

Education Report: Release of the refreshed English and Mathematics & Statistics curriculum content

To:	Hon Jan Tinetti, Minister of Education		
Date:	8 May 2023	Priority:	High
Security Level:	In Confidence	METIS No:	1309551
Drafter:	Isobel Connelly	DDI:	9(2)(a)
Key Contact:	Julia Novak	DDI:	9(2)(a)
Messaging seen by Communications team:	No	Round Robin:	Yes

Purpose of Report

1. The purpose of this paper is to seek your agreement to release the refreshed English and Mathematics & Statistics curriculum content on 15 May 2023, as part of the refresh of *The New Zealand Curriculum*.

Summary

2. *The New Zealand Curriculum* (NZC) is being refreshed to make sure every child experiences success in their learning, and that their progress and achievement across the full educational pathway from Years 1-13, is responded to and celebrated.
3. Following the release of the first refreshed learning area, Social Sciences, in November 2022 [METIS 1297902 refers], we are now preparing to release the refreshed English and Mathematics & Statistics (Maths) learning areas on 15 May 2023. Drafts of the refreshed English and Mathematics & Statistics learning area have been tested widely with the sector, ākonga, whānau, iwi and communities in term 4 2022 [METIS 1304330 refers].
4. In March 2023, we 'fast tested' the progress steps in the English and Maths learning areas [METIS 1304330 refers]. Feedback indicated which aspects respondents like, and what could be improved upon in the two learning areas (further information is provided in paras 29-34). The progress steps in the two learning areas have been updated in preparation for release. The feedback we heard from these groups has now been incorporated and the refreshed content is now ready for release.
5. Pending your agreement, the refreshed English and Maths curriculum content will be available in PDF format on the Curriculum Refresh website from 15 May 2023. The refresh website was launched at the end of September 2022 to share information about the NZC.

9(2)(f)(iv)

6. Feedback analyses and “*What we Heard*” overviews (Annexes 3-6) will also be released on 15 May 2023. They outline the feedback we heard from engagement with the sector, ākonga, whānau and communities, and how we responded. This approach mirrors that taken when we released the Aotearoa New Zealand’s histories and refreshed Social Sciences curriculum content.
7. The refreshed English and Maths content are being released as ‘final drafts’. This is because the refreshed curriculum content is being developed and released in phases, and some adjustments may be needed for alignment across the curriculum before the fully refreshed NZC is released in the New Zealand Gazette for schools to fully implement.
8. A range of guidance and resources is being developed to support the refreshed English and Maths learning areas (Annex 7) and will be available in phases from term 3 2023 on the Curriculum Refresh website. Guidance for implementing the refreshed Social Sciences learning area and a self-directed ‘progressions module’ are also being released on 15 May 2023.
9. The release of the refreshed English and Maths learning areas is being supported with some communications activity, including a media statement and messaging through Ministry and sector channels. These communications activities will help schools and kura understand what is being released and how they can start moving towards implementation. The communications activity will include direct emails, information to the sector through existing Ministry channels, and a media release for the wider public.
10. 9(2)(f)(iv)
[Redacted text]
11. The refresh of the Science, Technology and The Arts learning areas is well under way. We will be ‘fast testing’ drafts of the learning areas with approximately 100 schools from May to June 2023 before taking the updated drafts out for wider engagement and feedback from the sector and the public between September and October.

Recommended Actions

The Ministry of Education recommends you:

- a. **note** that the draft English and Mathematics & Statistics learning areas were tested widely with the sector, ākonga, whānau, iwi and communities in term 4 2022, and the feedback we heard from these groups has been incorporated into the final draft **Noted**
- b. **note** that the progress steps in the English and Mathematics & Statistics learning areas were fast tested with a small number of schools in March, and the feedback we heard has been incorporated into the two learning areas **Noted**
- c. **agree** that the final draft of the refreshed English and Mathematics & Statistics learning areas are released on the Curriculum Refresh website on 15 May 2023

☒ Agree ☐ Disagree

- d. **note** that, other than the Aotearoa New Zealand's histories content which must be taught from the beginning of 2023, schools and kura won't be expected to teach the refreshed curriculum immediately, but they are encouraged to explore the new content and plan for implementation

☒ Noted

- e. **note** that in June 2023, you will receive advice on options for regulating the teaching of the refreshed English and Maths learning areas

☒ Noted

- f. **note** that we will release the feedback analyses and the "*What we Heard*" overviews, which outline what we heard during engagement and how we responded, alongside both the refreshed English and Mathematics & Statistics learning area curriculum content

☒ Noted

- g. **note** that in June 2023, we will update you on the current round of engagement on, and seek your agreement to release, the refreshed curriculum framework for *The New Zealand Curriculum | Te Mātaiaho*

☒ Noted

- h. **note** that we intend to undertake wide public testing of the refreshed Science, Technology and The Arts learning areas between August and September 2023

☒ Noted

- i. **agree** that the Ministry of Education release this Education Report in full alongside the release of the refreshed English and Mathematics & Statistics learning area curriculum content

☒ Agree ☐ Disagree.

Julia Novak
General Manager NZC and Te Whāriki
Te Poutāhū | Curriculum Centre



08/05/2023



Hon Jan Tinetti
Minister of Education

10/05/2023

Background

12. In September 2019, Cabinet agreed that *The New Zealand Curriculum* (NZC) and *Te Marautanga o Aotearoa* (TMoA) be updated to make explicit the expectation that Aotearoa New Zealand's histories (ANZH) and Te Takanga o Te Wā are part of the local curriculum and marau ā-kura in all schools and kura [CAB-19-MIN-0455 refers, METIS 1204074 refers].
13. In December 2020, you agreed to the scope, process, and approach for changes to the NZC and TMoA so that all ākonga have access to an education that responds to their needs, that sustains their identities, languages, and cultures, and so that they are able to progress and experience success in schooling [METIS 1246277 refers]. The Ministry of Education is working alongside the sector, communities, and iwi to progress this work.
14. In July 2021, you agreed to change the approach to the learning areas to use a consistent content structure [METIS 1266499 refers]. The refreshed curriculum is progression-focused, with each learning area reflecting a broad view of social, emotional and cognitive learning. Curriculum levels and achievement objectives are being replaced with five phases of learning: Years 1-3, Years 4-6, Years 7-8, Years 9-10 and Years 11-13. Each of the five phases of learning contains one progress outcome per learning area. The progress outcomes describe what ākonga should understand, know, and do by the end of each phase. Students deepen their understanding of the big ideas (understand), as they explore the context (know), using critical practices (do). Each phase is cumulative, building on the last and increasingly complex as ākonga progress.
15. The three Understand, Know and Do (UKD) elements in all learning areas are not separate and they are not in sequence. Weaving them together ensures that learning is deep and meaningful and supports ākonga to use it for informed decision making and action. The UKD model is designed to make it easier for teachers to create rich and responsive learning, and puts ākonga - their voice, wellbeing, and aspirations - at the centre of learning.
16. During 2022, we worked with the English and Maths Writing Groups¹ to prepare drafts of the refreshed curriculum content using the new consistent content structure. The Writing Group worked with Ohu Arataki, the coherence group. The scope to make changes to the English and Maths learning areas was developed through collaborative work between Ministry staff, members of the Writing Groups, and members of the Ohu Arataki.
17. The scope of change for each learning area was relatively wide, reflecting the wide range of issues currently affecting each learning area. The scope included changes to the essence statements which are required to make the purposes of learning more evident, to better reflect the inclusive approach of *Te Mātaiaho*, and to give effect to Te Tiriti o Waitangi.
18. The direction of change for each learning area sought to provide greater clarity about the breadth and depth of the learning that matters (the big ideas, the key practices, critical contexts), incorporate mātauranga Māori, demonstrate inclusivity for all learners and

¹ **English:** Chris Carr (Ministry of Education) Ariana Williams, Rebecca Jesson, Cynthia Orr, David Taylor, Sally Clendon, Rae Si'ilata, Sue McDowall, Wes Mau, Natalie Faitala, Susan Sandretto, Brigit Kerr

Mathematics & Statistics: Cami Sawyer (Ministry of Education) Pania Te Maro, Fiona Ell, Ann Leach, Dorothea Collier, Jodie Hunter, Josephina Ah Sam, Julie Roberts, Kim Madden, Marina McFarland

support ease of use. More generally, each learning area seeks to more explicitly centre learners and their interests.

19. The scope of changes also included significant updates to the progression approach of both learning areas. The current Achievement Objectives for each learning area do not provide teachers with the guidance they need to make critical decisions about what learners should be learning and when. This requires teachers to seek support from other tools, such as e-asTTle and the Learning Progressions Framework, adding to workload and causing confusion. The refreshed learning areas now include both progress outcomes to show the important learning over phases of learning and progress steps to provide more granular guidance on the foundational steps along the way.
20. In the refreshed English learning area (Annex 1), ākonga study, use, and enjoy language and literature, communicated orally, visually, and in writing, for a range of purposes and audiences, and in a variety of text forms. Learning about language and literature from Aotearoa and around the world enables ākonga to build literacy, walk in different worlds, access the thoughts and perspectives of others, and make linguistic and cultural connections. The refreshed Maths learning area (Annex 2) enables ākonga to appreciate and draw on the power of abstraction and symbolic representation to investigate, interpret, and explain patterns and relationships in quantity, space, time, data, and uncertainty. Both learning areas have a strong focus on critical thinking, communication, digital literacy and use of technology.
21. Together, these learning areas provide a foundation that ākonga build on and strengthen over time. In the first phase of learning (Years 1-3) where the critical focus is thriving in an environment rich in literacy and numeracy, progress steps are used to indicate essential, time-sensitive aspects of progress in literacy, communication, and mathematics and statistics. Evidence-based progress steps have also been developed to the second phase of learning (Years 4-6) for mathematics and statistics. The evidence for time-critical literacy and communication outcomes that can be expected of most learners becomes scarce after Year 3. This means that steps stop after Year 2. There is more research evidence for time-critical, evidence-based outcomes for numeracy, which is reflected in the progress steps going further up the pathway for maths.
22. This allows kaiako to notice, recognise, and respond to ākonga progress early and in a timely fashion. As ākonga move through primary school and progress through each phase of learning, the emphasis of learning in literacy, communication, and numeracy shifts from developing foundational skills to the specific demands of the different learning areas and to contexts outside the classroom. For this reason, in the later phases, learning in literacy, communication, and numeracy is emphasised in the progress outcome for each learning area and is presented as a progress step for each phase.
23. This design ensures coherence and consistency in learning as a whole at each phase, while focusing on the learning-area-specific use of:
 - I. literacy processes and strategies, vocabulary, features and structures of texts, text analysis, and communication
 - II. numeracy practices for identifying the mathematical and statistical components of a situation, applying and using mathematical and statistical concepts and procedures, and critiquing and explaining ideas and findings.
24. In March 2023, we updated you on sector and public engagement in term 4 2023 on the draft refreshed English and Maths learning areas (alongside engagement on *Te Mātaiaho*

I the refreshed framework for the NZC) [METIS 1304330 refers]. Further updates have since been made to the Maths learning area. There has been a change to the 'Do' practices in that they now show progression through the phases. This ensures the content is coherent with the progression model.

25. Also in March 2023, we released Phase 1 of the Common Practice Model (CPM) [METIS 1303343 refers]. This is an important early component of the *Literacy & Communication and Maths Strategy*, which aims to lift educational outcomes for all ākonga in Aotearoa New Zealand. The CPM focuses specifically on how literacy, communication, and maths are taught and is being developed in partnership with kaiako, teachers, leaders and sector experts. Phase 1 of the Common Practice Model describes the principles and evidence-informed pedagogical approaches that support teaching and learning in literacy, communication, and maths through *Te Whāriki: Early childhood curriculum* and the NZC. Phase 2 will outline the practices that support these approaches, and this will be published later in 2023.
26. Broadly speaking, the NZC focuses on providing a national curriculum view on the learning and approaches that matter most for all ākonga to progress no matter what school they attend. The CPM focuses on supporting teaching practices that ensure progress is made in literacy, communication and mathematics (including statistics and numeracy), from foundational and generic, to learning area specific, and then into specialised subjects. The NZC will be integral to the CPM as we develop the practices.
27. Following feedback from teachers, principals and the NCEA Professional Advisory Group that they need more time, on 19 April you announced a revised timeframe for delivering our curriculum and assessment change programmes [METIS 1308525 refers]. These changes will enable a stronger focus on the maths, English (and te reo Māori and pāngarau) areas of the national curriculum. The fully refreshed NZC will still be available to all schools and kura from 2026 but teaching it won't be compulsory until 2027 (you will receive advice on options for regulating the teaching of the refreshed English and Maths learning areas in June 2023).
28. The new timeframe also better aligns the national curriculum with the NCEA assessment changes already in development. The new Level 1 achievement standards will be fully implemented in 2024 as planned. Level 2 will be implemented in 2026 instead of 2025 and Level 3 will be implemented in 2027 instead of 2026. A mandatory co-requisite for literacy and numeracy (and te reo matatini and pāngarau) will be introduced in 2024. The changes to both curriculum and assessment aim to better support ākonga to develop their literacy and numeracy and understand their progress and pathways to further education and employment.
29. In June 2023, you will receive advice on options for regulating the teaching of the refreshed English and Maths learning areas, given that the requirement to implement the refreshed NZC has been pushed out to the beginning of 2027. It is likely that these two learning areas will need to be implemented sooner than 2027, to align with the Common Practice Model timeline.

Feedback from fast testing of the Progress Steps

30. In March 2023, we updated you on the feedback we heard on the English and Mathematics & Statistics learning areas during engagement at the end of 2023 and the updates that were subsequently made [METIS 1304330 refers]. Overviews of 'What we heard and how

we responded are attached as Annex 5 (English) and Annex 6 (Mathematics & Statistics). At that time, we also advised you that we had developed a full set of Progress Steps for the first phase (Years 0-3) of English and the first two phases (Years 0-3 and 4-6) of Mathematics & Statistics to be 'fast tested' with a small number of schools in March. Provide below is a summary of that feedback, and the updates we made in response.

Feedback from 'fast testing' the progress steps

31. The majority of respondents agreed or strongly agreed that the progress steps support kaiako to notice, recognise, and respond to essential indicators for learning, however there are challenges to teachers' understanding and implementation.
32. There was some feedback about the lack of language clarity in some places e.g., use of incremental step, and whether the aspects were in the right place.

Final content – what we changed in response to feedback

33. All aspects have been checked against the research and we can confirm they are essential, time sensitive aspects of learning as ākonga work towards the progress outcomes for the phase.
34. There have been minor changes to the wording in response to the feedback that some statements were not clear.
35. Clarity has been improved by using sub-headings so people can see the progression from one progress step to the next. This will help decrease cognitive load for teachers.

Publication of the refreshed English and Mathematics & Statistics learning areas

36. Pending your agreement, we propose making the refreshed English and Maths learning area content available online as a PDF on 15 May 2023. The refreshed content is being released as 'final drafts'. This is because the refreshed curriculum content is being developed and released in phases, and some adjustments may be needed for alignment across the curriculum before the fully refreshed NZC is released in the New Zealand Gazette for schools to be fully implementing from the beginning of 2027.
37. We are looking into the costs and timings of providing hard copies of the refreshed English and Maths curriculum content to schools and kura who have suffered disruption from the recent weather events and are still working out of temporary accommodation. Based on providing hard copies of the ANZH curriculum content, we estimate it will take approximately four to six weeks for these to be delivered after the online release.

Resources and supports to implement the refreshed English and Mathematics & Statistics learning areas

38. Resources are also being developed to support both the curriculum refresh change itself, as well as to support teaching and learning of the refreshed learning areas (see Annex 7). Some resources are already available, while others will be available in phases from Term 3 2023. They will be progressively added to over time, in response to what teachers and leaders tell us they find useful, and where gaps might be. As the refresh of the NZC

progresses, we will provide resources that integrate learning across multiple learning areas, so there will be more to come that relates to English and Maths.

39. We have developed an implementation pack which provides an outline of the change process and the supports and resources which will be provided to help kaiako plan and design for change. This pack includes starting points for school planning, a readiness tool to help them review and map change from 2023-2027, and an overview of the suite of implementation supports they can expect. The actions in the readiness tool will be supported by a coherent set of Leading Local Curriculum guides and modules to unpack and guide, with the first tranche available in early Term 3, 2023.
40. The implementation pack was tested widely in the education sector to determine whether the information provided helped schools to feel confident about where they might start with the refresh, and what types of guidance they might need to support them [METIS 1294869 refers]. We have also provided resources to support schools in discussing *Te Mātaiaho* on their teacher-only days in Term 2, 2023.
41. Guidance for implementing the refreshed Social Sciences learning area (released in November 2022), and a self-directed 'progressions model' are also being released on 15 May 2023. The module provides an 'introduction to progressions and UKD' to be published on the Ministry's website. It steps teachers and leaders through the rationale for a progressions model inside *Te Mātaiaho*, the key aspects of its structure, and how schools can start to use it in the context of curriculum and programme planning. The module will help teachers start to use progressions in a rich way, as well as help build the capability required to shift from curriculum levels and achievement objectives to a progression-based curriculum.
42. Regional Professional Learning and Development (PLD) will be critical in supporting teachers and kaiako to implement the change. PLD includes support for local curriculum design, and we are working with regionally-funded PLD providers so they are well positioned to respond to and support implementation of the refreshed curriculum. This includes extending support through Ministry-funded Networks of Expertise² and Te Mahau Curriculum Leads and other advisors.

Risks

43. While recent decisions to refocus the work programme are intended to improve alignment and reduce the change burden on the sector, there may still be some risks around the complexity of multiple change programmes being under way at present. There is potential for confusion about how the NCZ refresh, NCEA changes, and the *Literacy & Communication and Mathematics Strategy* will be implemented together.

Mitigation

44. This release of learning areas is an opportunity to provide audiences with messaging explaining how the Ministry's change programmes complement each other, and what these will look like for schools and kura. Joint messaging has been developed to explain how the programmes support each other, what it will look like for kaiako and leaders implementing multiple changes together, and what support the Ministry can offer them.

² [Networks of Expertise – Professional Learning & Development \(education.govt.nz\)](https://www.education.govt.nz/networks-of-expertise/)

Next steps

45. The refreshed English and Maths content will be in downloadable PDF format on the Curriculum Refresh website (see footnote 1) from 15 May 2023. The Curriculum Refresh website will also initially be home to supporting curriculum resources for the English and Maths learning areas. 9(2)(f)(iv)

Communications

46. Schools and kura will be advised of the release of the final content via our usual communications channels, including the School Bulletin and curriculum newsletter.
47. The release of the refreshed English and Maths learning areas will be supported with communications activity to help schools and kura understand what is being released and how they can implement it.

9(2)(f)(iv)

49. In June 2023, you will also receive advice on options for regulating the teaching of the refreshed English and Maths learning areas, given that the requirement to implement the refreshed NZC has been pushed out to the beginning of 2027 [METIS 1308525 refers]. You have indicated that these two learning areas may be implemented sooner than 2027, to align with the Common Practice Model.

Refresh and testing of the Science, Technology and The Arts learning areas

50. The refresh of the Science, Technology and The Arts learning areas is well underway. We will be 'fast testing' drafts of the learning areas with approximately 100 schools from May to June 2023 before taking the updated drafts out for wider engagement and feedback from the sector and the public between September and October 2023. We will provide you with the draft learning areas to review in August and seek your agreement to undertake wide engagement on them.

Annexes

The following are annexed to this paper:

- Annex 1: Refreshed **English** curriculum content
- Annex 2: Refreshed **Mathematics & Statistics** curriculum content
- Annex 3: NZCER '*Feedback from engagement on English*' report
- Annex 4: NZCER '*Feedback from engagement on Mathematics & Statistics*' report

- Annex 5: Ministry of Education “*English – what we heard and how we responded*” overview
- Annex 6: Ministry of Education “*Mathematics & Statistics – what we heard and how we responded*” overview
- Annex 7: Overview of guidance that will support leadership and teacher planning to raise awareness and build understanding in the context of *Te Mātaiaho*

Annexes 1 - 6 publicly available at the below links:

- <https://curriculumrefresh.education.govt.nz/english>
- <https://curriculumrefresh.education.govt.nz/mathematics-and-statistics>

Annex 7 – Overview of guidance that will support leadership and teacher planning to raise awareness and build understanding in the context of *Te Mātaiaho*

English guidance that will be available later this year

Resource name	Focus	Phase of learning	Audience	Availability
Getting started	Includes an overview of the changes, suggested starting points, connections to supports/resources/PLD. Focus is on the 'gift' of the learning area, and the value of collaboration and connections.	All	Teachers and leaders	Term 3 2023
Learning in Action videos	Short videos (< 5mins each) showing schools: <ul style="list-style-type: none"> teaching strategies and learning activities that bring the content to life alignment to pedagogy and assessment guidance in NZCR to 'close the gaps' and engage all learners with high expectations decision making and planning connections with whānau and iwi Designing and using: <ul style="list-style-type: none"> the progress outcomes integration of Mātauranga Māori key competencies literacy and communication and numeracy making connections with place, local iwi and whānau and the potential to integrate learning areas.	2 videos per curriculum phase (Years 1-3, 4-6, 7-8, 9-10)	Teachers and leaders	Term 3 2023
Planning guidance	Comprising: <ul style="list-style-type: none"> Planning guide (supports whole of year planning, and includes how English integrates with other learning areas) Planning guide template Planning guidance example (example of a completed template for Years 1-3, 4-6, 7-8, 9-10. 	All	Teachers and leaders	Term 3 2023

English curriculum content cards	To help kaiako to plan an English programme collaboratively.	All	Teachers and leaders	Term 3 2023
Progression in action	Exemplars (Years 1-3 and years 4-6, Years 4-6 and years 7-8, Years 7-8 and years 9-10) to support schools to know what progress from one phase to the next looks like.	All	Teachers and Leaders	Term 3 2023
Classroom ready unit plans and teacher support material	Unit plans for each phase including teaching and learning sequence and accompanying materials. The unit plans will exemplify the use of the 'UKD' structure, and can be taken directly to the classroom. Teacher support material to unpack the unit planning process.	All	Teachers	Term 3 2023

Mathematics & Statistics guidance that will be available later this year

Resource name	Focus	Phase of learning	Audience	Availability
Getting started	Includes an overview of the changes, suggested starting points, connections to supports/resources/PLD. Focus is on the 'gift' of the learning area, and the value of collaboration and connections.	All	Teachers and leaders	Term 3 2023
Learning in Action videos	Short videos (< 5mins each) showing schools: <ul style="list-style-type: none"> teaching strategies and learning activities that bring the content to life alignment to pedagogy and assessment guidance in NZCR to 'close the gaps' and engage all learners with high expectations decision making and planning connections with whānau and iwi Designing and using: <ul style="list-style-type: none"> the progress outcomes integration of Mātauranga Māori key competencies literacy and communication and numeracy making connections with place, local iwi and whānau and the potential to integrate learning areas. 	2 videos per curriculum phase (Years 1-3, 4-6, 7-8, 9-10)	Teachers and leaders	Term 3 2023

Planning guidance	Comprising: <ul style="list-style-type: none"> Planning guide (supports whole of year planning, and includes how Mathematics & Statistics integrates with other learning areas) Planning guide template Planning guidance example (example of a completed template for Years 1-3, 4-6, 7-8, 9-10). 	All	Teachers and leaders	Term 3 2023
Mathematics & Statistics curriculum content cards	To help kaiako to plan a Mathematics & Statistics programme collaboratively.	All	Teachers and leaders	Term 3 2023
Progression in action	Exemplars (Years 1-3 and years 4-6, Years 4-6 and years 7-8, Years 7-8 and years 9-10) to support schools to know what progress from one phase to the next looks like.	All	Teachers and Leaders	Term 3 2023
Classroom ready unit plans and teacher support material	Unit plans for each phase including teaching and learning sequence and accompanying materials. The unit plans will exemplify the use of the 'UKD' structure, and can be taken directly to the classroom. Teacher support material to unpack the unit planning process.	All	Teachers	Term 3 2023
Mathematical investigation cycle	Development of a maths investigation cycle and guidance for teachers. Accompanying case studies to exemplify use of the cycle and approach.	All	Teachers and ākonga	Term 3 2023

Other supporting resources

Resource name	Focus	Phase of learning	Audience	Availability
Implementation Support Pack	An outline of the change process and the supports and resources you may expect as you plan and design for change. The pack contains: <ul style="list-style-type: none"> an overview of starting points from which to develop an implementation plan a Readiness Tool that you can use to monitor your progress through the four implementation phases 	All	Teachers and Leaders	Now

	<ul style="list-style-type: none"> an overview of the supports and resources that will help you steadily plan for change from 2023. 			
Te Ao Tangata Social Sciences guidance	<p>A suite of guidance to support teaching and learning of Te Ao Tangata Social Sciences:</p> <ul style="list-style-type: none"> Learning in Action Videos (2 per phase) Planning Guidance by phase Curriculum content cards 'Progression in action' exemplars 	All	Teachers and Leaders	15 May 2023
<i>Te Mātaiaho</i> : Self-directed 'progressions model' module	<p>An 'introduction to progressions and UKD' module that steps teachers and leaders through:</p> <ul style="list-style-type: none"> the rationale for a progressions model inside <i>Te Mātaiaho</i> the key aspects of its structure how schools can start to use it in the context of curriculum and programme planning. 	All	Teachers and Leaders	15 May 2023
Leading Local Curriculum Guide – <i>Te Mātaiaho</i>	<p>The <i>Leading Local Curriculum Guide</i> series has been developed to steer review of curriculum, assessment, and design decisions as schools and kura strengthen their local curriculum, respond to progress, and reinforce learning partnerships with parents and whānau.</p> <p>This latest guide in the series will support teachers to implement <i>Te Mātaiaho</i>, aligned to the first phases of change in the Readiness Tool.</p>	All	Teachers and Leaders	Term 3 2023
<i>Te Mātaiaho</i> Self-directed modules	<p>Three modules focused on</p> <ul style="list-style-type: none"> an introduction to <i>Te Mātaiaho</i> principles in action approaches to designing school curriculum. 	All	Teachers and Leaders	Term 3 2023