



Education Report: Update on the refresh of *The New Zealand Curriculum*

To:	Hon Jan Tinetti, Associate Minister of Education		
Cc:	Hon Chris Hipkins, Minister of Education Hon Kelvin Davis, Associate Minister of Education Hon Aupito William Sio, Associate Minister of Education		
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Purpose of Report

The purpose of this paper is to update you on the proposed framework for the refreshed *New Zealand Curriculum* (Te Mātaiaho) and the refresh of the Mathematics & Statistics and English learning areas. This paper seeks your agreement to Te Poutāhū testing drafts of these with schools and focus groups.

Summary

1. *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. The refreshed curriculum content is being developed and released in phases, with the intention that schools will be using the fully refreshed NZC from the beginning of 2026.
2. We have already finalised the new Aotearoa New Zealand's Histories content, which schools need to include in their local curriculum from the beginning of 2023. While we intend to make the rest of the refreshed content available as it is completed so that schools can plan and phase their implementation, there will be no requirement to use anything other than the new histories content until the NZC has been fully refreshed and issued in the New Zealand Gazette.
3. In May, you agreed to wider fast-testing on the draft Te Tiriti o Waitangi-honouring and inclusive design of the NZC framework (Te Mātaiaho) to broaden the base of initial input before we undertook more fulsome testing [METIS 1285958 refers]. We also sought the input of diverse ākonga voices to the draft Vision for Young People. This has informed some refinements to the content and reinforced the support for the direction of the changes we heard through earlier targeted engagements.

4. The current draft of Te Mātaiaho (attached as Annex 1) retains the familiar features of the current NZC. It also has some significant proposed shifts to actualise the aspiration of a Te Tiriti o Waitangi-honouring and inclusive curriculum that puts ākonga, their learning progress and their whānau, at the heart of teaching, learning and assessment. In accordance with the planned approach of the refresh being progressed through iterative testing and feedback loops, we are now seeking your agreement to move to wide testing of Te Mātaiaho with schools and focus groups. It is important that we confirm whether the proposed framework has broad support and obtain further insights to inform its refinement and the design of supports, so that the final refreshed NZC is clear and easy to use.
5. We have worked with our writing groups to develop drafts of the refreshed Mathematics & Statistics (Maths) and English learning areas, and these have now been through targeted fast-testing. We also seek your agreement to move to wider testing of the draft refreshed Maths (Annex 2) and English (Annex 3) learning areas with schools and focus groups.
6. The intention is that these learning areas will include the granular learning progressions for literacy and numeracy as 'progress steps' within each phase of learning, replacing the existing learning progression frameworks (action 1.2.1 of the Literacy & Communication and Maths action plans). The progress steps for this more granular view of progression are still in development as part of the common practice model and not yet ready for testing, but to signal the intended approach the draft learning areas include 6-month steps within the first phase of learning as an example. The full progressions will be tested with the common practice model early next year.
7. We are continuing to develop our proposed change and implementation approach to help schools to understand, explore and plan for implementation of the changes in the NZC. Our proposed package of implementation supports (Annex 4) will also be tested with schools and focus groups. Alongside feedback on the draft of Te Mātaiaho itself, this will inform refinement of our change approach and planned implementation supports.
8. If you agree to testing of the draft content, we will undertake this during term four. The length of time for testing will depend on when you give your agreement, but ideally we would begin the process by 28 September. This is before the school holidays and would make it easier for people to factor participation into their planning for term four. The sector are expecting this engagement, and testing of timing with some critical friends has indicated that it would be preferable to begin as soon as possible rather than waiting until term four is underway.
9. The opportunity to participate will be promoted through various channels and we will make the draft content generally available with contextual information. People will be encouraged to participate in a facilitated session, so that they can be talked through the proposed content. This will help people to understand intent, meaningfully engage and provide constructive feedback that will help inform its refinement and next steps. The refresh of the NZC is a significant opportunity to transform the experiences of all ākonga (particularly those whose needs are not yet being well met) and achieve system coherence that supports teachers and leaders to provide consistently high-quality curriculum, teaching, learning and assessment. It is important we step forward with care to realise this potential.

Recommended Actions

The Ministry of Education recommends you:

- a. **note** that Te Mātaiaho (Annex 1) is the proposed refreshed framework for *The New Zealand Curriculum* (NZC) and that, while it retains familiar features of the current

NZC, there are also some significant shifts proposed so it important that we test support for its direction and build a good understanding of what is needed for its successful implementation

- b. **agree** that the Ministry undertake testing of the draft of Te Mātaiaho with schools and focus groups

Noted

- c. **note** the draft Mathematics and Statistics learning area for the refreshed NZC, which includes draft numeracy progressions (Annex 2)

Agree **Disagree**

- d. **agree** that the Ministry undertake testing of the draft Mathematics and Statistics learning area with schools and focus groups

Noted

- e. **note** the draft English learning area for the refreshed NZC, which includes draft literacy progressions (Annex 3)

Agree **Disagree**

- f. **agree** that the Ministry undertake testing of the draft English learning area with schools and focus groups

Noted

- g. **note** the draft package of implementation supports for the refreshed NZC (Annex 4), which will be tested with schools and focus group

Agree **Disagree**

- h. **note** that, if you agree to testing, this will be promoted through various channels and run through term four

Noted

- i. **note** that, while the draft content will be generally available with contextual information, people will be encouraged to register for school testing or focus groups so that they can be talked through the proposed content

Noted

- j. **agree** that this report is not proactively released as part of the regular release cycle, and that it is instead released with any necessary redactions as part of communications activities associated with any testing of draft content you agree to.

Noted

Agree **Disagree**


Ellen MacGregor-Reid
Hautū | Deputy Secretary
Te Poutāhū | Curriculum Centre

16/09/2022



Hon Jan Tinetti
Associate Minister of
Education

18/09/2022

Background

10. In December 2020, you agreed to the scope, process, and approach for changes to *The New Zealand Curriculum* (NZC) and *Te Marautanga o Aotearoa* 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]. Te Poutāhū | Curriculum Centre is working alongside the sector, communities, and iwi to progress this work.
11. To better support schools to provide rich and responsive learning, the goals for the refresh of the NZC are to:
 - a) Honour our mutual obligations to and through Te Tiriti o Waitangi
 - b) Create curriculum that is inclusive so that all ākonga see themselves and succeed in their learning
 - c) Make sure the NZC is clear about the learning that matters
 - d) Make sure the NZC is easy for teachers and kaiako to use.
12. To realise this aspiration, the refresh of the NZC is being undertaken collaboratively using a number of collaborative groups that together provide diverse perspectives and feedback on design, development, and implementation of the refreshed curriculum, as well as on wider initiatives to support teaching and learning. In line with a focus on taking practical action to give effect to Te Tiriti o Waitangi, our process has been deliberately designed so that te ao Māori is integral and the multi-cultural nature of Aotearoa New Zealand and the identities, languages, cultures and values of all ākonga and their communities are recognised.
13. The refreshed NZC content is being developed and released in phases, with the intention that schools will be using the fully refreshed NZC from the beginning of 2026. We have already finalised the new Aotearoa New Zealand's Histories content, which schools need to include in their local curriculum from the beginning of 2023. While we intend to make the rest of the refreshed content available as it is completed so that schools can plan and phase their implementation, there will be no requirement to use anything other than the new histories content until the NZC has been fully refreshed and issued in the New Zealand Gazette.
14. We are now ready to share the draft Te Tiriti o Waitangi-honouring and inclusive design of the NZC framework (Te Mātaiaho) and draft refreshed Mathematics & Statistics and English learning areas with you. We seek your agreement to move to wide testing of these with schools and focus groups, alongside testing of our proposed implementation package.

The proposed refreshed curriculum framework: Te Mātaiaho (Annex 1)

15. A proposed working title of the refreshed NZC is 'Te Mātaiaho' which means "to observe and examine the strands of learning". This, and a supporting karakia and whakapapa, have been gifted to this development by Dr Wayne Ngata from our Rōpū Kaitiaki. Importantly, the narrative re-envisioning a refreshed curriculum that honours Te Tiriti o Waitangi and calls out our obligation to hold high expectations for ākonga learning and progress. Attached a brief video unpacks the whakapapa by Dr Wayne Ngata
 [WayneNgata.mp4](#).

16. In May, you agreed to wider fast testing of Te Mātaiaho to broaden the base of initial input before we undertook more fulsome testing [METIS 1285958 refers]. We also sought the input of diverse ākonga voices to the draft Vision for Young People. This has informed some refinements to the content and reinforced the support for the direction of the changes we heard through earlier targeted engagements.
17. Insights from our fast-testing process for Te Mātaiaho and engagement on the draft Vision for Young People include:
- a) The youth Vision survey received 1720 responses from a diverse demographic.¹ Around two-thirds (63%) of the young people responding agreed or strongly agreed the Vision is clear and about things that are important to them and their communities
 - b) Most teacher groups surveyed (90 percent) agreed or strongly agreed that the Vision *“represents our aspirations of what we want for all our young people so that they can thrive now and in the future”*.
 - c) Over 90% of the teacher groups surveyed felt that the content, language and feel of the draft Te Mātaiaho was Te Tiriti honouring. Over 80% thought it was inclusive.
 - d) Most teacher groups surveyed (90%) agreed or strongly agreed that the Vision *“represents our aspirations of what we want for all our young people so that they can thrive now, and in the future”*.
 - e) It is important to note that despite our efforts to engage widely during the June to August fast-testing of Te Mātaiaho, Maths and English, we were unable to engage representative numbers of secondary schools, schools in rural areas and school communities with higher Māori and Pasifika populations. For testing in September, we are working closely with Te Mahau to target our efforts to reach these audiences and ensure we capture these critical voices.
 - f) The government agencies liked the “authentic voice” of the Vision, the emphasis on social cohesion, collective responsibility, caring for the environment, and the inclusion of te reo and mātauranga Māori.
 - g) Overall, students in focus groups responded positively on the focus on Te Tiriti and on the inclusive nature of the draft document. With positive comments about the focus on inclusion, the emphasis on identities, languages, and cultures, and that *“the changes are for all to be a part of”*.

“We want to belong and connect but we also want to be very successful.”

We want a curriculum that... “helps us to aim high and have teachers do the same for us: don’t put low ceilings.”
 - h) Adults in focus groups commented positively on the focus on Te Tiriti and on the inclusive and aspirational nature of the draft document. Mātainuku (Purpose Statement and Calls to Action) and the Vision were seen as very powerful statements.
18. The current draft of Te Mātaiaho is attached as Annex 1. We seek your agreement to undertake further testing of this current draft of Te Mātaiaho with schools and focus

¹ The school survey approach aimed to gather feedback from a wide range of school types, regions, and year levels taught. The youth survey aimed for a range of student ages gender, ethnicity, and other aspects of identity. Both surveys were voluntary. As the samples for both surveys are self-selecting, neither survey can be considered “representative” of all schools or all young people in Aotearoa New Zealand, and findings cannot be generalised.

groups. This version incorporates refinements to strengthen the inclusion lens and simplify the language used throughout to ensure it is accessible and jargon-free for all intended audiences.

19. We have worked with the Youth Advisory Group to refine the Vision for Young People to simplify the statements. This version also includes some components not previously fast tested with schools, in particular those components which refresh the curriculum level descriptors, introduction to the learning areas, values, and the school curriculum design & review section. These components have, however, been tested through discussion with the different groups involved in refreshing different components of the NZC.
20. Te Mātaiaho retains the familiar features of the current NZC, but also has some significant proposed shifts to actualise the aspiration of a Te Tiriti o Waitangi-honouring and inclusive curriculum that puts ākonga, their learning progress and their whānau, at the heart of teaching, learning and assessment. While the feedback to date has been largely positive about the direction of change, the size of the change and the need for implementation support has been universally called out. There has also been feedback about the need to make sure it is really clear for teachers how they bring it all together 'in practice'. While we expect wider testing will identify opportunities for us to clarify things in the curriculum itself, this feedback will also be addressed through the development of implementation resources.
21. We know there is more work to do on Te Mātaiaho, but development has reached the point that it is important that we confirm whether there is broad support for the proposed framework and the direction of the shifts, and that we obtain insights to inform its refinement and the design of implementation supports from a wide range of people. Because Te Mātaiaho brings some of the best of what is happening in local curricula into the national curriculum, sharing it will give some schools confidence that the changes will reinforce and support the efforts they are already making. For others, they will be able to see more clearly how the refresh will support them to progress towards the National Education and Learning Priorities (NELP) and other education strategies.
22. Note that Te Mātaiaho replicates the official languages statement from the current NZC. We had intended the refresh of this to be informed by work to develop the planned National Languages Strategy. As a decision has been made to defer strategy development [METIS 1269183 refers], we have included the current statement for now and will undertake more work on it in the next phases. This will include considering opportunities to strengthen the place of Pacific languages in support of the Action Plan for Pacific Education.

Draft of the refreshed Mathematics & Statistics learning area (Annex 2)

23. The Ohu Arataki / Lead Writers and Ohu Mātanga / team writers for the refresh of the Mathematics & Statistics learning area [METIS 1279179 refers] completed draft content which was fast tested with schools via survey and focus groups during June and July.
24. Overall, most teacher groups thought the content appeared clear and easy to use and would lead to improvements in their current programme. The two themes from those who expressed concerns were:
 - a) A number of respondents noted that the draft lacked conceptual content, or that the concepts that ākonga need to learn were not clear enough in the draft.
 - b) Some respondents felt that some of the material was too demanding for ākonga, especially in the early phases.

25. Many agreed that the draft was too technical and needed to be presented in plain language that non-specialist teachers could more easily understand
26. The draft of the refreshed Mathematics & Statistics learning area has been refined in response to this feedback and is attached as Annex 2. We seek your agreement to undertake wider testing of this draft with schools and focus groups. Refinements made since fast testing was undertaken include:
- a) Levelling based on the learning required for the next phase.
 - b) Conceptual knowledge added to each Know statement
 - c) more detail in the Mathematics & Statistics learning area than Social Sciences and English, which reflects the request from teachers
 - d) Language is clear for all readers and is not limiting e.g., enabling ākonga to show what they can do in different ways
 - e) An example of a progress step is included that describes the critical learning teachers need to notice by six months of school and respond appropriately.
27. A key request from teachers during fast testing was for examples and/or elaborations of the content. This is planned into the next phase of content development following wider testing, and will also be supported through the development of the common practice model as part of actions under the Literacy & Communication and maths.
28. Action 1.2.1 of the Maths Action Plan is to review and redesign the current maths progression framework. The existing learning progression framework, which has sat outside the Mathematics & Statistics learning area in NZC, will now be placed within the learning area as detailed 'progress steps' within learning phases. While numeracy is being woven into learning area progressions across the curriculum, Mathematics & Statistics is where it is most strongly anchored and will provide the backbone to the progression.
29. The detailed progress steps for numeracy are still in development, with testing planned for early 2023 as part of the common practice model. The six-month steps within the first phase of learning of the current draft provide an example of the intended approach. Exemplifications are being developed to show what progression looks like within phases of learning in the context of different learning areas.

Draft of the refreshed English learning area (Annex 3)

30. The Ohu Arataki / Lead Writers and Ohu Mātanga / team writers for the refresh of the English learning area [METIS 1279179 refers] completed draft content which was fast tested with schools via survey and focus groups during July and August.
31. Overall, most teacher groups thought that while the intent of overall direction of the work was positive; further work was needed for the English draft to be clear and easy to use:
- a) There was widespread concern about the way the Know elements of the learning area had been organised and how clear this would be for teachers when using the curriculum.
 - b) Many felt that the draft missed important aspects of literacy and communication.
 - c) Many felt that the draft content was too demanding and did not align with their expectations for learner progress at particular phases.

- d) The language of the draft was seen as too academic and vague.
32. The draft of the refreshed English learning area has been refined in response to this feedback and is attached as Annex 3. We seek your agreement to undertake wider testing of this draft with schools and focus groups. Refinements made since fast testing was undertaken include:
- a) The structure of the Know element has been revised to align with the current English learning area aspects (Purposes and Audiences, Ideas, Language Features, Structure)
 - b) The literacy aspects of the Do have been revised to have a clearer, more consistent structure
 - c) The content has been tested against the Learning Progression Frameworks for Reading and Writing and adjusted as needed to ensure that the demands are consistent with current expectations.
 - d) An example of a progress step is included, that describes the critical learning teachers need to notice by 6 months of schools and respond appropriately.
33. As with our approach to maths, Action 1.2.1 of the Literacy & Communication Action Plan is to review and redesign the current literacy progression frameworks. The existing frameworks, which has sat outside of English learning area of the NZC, will be placed within the learning area as detailed 'progress steps' within learning phases. While literacy is being woven into learning area progressions across the curriculum, English is where it is most strongly anchored and will provide the backbone to the progression.
34. The detailed progress steps for literacy are still in development, with testing planned for early 2023 as part of the common practice model. The six-month steps within the first phase of learning of the current draft provide an example of the intended approach. Exemplifications are being developed to show what progression looks like within phased of learning in the context of different learning areas.

9(2)(f)(iv)

Proposed change and implementation approach (Annex 4)

36. While the feedback throughout engagement has been largely positive about the direction of change, as noted above, the high level of change impact on teachers and leaders, and the need for implementation support, has been universally called out. We have been working to develop a clear change plan including what implementation supports will be available. This builds on the approaches we are using to support implementation of the Aotearoa New Zealand's Histories curriculum, which themselves support teachers and leaders with the wider shifts of Te Mātaiaho.
37. To ensure the sector and communities are well supported throughout the shift to the refreshed NZC, and to acknowledge differing levels of readiness, we will be providing differentiated supports. The high-level overview of the proposed implementation approach (attached as Annex 4) outlines the differentiated supports proposed. This includes a

Readiness Tool to support schools to start to plan for capability strengthening and strategic planning, which has been co-constructed with the Curriculum Voices Group.

38. We have tested drafts of elements of the proposed implementation package throughout its development. In addition to work with the Curriculum Voices Group, we have taken opportunities to share the draft implementation approach with critical friends and external groups through workshops (APPA Exec, NZPF Exec, and a group of Principals from Cambridge). These conversations have helped to evolve the guidance and have endorsed the when, how to connect this work to other sector-wide initiatives and the professional supports available are vital.
39. As set out in the proposed implementation package, the planned focus for 2023 is growing people's understanding of Te Mātaiaho and the potential it offers for transformative change across the system. This will include a particular focus on the shift to progression and the 'understand, know, do' content model. Initial supports will include a series of webinars as well as guides for leaders and teachers. The national priorities for regionally-allocated PLD already signal the important capabilities needed to bring te Mātaiaho to life, and we will be working with PLD providers to support them to understand the direction of changes and strengthen alignment of the support they are already providing to schools.

9(2)(f)(iv)

Planned approach for testing

41. With your agreement, we will move to wide testing of the draft content with schools and focus groups. This will be promoted through various channels and run through term four. The length of time for testing will depend on when you give your agreement, but ideally we would begin the process by 23 September. This is before the school holidays and would make it easier for people to factor participation into their planning for term four. The sector are expecting this engagement, and testing of timing with some critical friends has indicated that it would be preferable to begin as soon as possible rather than waiting until term four is underway.
42. We will be promoting opportunities to participate via "Have Your Say" promotional materials and via our standard communications channels, including the newly-launched Te Poutāhū Curriculum newsletter, the school bulletin, and Kia Manawaroa – the bulletin for whānau Māori. It will also be promoted through the networks of people working with us through the various groups which have been established to help us reach the diversity of perspectives needed.
43. The refresh of the NZC is a significant opportunity to transform the experiences of all ākonga (particularly those whose needs are not yet being well met) and achieve system coherence that supports teachers and leaders to provide consistently high-quality curriculum, teaching, learning and assessment. It is important we step forward with care to realise this potential. Despite the widespread support for the direction of travel indicated through engagements to date, the level of shift from the current NZC may be more than some people are expecting. We also know from engagements on Aotearoa New Zealand's Histories content that there will be different perspectives and that there may be some negative feedback.


44. While we will make the draft content generally available on our website with contextual information, we want to make sure people have the opportunity to be talked through the draft content to help them to understand intent, meaningfully engage and provide constructive feedback. We have designed a testing process that allows people to engage through a range of facilitated activities. We will encourage people to register for school testing or focus groups. For school testing, online webinars will be available to talk people through the content. For focus groups (in person or online), Te Mahau staff and experienced sector leaders will facilitate the sessions.
45. We have also booked a number of engagements in response to requests from various sectors and community groups. In addition, we have prepared facilitator packs to support school leaders to run their own sessions with staff and other colleagues. We are preparing reactive communications should the testing process generate media or public interest in the draft content.

Wider communications and engagement

46. We have been working to improve Te Poutāhū communications to the sector, including establishing dedicated curriculum communications for teachers and leaders to help them understand and manage change over the next few years. This includes:
- a) a new curriculum newsletter for teachers and leaders which will make clear upcoming engagement opportunity and new capability supports
 - b) new Ministry Facebook groups for the early learning, primary and secondary school workforces to help people stay informed about current events and key work programmes, and so that people can share their stories, insights and questions
 - c) development of a new termly forward planner of curriculum and assessment activity to support principals and school leaders with their planning.
47. A dedicated one-stop-shop website for the refresh, which will be available to all via the URL www.curriculumrefresh.education.govt.nz will be available when we begin the upcoming phase of testing with schools and focus groups. The website is designed to be simple, clear and easy to use, and will be the centralised vehicle for refresh information, videos, resources and engagement. Content will transition to the Online Curriculum Hub (OCH) once it is ready.
48. The website will initially focus on material that speaks to the 'why', 'what', and 'how' of the refresh, and invite people to be involved in testing of Te Mātaiaho. People will be able to register their interest in being involved in testing and providing feedback on the draft material.
49. As well as supporting people to understand and contribute to the refresh of the NZC, an important goal for the website is building teacher and leader confidence that they will be well supported to successfully realise the vision of Te Mātaiaho within their local curriculum and day-to-day teaching, learning and assessment. While content will be built up over time, the website will make it clear that the refresh of the NZC includes updating, aligning and adding supports for its implementation so that teachers and leaders have:
- d) Clarity on expectations for learning and teaching.
 - e) Services to grow people's skills, knowledge and capabilities.
 - f) Common ways to notice, recognise and respond to learning progress.

- g) High quality resources for learning and teaching.
 - h) Access to curriculum-related opportunities and supports for learners.
50. We will also have a presence at peak body conferences during the testing period. NZEI and NZPF have asked for key messages on the refresh to be used in their presidents' keynote addresses. We will also take the opportunity at their conferences to run workshops and share information about the refresh (e.g., collateral and videos that outline the 'why', 'what', and 'how' of the refresh), and let them know how they can engage with the refreshed content and provide feedback.

9(2)(f)(iv)



Next steps

54. With your agreement, we will move to wide testing of the draft content with schools and focus groups. This will be promoted through various channels and run through term four. We will keep you updated and anticipate providing advice on next steps for the draft content in the new year. While we are working towards completing drafts of all components of the refreshed framework by the end of 2022 in line with the rephrasing advised to Cabinet last year [CBC-21-MIN-0123 refers], the level of shift in what has emerged from the co-design process means that more refinement and testing of some components will be needed through 2023.
55. Wide testing of the draft Social Sciences content [METIS 1267995 refers] has been completed. Feedback was generally positive, although there are a small number of improvements and clarifications being made. We anticipate providing you with a revised version and advice on next steps within the next month, with a view to publishing it early in term four so that schools have that context as they plan for implementation of the final Aotearoa New Zealand's Histories content. This will also support exploration of the 'understand know do' content model and progression approach in the context of a full learning area. The release of the refreshed Social Sciences learning area will be accompanied by an initial package of supporting resources.
56. The overall timeline for the remainder of the refresh of the NZC remains on track for all schools to be using a refreshed local curriculum based on the refreshed NZC from the

beginning of 2026. While we are releasing the refreshed content as it is finalised so that schools can explore it and plan for its implementation, the intention is for there to be a final round of engagement in 2025 on the refreshed NZC as a whole. Following this, the Minister of Education will need to formally issue it in Te Kāhiti o Aotearoa | The New Zealand Gazette under section 90 of the Education and Training Act 2020 to put in place legal obligations for schools to begin using the new curriculum.

Proactive Release

57. We recommend that this Education Report is not released as part of the regular release cycle and is instead proactively released as part of communications activities associated with any testing of draft content you agree to. 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: Draft of Te Mātaiaho – the refreshed framework for the NZC
- Annex 2: Draft of the refreshed Mathematics & Statistics learning area
- Annex 3: Draft of the refreshed English learning area
- Annex 4: Proposed package of implementation supports