



Briefing Note: *The New Zealand Curriculum* refresh mathematics & statistics and English writing groups

To:	Hon Jan Tinetti, Associate Minister of Education		
Date:	16 December 2021	Priority:	Medium
Security Level:	In Confidence	METIS No:	1279179
Drafter:	Isobel Connelly	DDI:	04 463 8205
Key Contact:	Pauline Cleaver	DDI:	04 463 8110
Messaging seen by Communications team:	Yes / No	Round Robin:	Yes / No

Purpose of Report

The purpose of this paper is to update you on *The New Zealand Curriculum* refresh mathematics & statistics and English writing groups.

Summary

- From 2021-2023, the Ministry is convening writing groups to work with content specialists from the education sector to refresh *The New Zealand Curriculum* (NZC). We have recently developed a draft refreshed social sciences learning area and Vision for Young People. We will be testing these with the sector in early 2022.
- The next learning areas to be refreshed are mathematics & statistics and English. At the same time, we will be working on the other aspects of the framework. Recruitment for the NZC refresh mathematics & statistics and English writing groups took place from October-November of this year.
- The successful writers were notified in late November, and an induction meeting for both writing groups was held virtually on 9-10 December. The criteria for recruitment is attached as Annex 1. The writing groups are supported by our Ohu Arataki / Coherence Oversight Group, who ensure coherency, consistency, and integration across the whole curriculum.
- The writers will meet in person for the first time in February 2022 to get the refresh of these learning areas under way. The process will be consistent with that followed to refresh the social sciences learning area.

Proactive Release

- a **agree** that the Ministry of Education release this briefing as per your expectation that information be released as soon as possible. Any information which may need to be withheld will be done so in line with the provisions of the Official Information Act 1982.

☒ Agree / ☐ Disagree

Release

Pauline Cleaver
Associate Deputy Secretary
Te Poutāhū | Curriculum Centre

16/12/2021

Jan Tinetti

Hon Jan Tinetti
Associate Minister of Education

19/12/2021

Background

1. *The New Zealand Curriculum* is being refreshed over the next five years so that it honours our obligations to Te Tiriti o Waitangi, is inclusive, clearer, and easier to use.
2. We have recently developed a draft refreshed social sciences learning area and Vision for Young People. We will be testing these with the sector in early 2022.
3. On 10 November, Minister Hipkins announced a reset of the curriculum and assessment work programme timelines. The reset timelines mean there has been some movement in when each of the learning areas will be refreshed. The refresh of the mathematics & statistics and English learning areas will happen in 2022 as originally intended. This will support the upcoming mathematics and literacy strategies.

Recruitment of mathematics & statistics and English learning area writers

4. Expressions of interest (EOIs) were sent out to critical learning area stakeholders (including sector groups, peak bodies, universities and other associations that support teachers) in October, asking for nominations of mathematics & statistics and English content specialists, as well as mātauranga Māori specialists for each learning area. The criteria for Ohu Arataki (subject matter experts) and Ohu Mātanga (team writers) is attached as Annex 1. The nomination period closed on Monday 15 November.
5. We were looking for people to fill one of two roles for each learning area:
 - **Ohu Arataki** / Lead Writers – two subject matter experts to lead the writing with the Ohu Mātanga, one also with expertise in mātauranga Māori in education.
 - **Ohu Mātanga** / team writers with specific learning area expertise.
6. We received a total of 39 nominations for the English writer roles, and 46 nominations for the mathematics & statistics writer roles. For each, there was a good mix of academics, professional development providers, and primary and secondary practitioners with experience and knowledge of the learning area subject matter, progression and pedagogy, mātauranga Māori and working in schools with high Pacific and/or Māori student numbers.
7. Nominees for each learning area were evaluated using the criteria, a team of nine mathematics & statistics writers and ten English writers were identified.

Ohu Arataki and Ohu Mātanga members for mathematics & statistics and English

8. Our mathematics & statistics writers are:
 - Pania Te Maro (Ohu Arataki), Academic
 - Fiona Ell (Ohu Arataki), Academic
 - Ann Leach, Teacher
 - Dorothea Collier, Teacher
 - Jodie Hunter, Academic
 - Josephina Ah Sam, Academic
 - Julie Roberts, Academic
 - Kim Madden, Teacher
 - Marina McFarland, Teacher

9. Our English writers are:
- Ariana Williams (Ohu Arataki), Principal
 - Rebecca Jesson (Ohu Arataki), Academic
 - Cynthia Orr, Academic
 - David Taylor, Teacher
 - Sally Clendon, Academic
 - Rae Si'ilata, Academic
 - Sue McDowall, Academic
 - Wes Mau, Teacher
 - Natalie Faitala, Teacher
 - Susan Sandretto, Academic
10. The writing groups are supported by our Ohu Arataki / Coherence Oversight Group. This is a small group that supports the Ministry to define the size and scope of the refresh required and ensures the development of content honours our obligations to Te Tiriti o Waitangi, promotes inclusion, is clear and easy to use. They also ensure coherence of the parts, consistency, and integration across the whole curriculum. They are tightly connected to the Mātaiaho Working group. They are:
- Barbara Ala'alatoa, Principal
 - Barbara Cavanagh, Principal
 - Graeme Aitken, Consultant
 - Hēmi Dale, Academic
 - Wally Penetito, Consultant

Writing groups induction 9-10 December

11. A virtual induction for all writers of both learning areas was held on 9-10 December. The purpose of the induction was to bring everyone together for the first time to meet and to provide background on why we are refreshing the curriculum, the whakapapa of the refresh and the direction of travel. There was a real sense of excitement amongst participants, and a shared sense of privilege at being chosen to contribute to this important mahi that will improve outcomes for all ākonga.
12. The draft refreshed Vision for Young People, a central pou in our bicultural and inclusive framework, was presented to our writers. The Vision for Young People is a curriculum statement that describes the desired outcomes for young people throughout their education and beyond.
13. While the learning area content describes what ākonga should be able to understand, know and do, the vision describes what we, as a society, want for our young people as citizens of Aotearoa to 'be'. As such, it is important that our writers understand that the refreshed learning area content supports young people to 'be' our vision at any stage of their schooling.
14. The writers were given opportunities to discuss the unique "gift" which their learning area brings to the curriculum, as well as the nature of mātauranga Māori within the learning area. The discussions included consideration of English's specific role in supporting literacy, and mathematics & statistics' role in supporting numeracy. These discussions will feed into forthcoming work to determine the scope and direction of change required as part of the refresh of each learning area.

The process for the refresh of the mathematics & statistics and English learning areas

15. The Ministry lead writers for each learning area will meet with members of their writing groups virtually before the beginning of term 1 to discuss the scope of the refresh. The two learning area writing groups will then meet in person for the first time in February 2022 to begin the writing process, which will be consistent with that followed to refresh the social sciences learning area.
16. Following the scoping meeting, the 'design' stage of the overall writing process will get under way, which includes fast testing with individuals and schools. The purpose of this is to get initial feedback on draft content for each learning area before wider sector testing.
17. Once the draft content for both learning areas has been developed and fast tested, we will provide you with an update (along with our intended approach for wider engagement and feedback from the sector and communities) in July and August of 2022. We will also provide you with an update on our proposed resources and implementation supports in 2022.

Proactive Release

18. We recommend that this Briefing is proactively released as per your expectation that information be released as soon as possible. Any information which may need to be withheld will be done so in line with the provisions of the Official Information Act 1982.

Annexes

- Annex 1: Criteria for **Ohu Arataki** (subject matter experts) and **Ohu Mātanga** (team writers)

Annex 1: Criteria for Ohu Arataki (subject matter experts) and Ohu Mātanga (team writers)

Criteria for Ohu Arataki (subject matter experts): The nominees will need to demonstrate strong evidence of, and experience in curriculum integration and a combination of the following:

- highly trusted by the sector and academics to lead curriculum work in this learning area
- led successful regional or national educational projects in the past and have experience of leading people through a development process and achieving tangible products and goals
- knowledge of curriculum and assessment development and experience in design of national and local curriculum (i.e. they know the job a national curriculum must do)
- future focused and focused on equitable outcomes for ākonga
- At least one lead writer must know how to integrate mātauranga Māori in the curriculum.

Criteria for Ohu Mātanga (team writers): We will be using the selection criteria to identify a small group of 4 – 6 people for each learning area. The nominations will need to reflect credible educators who demonstrate strong evidence of, and experience in curriculum integration and a combination of the following:

- Relevant learning area discipline knowledge
- Understanding of best practice pedagogy and current teaching experience in *The New Zealand Curriculum*
- Understanding and lived experience of te ao Māori, that will contribute a Māori worldview
- Understanding of how to integrate mātauranga Māori into teaching and learning design
- Experience and expertise in working with ākonga Māori – this will be inclusive of the diverse settings where ākonga Māori are located
- Understanding of how to integrate Pacific peoples' knowledge and cultures into teaching and learning design
- Understanding of how to integrate Key Competencies, and literacy and numeracy into teaching and learning design
- Expertise and research in designing inclusive curriculum, including progressions
- On balance, the group will have knowledge and expertise across these contexts:
 - Teaching in schools with high Māori rolls
 - Inclusive curriculum and education contexts
 - Pacific education, i.e. a Pacific teacher of Pacific students; a teacher in schools with high Pacific rolls
 - Relevant curriculum disciplines designed for primary context
 - Relevant curriculum disciplines designed for a secondary context.