. They will be informed by the work on new practice and progress tools in early learning that support formative assessment and teaching practice, and will signal the new literacy and numeracy co-requisites for NCEA, so that ākonga are supported and well-prepared for their pathway into senior secondary and beyond.

Overview of strategic actions for Literacy & Communication⁴

FOCUS AREA 1

1.1 Refresh literacy learning in the NZC, including strengthening communication and digital literacy.

1.2 Replace the Learning Progression Frameworks and Literacy Learning Progressions with one progression for schooling that shows the sequence of learning for literacy & communication, as part of the Common Practice Model.

1.3 Develop resources and guidance to help kaiako understand and attend to the progress of ākonga in oral language and literacy in the early years, as part of the Common Practice Model.

1.4 Develop guidance on how to teach literacy & communication in schooling, as part of the Common Practice Model.

1.5 Develop resources, guidance, and tools to support literacy & communication learning for culturally and linguistically diverse ākonga.

FOCUS AREA 5

5.1 Review and develop a coherent suite of assessment tools for schooling.

5.2 Build an evaluation strategy to monitor the effectiveness of implementation actions and make evidence-based adjustments to future-proof the system.

FOCUS AREA 4

4.1 Build a system of safety nets for ākonga along the schooling pathway.

4.2 Review, develop and adapt additional literacy & communication supports along the whole learning pathway, ensuring they are aligned to the Common Practice Model.

4.3 Develop evidence-based supports that recognise the neurodiversity of ākonga (e.g., dyslexia, dysgraphia, dyspraxia, gifted).

1.

Clear expectations for teaching and learning to guide effective practice.

5.

System-wide evaluation that supports a system that learns.



Every learner to reach their potential, secure in their identities, languages and cultures.

4.

A system of learning supports that responds to the needs of all ākonga.

⁴ Note that the timing of some actions will be dependent on future funding and policy decisions.

FOCUS AREA 2

- 2.1** Develop and strengthen curriculum leadership for literacy & communication at three key system levels: national, regional, and in learning settings.
- 2.2** Design and develop professional learning for the workforce that is targeted, flexible and aligned with the Common Practice Model.
- 2.3** Incorporate the Common Practice Model into approaches for teaching, assessment and learning used by all ITE providers.

2.

Capability supports along the career pathway to develop effective kaiako who can meet the needs of diverse groups of ākonga.

FOCUS AREA 3

- 3.1** Support early learning services and schools to work with whānau, iwi, and communities in culturally sustaining ways, to enrich the literacy & communication learning of ākonga.
- 3.2** Make clear the literacy & communication capabilities required for different pathways and careers.
- 3.3** Develop resources, guidance, and tools to support education settings report to whānau on how their ākonga are progressing as part of records of learning.
- 3.4** Support positive transitions for ākonga and whānau, across and within settings.
- 3.5** Consolidate a partnership with the National Library to extend literacy & communication engagement and learning.

3.

Educationally powerful connections that support and enhance learning.



Focus Area 1: Clear expectations for teaching and learning guide effective practice

1.1 Refresh literacy learning in the NZC, including strengthening communication and digital literacy.		
1.1.1	Refresh the literacy learning described in the NZC to provide a coherent and cumulative literacy & communication framework, weaving interdependencies between reading, writing, speaking, listening, viewing, presenting, and digital literacy.	<ul style="list-style-type: none">» The NZC refresh will update the English learning area, weave literacy & communication progress across all learning areas, and be Treaty-honouring and inclusive. Key changes include:<ul style="list-style-type: none">› widening the current focus on reading and writing to encompass a wider set of literacy & communication knowledge and skills, including digital literacy› strengthening the connection between the Communication Mana reo strand of <i>Te Whāriki</i> and the NZC to build on early oral language and literacy, reflecting cultural and societal literacy practices throughout the learning pathway› weaving in a focus on te ao Māori and mana ōrite mō te mātauranga Māori.» The new focus on communication and digital literacy will be integrated into the Common Practice Model.
1.1.2	Design explicit learning experiences that develop oral language and digital literacy knowledge, skills, and capabilities within the NZC.	
1.1.3	Develop the Common Practice Model to support the refreshed NZC and to create greater coherence and consistency in teaching and learning practices for literacy & communication across the education system.	
1.2 Replace the Learning Progression Frameworks and Literacy Learning Progressions with one progression for schooling that shows the sequence of learning for literacy & communication, as part of the Common Practice Model.		
1.2.1	Review and redesign Learning Progression Frameworks and Literacy Learning Progressions to clearly show the sequence of learning for literacy & communication.	<ul style="list-style-type: none">» A more finely detailed progression will provide greater clarity and more examples to help kaiako understand the progress pathway, key learning steps, and threshold concepts they need to pay attention to across all learning areas, as part of the Common Practice Model.» Consider the role of the School Entry Kete to provide a picture of the strengths of ākonga as they begin school and to locate their entry point along the new progression.» The replacement learning progressions will support kaiako to make judgements regarding the readiness of ākonga to be assessed against the NCEA co-requisites for literacy.
1.2.2	Continue strengthening literacy teaching and learning as part of the NCEA changes, including implementation of a new literacy co-requisite.	

1.3	Develop resources and guidance to help kaiako understand and attend to the progress of ākonga in oral language and literacy in the early years, as part of the Common Practice Model.	
1.3.1	Continue developing early learning tools and resources to help kaiako understand and attend to the learning progress of ākonga in early learning (including in social-emotional learning (SEL), oral language, and literacy), as part of the Common Practice Model.	» This is supported by action 4.1 of the <i>Early Learning Action Plan</i> (ELAP): ‘Gazette the curriculum framework, <i>Te Whāriki</i> , to support engagement with the principles, strands, goals and outcomes when designing local curricula.’
1.3.2	Support implementation of early learning tools and resources within the Common Practice Model and in services offered by Te Poutāhū.	» This also aligns to ELAP 4.2: ‘Co-construct a range of valid, reliable, culturally and linguistically appropriate tools.’ » Resources will include a focus on te ao Māori and mana ōrite mō te mātauranga Māori. » Research highlights strong connections between SEL and language learning.
1.4	Develop guidance on how to teach literacy & communication in schooling, as part of the Common Practice Model.	
1.4.1	Replace the Effective Literacy Practice resources with the new NZC Literacy & Communication Teaching, Assessment and Learning Guide.	» This will incorporate the new Early Literacy Approach which is already being implemented (e.g., Ready to Read Phonics Plus books, the Better Start Literacy Approach professional support, and strengthened Reading Recovery and Early Literacy Support). » Flexibility in the implementation models will ensure that leaders can adapt and design their change process to local needs. » Guidance will consider evidence-based practices for meeting the diverse needs of ākonga, including consideration of ākonga with intersecting needs. » Guidance on intentional design for variation will support kaiako to end harmful streaming and grouping practices. » Guidance will include a focus on te ao Māori and mana ōrite mō te mātauranga Māori.
1.4.2	Develop a Strategic Leadership Guide for curriculum leaders, boards, and leadership teams to embed the Common Practice Model.	
1.4.3	Provide guidance on evidence-informed practices and approaches which accelerate learning progress and reduce inequities along the schooling pathway.	
1.4.4	Provide guidance on optimal instructional time to meet literacy & communication learning needs along the schooling pathway.	

1.5	Develop resources, guidance, and tools to support literacy & communication learning for culturally and linguistically diverse ākonga.	
1.5.1	Provide guidance on linguistically explicit pedagogies for all ākonga, not just those new to learning English.	<ul style="list-style-type: none"> » Will cover explicit teaching of the content-specific language of the curriculum, including vocabulary and structures, as many ākonga benefit from more scaffolded approaches. » Principles of additional language learning will be integrated into guidance and resources. » Guidance and resources will be culturally sustaining, asset-framed, and mana-enhancing, and will support kaiako to recognise and utilise the diverse linguistic backgrounds of ākonga. They will be integrated into the Common Practice Model. » Assessment resources, guidance, and tools (including School Entry Kete and diagnostic assessment guidance) will consider ākonga learning English as an additional language. » Will build on models and initiatives that are already working (e.g., Pasifika Early Literacy Project (PELP), Pasifika Teacher Aide Project, Pacific Bilingual & Immersion Education PLD and Tautai o le Moana programme).
1.5.2	Recognise and value the diversity of culturally and linguistically diverse ākonga (including those learning English as an additional language) in the design of resources and professional support for kaiako.	





Focus Area 2: Capability supports along the career pathway develop effective kaiako who can meet the needs of diverse groups of ākonga

2.1 Develop and strengthen curriculum leadership for literacy & communication at three key system levels: national, regional, and in learning settings		
2.1.1	Provide national literacy & communication leadership in Te Poutāhū, supported by an advisory group which provides stewardship across the system to embed and evolve the Common Practice Model.	There are different challenges in each setting which need to be responded to as leadership in learning settings is addressed.
2.1.2	Promote consistent messaging, dissemination of information, and facilitation of networking through national and regional leadership.	
2.1.3	Build workforce capability through development and implementation of resources, tools, and training.	
2.1.4	Enhance workforce planning to build literacy & communication curriculum leadership roles in learning settings.	
2.2 Design and develop professional learning for the workforce that is targeted, flexible and aligned with the Common Practice Model.		
2.2.1	Embed evidence-informed practices into all professional learning and development (PLD), based on the Common Practice Model.	» To create ongoing and easily accessible PLD, new flexible models need to be considered. » Action 2.2.2 aligns to ELAP 3.6: ‘Develop a sustained and planned approach to professional learning and development.’
2.2.2	Co-design and deliver PLD for the early learning sector to support the implementation of new tools and resources within the Common Practice Model.	
2.2.3	Provide resources, guidance, and support for secondary curriculum-area specialists to build knowledge and use of approaches for developing content-specific literacy skills.	
2.2.4	Create a blended and ongoing suite of PLD to build the capability of education support workers and teacher aides in supporting literacy & communication learning.	
2.3 Incorporate the Common Practice Model into approaches for teaching, assessment and learning used by all ITE providers.		
2.3.1	Work with ITE providers and Teaching Council to ensure all graduates have up-to-date knowledge of the Common Practice Model and assessment tools.	» This builds on work already underway by the Teaching Council.
2.3.2	Work with the Teaching Council to build a model of support that strengthens the literacy & communication capabilities of teachers in their first two years of teaching.	



Focus Area 3: Educationally powerful connections support and enhance learning

3.1 Support early learning services and schools to work with whānau, iwi, and communities in culturally sustaining ways, to enrich the literacy & communication learning of ākonga.		
3.1.1	Collaborate with whānau to design and provide access to resources and guidance which help them to be active partners in the literacy & communication progress of their ākonga.	» Work should build on successful models and initiatives already in the system (e.g., Reading Together, Talanoa Ako, and PELP resources) and include learnings from COVID-19. » Needs of English language learners and their whānau will be specifically considered.
3.1.2	Investigate formal and informal literacy & communication development opportunities for whānau.	
3.1.3	Support community and iwi-led initiatives which help whānau confidently engage in the literacy & communication learning of their ākonga.	
3.2 Make clear the literacy and communication capabilities required for different pathways and careers.		
3.2.1	Work with employers and others to identify and communicate the literacy & communication needs for school leaver pathways and careers.	» Kaiako will be supported in communicating this information to ākonga and their whānau early in the secondary pathway. » This will be supported by careers education and the School Leavers' Toolkit.
3.2.2	Create a framework that guides and supports learning pathways – for the use of learners and their families, as well as teachers and school boards.	
3.3 Develop resources, guidance, and tools to support education settings report to whānau on how their ākonga are progressing as part of records of learning.		
3.3.1	Work with education settings and whānau to develop consistent reporting of progress and achievement.	» This work could be progressed as an input to records of learning that travel with ākonga, which are already in development.
3.4 Support positive transitions for ākonga and whānau, across and within settings.		
3.4.1	Promote cross-sector collaboration and communication to support transitions for ākonga and their whānau.	» There are multiple transitions for ākonga and their whānau throughout the whole learning pathway. Some of these are between settings (e.g., moving from early learning to schooling, or moving to secondary schooling) and some are within (e.g., moving to a focus on disciplinary knowledge in senior secondary). » Collaboration with a range of people is key to supporting ākonga, including whānau, iwi, and other community members who are part of the support network for ākonga.
3.4.2	Continue work to develop a School Entry Kete to support good transitions between early learning and school.	
3.4.3	Develop and implement transition packages to support whānau, ākonga, and kaiako.	

3.5	Consolidate a partnership with the National Library to extend literacy & communication engagement and learning.	
3.5.1	Partner with the National Library to build on their models for strengthening literacy & communication learning in the community and within settings, and to promote access to reading opportunities via literacy & communication-related activities and events.	<ul style="list-style-type: none"> » Build on existing events and initiatives (e.g., Pūtoi Rito Community of Readers). » This provides an opportunity to extend learning outside of education settings and engage whānau in innovative ways, particularly over the long summer break. » Partnership will utilise existing resources and approaches produced by the National Library, and explore the creation of new ones.





Focus Area 4: A system of learning supports responds to needs of all ākonga

4.1 Build a system of safety nets for ākonga along the schooling pathway.		
4.1.1	Develop an effective and equitable system of safety nets that supports ākonga to be identified and allocated additional learning support.	» The evidence-based progression will underpin the system of safety nets in schooling. » Includes consideration of the role of the School Entry Kete and the needs of ākonga approaching the NCEA co-requisite. » Will consider the Learning Support Coordinator role in collecting information and exploring options for additional support that may be universal, targeted, or individualised.
4.1.2	Identify key points when progress indicates ākonga should be referred for additional support.	
4.1.3	Enhance accessibility of support, accommodating ākonga with additional needs at all ages.	
4.2 Review, develop and adapt additional literacy & communication supports along the whole learning pathway, ensuring they are aligned to the Common Practice Model.		
4.2.1	Align investments in additional literacy support to evidence of what works.	» This will consider needs along the whole learning pathway, and the importance of early identification and response to need (which aligns with priorities 2 and 3 in the <i>Learning Support Action Plan</i>). The review of existing supports will include: » investigating the impact of the Oral Language Literacy Initiative and making it available early in the learning pathway » adapting Reading Recovery and Early Literacy Support in line with any recommendations from the ongoing evaluation process » reviewing Accelerating Learning in Literacy » strengthening accreditation and growing capability to provide support across the breadth of literacy, including oral language. » Support will consider the diverse needs of ākonga, including consideration of intersecting needs. » Literacy and Numeracy Support in Schools is an initiative currently in place (2021/22) to support the first cohorts of ākonga to sit the NCEA co-requisite.
4.2.2	Review and strengthen the role and functions of Resource Teachers of Literacy.	
4.2.3	Install additional supports for secondary school ākonga at risk of not achieving the NCEA co-requisite.	
4.2.4	Create opportunities for local evidence-based supports and approaches to literacy & communication learning.	

4.3	Develop evidence-based supports that recognise the neurodiversity of ākonga (e.g., dyslexia, dysgraphia, dyspraxia, gifted).	
4.3.1	Strengthen workforce capability building to understand neurodiversity and meet the needs of all ākonga, including those with dyslexia.	<ul style="list-style-type: none"> » Work will reflect an understanding about what works from a Māori perspective for kanorau ā-roro neurodiversity. » Identification of needs and supports will be strengths-based and focus on a practice response (not diagnosis). » Inequitable access to mechanisms for identifying the specific needs of neurodivergent ākonga needs to be addressed. » Consideration will be given to how to improve access to assistive and digital technologies as part of an inclusive approach to curriculum delivery. » Connected to this, we are currently trialling literacy and communication packages for ākonga in Years 2-8 who need additional support for learning to read. Packages will be diagnostic, explicit, systematic, and cumulative. They will build phonemic awareness, the alphabetic principle, fluency, vocabulary knowledge, and comprehension skills. » Includes work to review and update non-Ministry resources in the Literacy Online Dyslexia Resource Kete as necessary.
4.3.2	Investigate and advise whānau, schools, and early learning settings on digital technology (targeted) and assistive technologies (individual) provisions to support literacy & communication learning.	



Focus Area 5: System-wide evaluation supports a system that learns

5.1 Review and develop a coherent suite of assessment tools for schooling.		
5.1.1	Refine and develop an effective suite of recommended assessment tools and practices in schooling aligned to the Common Practice Model.	<ul style="list-style-type: none"> » This includes work to develop a School Entry Kete to support good transitions into schooling, and updating e-asTTle with a fit-for-purpose national assessment tool aligned to the refreshed NZC and new progressions. » Consideration will be given to the potential for artificial intelligence and 'smart insights' to help with closing the equity gap, improving efficiency, and reducing the workload of kaiako. » Appropriate integration with records of learning will be put in place, while maintaining the integrity of good quality assessment.
5.2 Build an evaluation strategy to monitor the effectiveness of implementation actions and make evidence-based adjustments to future-proof the system.		
5.2.1	Develop a research strategy to address current gaps in our evidence base along the whole learning pathway.	<ul style="list-style-type: none"> » A sustained and coordinated focus is needed on research that keeps our system moving forward, inclusive of digital literacy and culturally responsive approaches which serve diverse ākonga. » Overseas evidence needs to be complemented with more timely, robust, reliable data and information that is relevant to our context in Aotearoa New Zealand. » Ministry partnership with the Education Review Office and a refreshed National Monitoring Study of Student Achievement will enable access to quality information on system performance. » The design of resources, guidance, and tools will evolve over time in response to research and evidence to stay fit-for-purpose.
5.2.2	Work with others to monitor and evaluate the impacts of the Literacy & Communication Action Plan (particularly on ākonga Māori, Pacific learners, and ākonga with additional learning needs).	
5.2.3	Disseminate and exchange information and knowledge about literacy & communication teaching, learning, and assessment through the new Online Curriculum Hub and other new and existing networks.	



Overview of strategic actions for Maths⁵

FOCUS AREA 1

- 1.1** Refresh maths learning described in the NZC.
- 1.2** Replace the Learning Progression Framework with a progression for schooling that shows the sequence of learning for numeracy, as part of the Common Practice Model.
- 1.3** Develop resources and guidance to help kaiako understand and attend to the progress of ākonga in numeracy in the early years, as part of the Common Practice Model.
- 1.4** Develop guidance on how to teach maths in schooling, as part of the Common Practice Model.
- 1.5** Safeguard maths teaching and learning time.

FOCUS AREA 5

- 5.1** Review and develop a coherent suite of assessment tools for schooling.
- 5.2** Build an evaluation strategy to monitor the effectiveness of implementation actions, and make evidence-based adjustments to future-proof the system.
- 5.3** Develop an ongoing evidence base for maths teaching, learning and assessment along the pathway.

FOCUS AREA 4

- 4.1** Build a system of safety nets for ākonga along the schooling pathway.
- 4.2** Design and develop additional maths supports along the whole learning pathway, ensuring they are aligned to the Common Practice Model.

1.

Clear expectations for teaching and learning to guide effective practice.

5.

System-wide evaluation that supports a system that learns.



Every learner to reach their potential, secure in their identities, languages and cultures.

4.

A system of learning supports that responds to the needs of all ākonga.

⁵ Note that the timing of some actions will be dependent on future funding and policy decisions.

FOCUS AREA 2

2.1 Develop and strengthen curriculum leadership for maths at three key system levels: national, regional, and in learning settings.

2.2 Design and develop professional learning for the workforce that is targeted, flexible and aligned with the Common Practice Model.

2.3 Incorporate the Common Practice Model into approaches for teaching, assessment and learning used by all ITE providers.

2.4 Develop a maths specialist workforce with expertise in delivering targeted and individualised support to ākonga who need it, including neurodivergent ākonga (e.g., dyscalculia, dyslexia, dyspraxia, gifted).

2.5 Attract and grow the future workforce of maths teachers through incentives, training and improved career pathways.

2.

Capability supports along the career pathway to develop effective kaiako who can meet the needs of diverse groups of ākonga.

3.

Educationally powerful connections that support and enhance learning.

FOCUS AREA 3

3.1 Support early learning services and schools to work with whānau, iwi and communities, in culturally sustaining ways, to enrich the maths learning of ākonga.

3.2 Make clear the capabilities required of a multitude of maths-rich pathways and careers.

3.3 Develop resources, guidance, and tools to support education settings reporting to whānau on how their ākonga are progressing as part of records of learning.

3.4 Support positive transitions for ākonga and whānau, across and within settings.

3.5 Raise public awareness of the critical importance of numeracy and the opportunities maths-rich pathways provide.



Focus Area 1: Clear expectations for teaching and learning guide effective practice

1.1 Refresh maths learning described in the NZC.		
1.1.1	Refresh the maths learning described in the NZC to provide a coherent and cumulative maths framework for numeracy across all learning areas, and for the mathematics & statistics learning area.	<ul style="list-style-type: none">» The NZC refresh will update the mathematics & statistics learning area, weave numeracy progress across all learning areas, and be Treaty-honouring and inclusive. Key changes include:<ul style="list-style-type: none">› bringing some maths content into Years 0-3 that is currently in later years so ākonga at this stage of the pathway can fulfil their learning potential› weaving content throughout the curriculum about why we use maths tools and how they have developed over time, and the relationship between maths and culture (ethnomathematics), with a focus on te ao Māori and mana ōrite mō te mātauranga Māori› ensuring the sequence of learning is free from cultural bias› expert group to explore curriculum content under the mathematics strand at level 7 and 8 of the NZC, and consider whether ākonga encounter a broad enough range of concepts.
1.1.2	Make explicit and highlight the critical numeracy needed for wellbeing, agency, and citizenship now and in the future.	
1.1.3	Develop the Common Practice Model to support the refreshed NZC and to create greater coherence and consistency in teaching and learning practices for numeracy, mathematics, and statistics across the education system.	
1.2 Replace the Learning Progression Framework with a progression for schooling that shows the sequence of learning for numeracy, as part of the Common Practice Model.		
1.2.1	Review and redesign the Learning Progression Framework to clearly show the sequence of learning for numeracy.	<ul style="list-style-type: none">» A more finely detailed progression will provide greater clarity and more examples to help kaiako understand the progress pathway, key learning steps, and threshold concepts they need to pay attention to across all learning areas, as part of the Common Practice Model.» Consider the role of the School Entry Kete to provide a picture of the strengths of ākonga as they begin school and to locate their entry point along the new progression.» The replacement learning progressions will support kaiako to make judgements regarding the readiness of ākonga to be assessed against the NCEA co-requisites for numeracy.
1.2.2	Continue strengthening numeracy teaching and learning as part of the NCEA changes, including implementation of a new numeracy co-requisite.	

1.3	Develop resources and guidance to help kaiako understand and attend to the progress of ākonga in numeracy in the early years, as part of the Common Practice Model.	
1.3.1	Expand the evidence base on what numeracy progress looks like in early learning, including how the development of oral language contributes to progress, and best practice to support the development of foundational maths in early learning settings to inform the Common Practice Model in early learning.	<ul style="list-style-type: none">» This is supported by action 4.1 of the <i>Early Learning Action Plan</i> (ELAP): ‘Gazette the curriculum framework, <i>Te Whāriki</i>, to support engagement with the principles, strands, goals and outcomes when designing local curricula.’» This also aligns to ELAP 4.2: ‘Co-construct a range of valid, reliable, culturally and linguistically appropriate tools.’» Resources will include a focus on te ao Māori and mana ōrite mō te mātauranga Māori.» Research highlights strong connections between SEL, language and maths learning.
1.3.2	Develop tools and resources to help kaiako understand and attend to the learning progress of ākonga in early learning (including in social-emotional learning (SEL), oral language, and maths), as part of the Common Practice Model.	
1.3.3	Support implementation of early learning tools and resources within the Common Practice Model and in services offered by Te Poutāhū.	
1.4	Develop guidance on how to teach maths in schooling, as part of the Common Practice Model.	
1.4.1	Develop an NZC Maths Teaching, Assessment and Learning Guide that integrates a broad range of evidence-informed approaches to teaching and learning maths.	<ul style="list-style-type: none">» Guidance and resources will address the mixed and sometimes contradictory thinking about the best way to teach maths so that kaiako receive a clear and coherent picture.» Guidance will include the importance of ākonga participating in a range of varied learning experiences, including: explicit, sequenced instruction, rehearsal strategies, opportunities for discovery, and communicating and justifying ideas as part of a community of inquiry.» Guidance on intentional design for variation will support kaiako to end harmful streaming and grouping practices.» Flexibility in the implementation models will ensure that leaders can adapt and design their change process to local needs.» Guidance will include a focus on te ao Māori and mana ōrite mō te mātauranga Māori.
1.4.2	Develop and pilot a full end-to-end maths teaching and learning programme for schools that aligns to the Common Practice Model and provides step-by-step sequencing of learning experiences for ākonga in Years 0-10.	
1.4.3	Update and redesign curriculum resources to reflect the Common Practice Model and our growing evidence base on inclusive and culturally-sustaining practices.	
1.4.4	Develop a Strategic Leadership Guide for curriculum leaders, boards, and leadership teams to embed the Common Practice Model.	

1.4.5	Develop an evidence base on the effective use of manipulatives and physical tools that will enhance teaching and learning, and secure investment to enable provision of these important learning tools for learning settings.	<ul style="list-style-type: none"> » Guidance will consider evidence-based practices effective for meeting the diverse needs of ākonga, including consideration of ākonga with intersecting needs. » Guidance will consider the different needs of ākonga across teaching and learning within the mathematics and statistics learning area.
1.5	Safeguard maths teaching and learning time.	
1.5.1	The Maths Teaching, Assessment and Learning Guide will include recommended and minimum time spent on the teaching and learning of maths per week in schooling.	<ul style="list-style-type: none"> » Current evidence shows wide variation in maths learning time and coverage of all maths strands in the NZC. » Consideration should be given to different approaches to safeguarding maths teaching and learning time.
1.5.2	The Strategic Leadership Guide will provide guidance on different ways to safeguard maths teaching and learning time.	





Focus Area 2: Capability supports along the career pathway develop effective kaiako who can meet the needs of diverse groups of ākonga

2.1 Develop and strengthen curriculum leadership for maths at three key system levels: national, regional, and in learning settings.		
2.1.1	Provide national maths leadership (specifically including numeracy) in Te Poutāhū, supported by an advisory group which provides stewardship across the system to embed and evolve the Common Practice Model.	» There are different challenges in each setting which need to be responded to as leadership in learning settings is addressed. » While some schools have existing maths curriculum leadership roles, they do not consistently provide the functions of supporting local curriculum design, providing peer-to-peer capability support, connecting learning with whānau, iwi, and community, and supporting shared understanding across the curriculum leadership network. » For very small schools there may be a need to share roles and place higher dependency on regional maths curriculum leads.
2.1.2	Promote consistent messaging, dissemination of information, and facilitation of networking through national and regional leadership.	
2.1.3	Build workforce capability through development and implementation resources, tools, and training.	
2.1.4	Enhance workforce planning to build maths curriculum leadership roles in learning settings.	
2.1.5	Enable a numeracy curriculum leadership position in secondary schools, with the purpose of supporting non-maths subject kaiako to teach numeracy and support acceleration of learning progress.	
2.2 Design and develop professional learning for the workforce that is targeted, flexible and aligned with the Common Practice Model.		
2.2.1	Co-design a national whole-school maths professional learning and development (PLD) model to effectively build the capability of kaiako, targeted to the schools with the greatest need.	» To create ongoing and easily accessible PLD, new flexible models need to be considered. » There is a need to extend PLD that is exclusively focused on developing the pedagogical knowledge of kaiako and their understanding of maths content, that can be accessed directly by kaiako when needed. » Action 2.2.2 aligns to ELAP 3.6: ‘Develop a sustained and planned approach to professional learning and development.’
2.2.2	Co-design and deliver PLD for the early learning sector to support the implementation of new tools and resources within the Common Practice Model, including updated guidance on how to express and share maths concepts.	
2.2.3	Embed evidence-informed practices into all PLD, based on the Common Practice Model.	
2.2.4	Create a blended and ongoing suite of PLD to build the capability of education support workers and teacher aides in supporting maths learning.	

2.3 Incorporate the Common Practice Model into approaches for teaching, assessment and learning used by all ITE providers.		
2.3.1	Work with ITE providers and Teaching Council to ensure that graduates have up-to-date knowledge and understanding of the Common Practice Model and assessment tools.	» This builds on work already underway by the Teaching Council.
2.3.2	Work with the Teaching Council to build a model of support that strengthens the maths capabilities of teachers in their first two years of teaching.	
2.4 Develop a maths specialist workforce with expertise in delivering targeted and individualised support to ākonga who need it, including neurodivergent ākonga (e.g., dyscalculia, dyslexia, dyspraxia, gifted).		
2.4.1	Review Programmes for Students Maths Specialist Teachers model and tertiary fees funding to support kaiako to fill new maths learner support and curriculum leadership roles.	» Existing kaiako will be encouraged and supported to develop their pedagogical knowledge and understanding of maths content.
2.4.2	Encourage kaiako to train as maths specialists through promotion of the improved career pathways and education opportunities available.	
2.4.3	Design education opportunities and PLD that support kaiako to specialise in accelerative practices for diverse ākonga, including those who are neurodivergent.	
2.5 Attract and grow the future workforce of maths teachers through incentives, training and improved career pathways.		
2.5.1	Redesign the current professional development support for provisionally certificated teachers (PCTs) and overseas trained teachers to include a focus on maths teaching and learning aligned to the Common Practice Model.	» Future workforce should reflect the diversity of Aotearoa New Zealand society. » The uptake of current incentives indicates that including the voice of those we hope to reach through new incentives may result in greater uptake.
2.5.2	Provide guidance to support mentor teachers to develop PCTs’ understanding of maths content and pedagogical knowledge, aligned to the Common Practice Model.	
2.5.3	Review and redesign a coordinated strategy to incentivise maths graduates and professionals to train to become teachers.	



Focus Area 3: Educationally powerful connections support and enhance learning

3.1 Support early learning services and schools to work with whānau, iwi and communities, in culturally sustaining ways, to enrich the maths learning of ākonga.		
3.1.1	Collaborate with whānau to design and provide access to resources and guidance which help them to be active partners in the maths progress of their ākonga.	» Work will ensure there are mechanisms in place to distribute resources and guidance to whānau through education settings, whānau support services, and online. » Work should build on successful models and initiatives already in the system, including insights from effective and well-received ones in literacy.
3.1.2	Te Mahau (https://temahau.govt.nz) will support regional cross-sector networks to develop and grow community and iwi-led initiatives which support and grow maths learning experiences, particularly for ākonga Māori and Pacific learners.	
3.1.3	Provide guidance to Resource Teachers Learning and Behaviour (RTLBs) on how to effectively support positive attitudes to maths and inclusive class environments for maths learning.	
3.2 Make clear the capabilities required of a multitude of maths-rich pathways and careers.		
3.2.1	Work with employers and others to identify and communicate the maths needs for school leaver pathways and careers.	» Careers education will be an enabler to raise ākonga awareness and interest in maths-rich pathways.
3.2.2	Create a framework that guides and supports learning pathways – for the use of ākonga and their whānau, as well as kaiako and school boards.	
3.2.3	Partner with whānau, iwi, and communities to develop supports and incentives which promote maths-rich educational and career pathways to ākonga Māori and Pacific learners.	

3.3	Develop resources, guidance, and tools to support education settings reporting to whānau on how their ākonga are progressing as part of records of learning.	
3.3.1	Work with education settings and whānau to develop consistent reporting of progress and achievement.	» This work could be progressed as an input to records of learning that travel with ākonga, which is already in development.
3.4	Support positive transitions for ākonga and whānau, across and within settings.	
3.4.1	Promote cross-sector collaboration and communication to support transitions for ākonga and their whānau.	» There are multiple transitions for ākonga and their whānau throughout the whole learning pathway. Some of these are between settings (e.g., moving from early learning to schooling, or moving to secondary schooling) and some are within (e.g., moving to a focus on disciplinary knowledge in senior secondary). » Collaboration with a range of people is key to supporting ākonga, including whānau, iwi, and other community members who are part of the support network of ākonga.
3.4.2	Continue work to develop a School Entry Kete to support good transitions between early learning and school.	
3.4.3	Develop and implement transition packages to support whānau, ākonga, and kaiako.	
3.4.4	Co-design and develop maths resources for ākonga and whānau who are transient and/or have complex barriers to maths learning.	
3.5	Raise public awareness of the critical importance of numeracy and the opportunities maths-rich pathways provide.	
3.5.1	Develop a national campaign to raise the profile and value of critical numeracy and mathematics and statistics for all New Zealanders.	» Will include a focus on ākonga Māori and their whānau, and Pacific learners and their families.



Focus Area 4: A system of learning supports responds to needs of all ākonga

4.1 Build a system of safety nets for ākonga along the schooling pathway.		
4.1.1	Develop an effective and equitable system of safety nets that supports ākonga to be identified and allocated additional learning support.	» The evidence-based progression will underpin the system of safety nets in schooling. » Includes consideration of the role of the School Entry Kete and the needs of ākonga approaching the NCEA co-requisite. » Will consider the Learning Support Coordinator role in collecting information and exploring options for additional support that may be universal, targeted, or individualised.
4.1.2	Identify key points when progress indicates ākonga should be referred for additional support.	
4.1.3	Enhance accessibility of support, accommodating ākonga with additional needs at all ages.	
4.2 Design and develop additional maths supports along the whole learning pathway, ensuring they are aligned to the Common Practice Model.		
4.2.1	Develop a research and evidence base of effective maths accelerative practices, and use it to design a model of additional maths support for ākonga along the learning pathway.	» This will consider the needs of ākonga along the whole learning pathway, and the importance of early identification and response to need (which aligns with priorities 2 and 3 in the <i>Learning Support Action Plan</i>). It will draw on what has been learnt from existing supports, including the Accelerating Learning in Mathematics and Mathematics Support Teacher programmes. » There are currently few numeracy and maths supports, and it will take time to design and implement a support model that is able to meet demands along the full learning pathway. » All support will recognise and respond to neurodiversity among ākonga. » Support will consider the diverse needs of ākonga, including consideration of intersecting needs. » Literacy and Numeracy Support in Schools is an initiative currently in place (2021/22) to support the first cohorts of ākonga sitting the NCEA co-requisite. » Research on the effects of streaming and fixed ability grouping indicates that supports should take place in the class setting.
4.2.2	Introduce specialist roles in schools to deliver tailored and individualised accelerative learning, with a focus on supporting neurodivergent ākonga (including those with dyscalculia) and ākonga at risk of not successfully obtaining the NCEA co-requisite.	
4.2.3	Install additional supports for secondary school ākonga at risk of not achieving the NCEA co-requisite.	
4.2.4	Create opportunities for local evidence-based supports and approaches to maths learning.	



Focus Area 5: System-wide evaluation supports a system that learns

5.1 Review and develop a coherent suite of assessment tools for schooling.		
5.1.1	Refine and develop an effective suite of recommended assessment tools and practices for schooling aligned to the Common Practice Model.	<ul style="list-style-type: none">» This includes work to develop a School Entry Kete to support good transitions into schooling, and updating e-asTTle with a fit-for-purpose national assessment tool aligned to the refreshed NZC and new progressions.» Consideration will be given to the potential for artificial intelligence and ‘smart insights’ to help with closing the equity gap, improving efficiency, and reducing the workload of kaiako.» Appropriate integration with records of learning will be put in place, while maintaining the integrity of good quality assessment.
5.2 Build an evaluation strategy to monitor the effectiveness of implementation actions, and make evidence-based adjustments to future-proof the system.		
5.2.1	Work with others to monitor and evaluate the impacts of the Maths Action Plan, particularly on ākonga Māori, Pacific learners, and ākonga with additional learning needs.	<ul style="list-style-type: none">» Overseas evidence needs to be complemented with more timely, robust, reliable data and information that is relevant to our context in Aotearoa New Zealand.» Ministry partnership with the Education Review Office and a refreshed National Monitoring Study of Student Achievement will enable access to quality information on system performance.» The design of resources, guidance, and tools will evolve over time in response to research and evidence to stay fit-for-purpose.
5.2.2	Disseminate and exchange information and knowledge about maths teaching, learning, and assessment through the new Online Curriculum Hub and other new and existing networks.	
5.3 Develop an ongoing evidence base for maths teaching, learning and assessment along the pathway.		
5.3.1	Develop a research strategy to address current gaps in our evidence base.	<ul style="list-style-type: none">» A sustained and coordinated focus is needed on research that keeps our system moving forward, inclusive of mātauranga Māori, Pacific ways of knowing, and ethnomathematics.
5.3.2	Establish an innovation fund to grow curriculum leadership, build shared understanding of effective practice, and inform Te Poutāhū knowledge and evidence base.	



