

**No matter where
you come from,
this is home**



*To tatou kainga.
He aha nga korero mona?*

**Strengthening
The New Zealand Curriculum
and supporting system-wide success**

Our journey



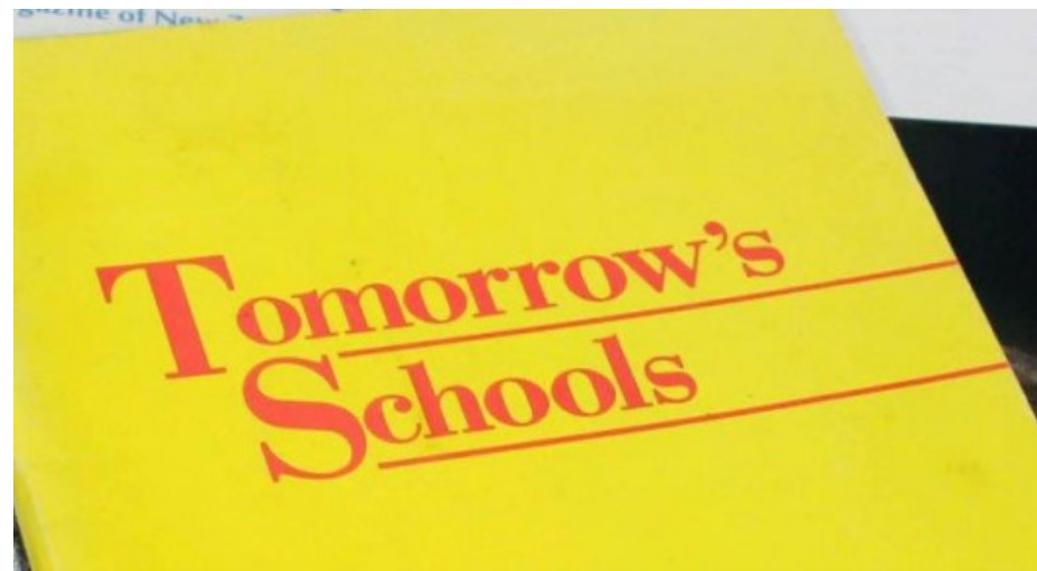
What has shaped the pathway we now stand on?

- Review of Tomorrow's Schools
- Kōrero Mātauranga | Education Conversation
- Curriculum, Progress and Achievement Ministerial Advisory Group and Reference Group

Me kōrero
tātou!

What do you
think about
education?

#EdConvo18



We have been listening . . .

- Ākonga want to learn from a curriculum that is meaningful to them and their whānau. They want a stronger focus on wellbeing, identities, languages and cultures.
- Parents and whānau want more certainty about what their tamariki will learn in schools and kura.
- Teachers and parents want to be clear about what ākonga need to learn, their progress, strengths and the support they need.
- Much of what we have heard is expressed through the National Education and Learning Priorities (NELP).

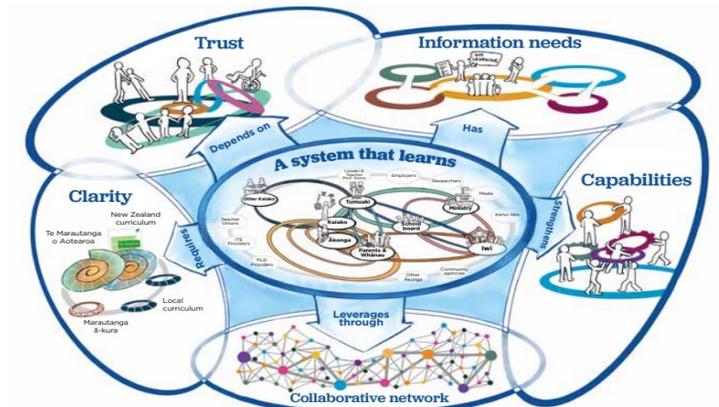
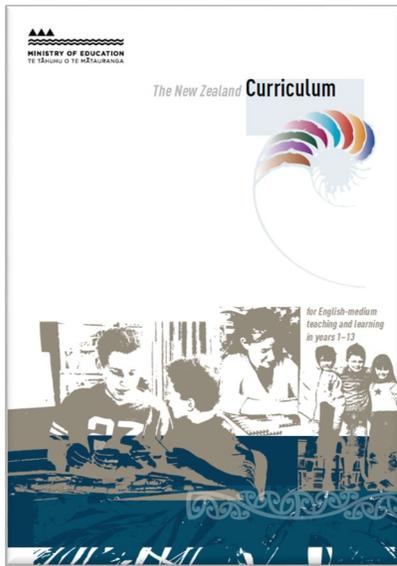


Figure 5. Creating a system that learns

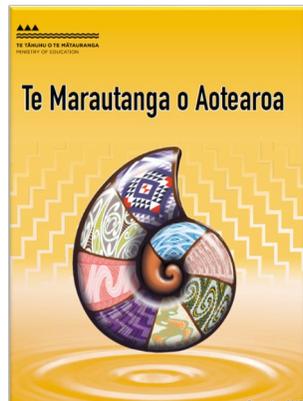
And we have been looking at the evidence . . .

- Internationally, **Maths achievement is moderate** with a **wide range** in achievement
 - **Liking maths, being confident in doing maths** and **valuing maths** were associated with higher achievement in maths
 - There is **wide variation** in both achievement and progress against **curriculum expectations** (the gap in achievement **widens** as learners progress along the pathway)
 - New Zealand has lower levels of **teacher specialisation in maths** than other countries
 - **Teacher confidence** and **preparation** along with **teaching methods** impact on learners' opportunities to learn and academic outcomes
 - **Teaching methods** and **strategies** vary greatly across New Zealand classrooms
 - We are also looking at **literacy progress and achievement** alongside this work
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Our national curriculum for schooling is being refreshed

- **He mana tuakiri, he mana taurite, he mana mauri:** All ākonga have a right to learn, develop and make progress in the things that really matter to them now, and for their future.



- As we refresh the curriculum, we will be making sure it aligns to the National Education and Learning Priorities (NELP), meaning once implemented schools will be delivering on the teaching and learning aspects in the NELP.

The New Zealand Curriculum: staged refresh over 5 years

2021

Social Sciences learning area updated, framework and vision refreshed

2022

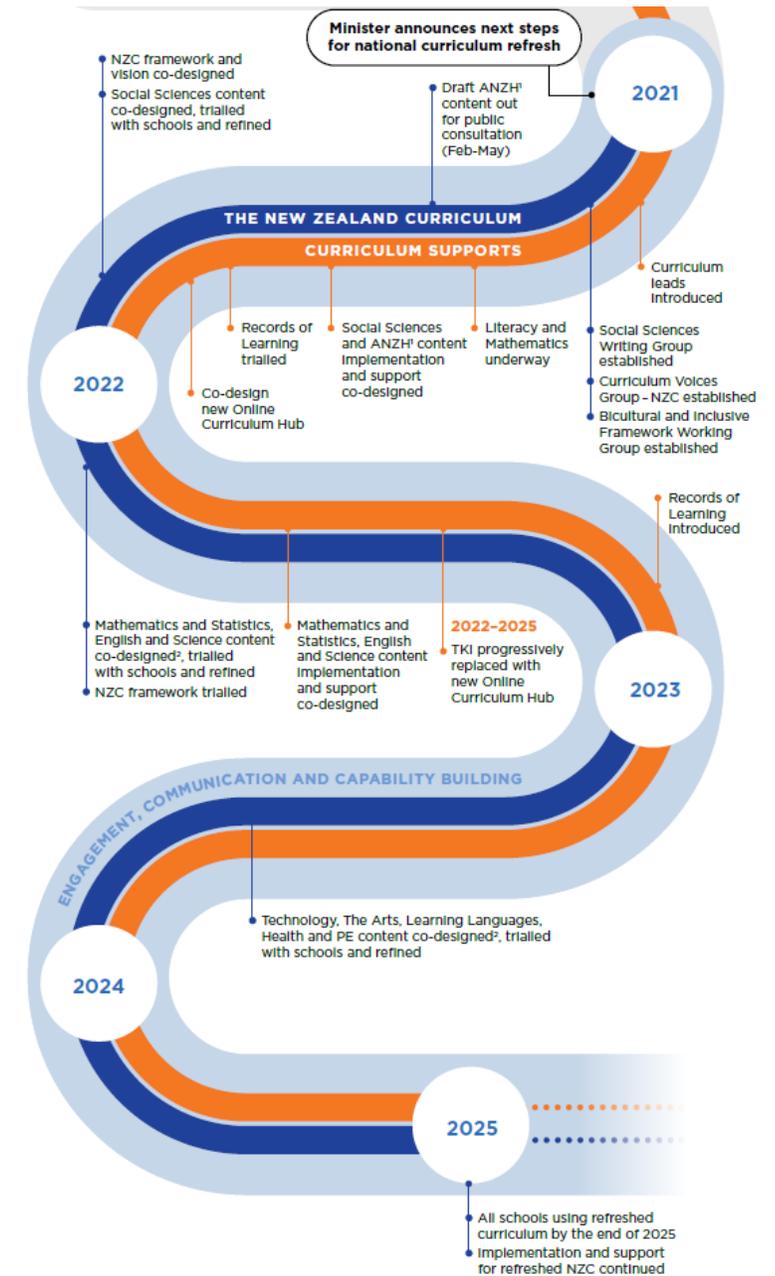
English, Mathematics and Statistics, Science learning area content refreshed

2023

Health and PE, Learning Languages, Technology, The Arts, learning area content refreshed

2025

All schools using refreshed curriculum by the end of 2025



The NZC will be refreshed so it is bicultural and inclusive, clear and easy to use

Potential Changes

All eight Learning Areas will be refreshed

Updated Framework and Vision

A consistent Understand, Know and Do model in all learning area statements

Curriculum Levels redefined as a Progression showing Phases of Learning

Progress Outcomes replace Achievement Objectives

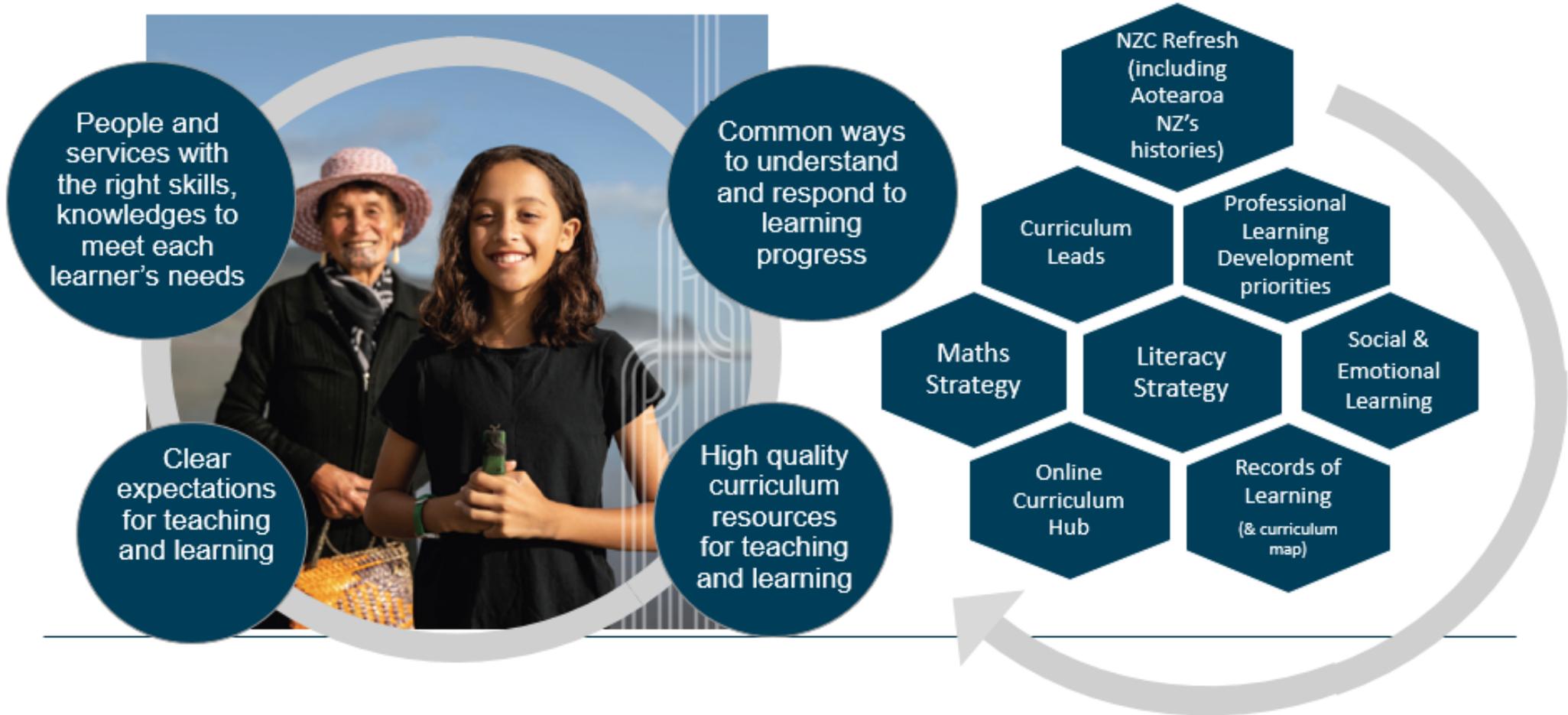
NZC accessible through new Online Curriculum Hub

Mātauranga Māori, key competencies, literacy & mathematics woven throughout

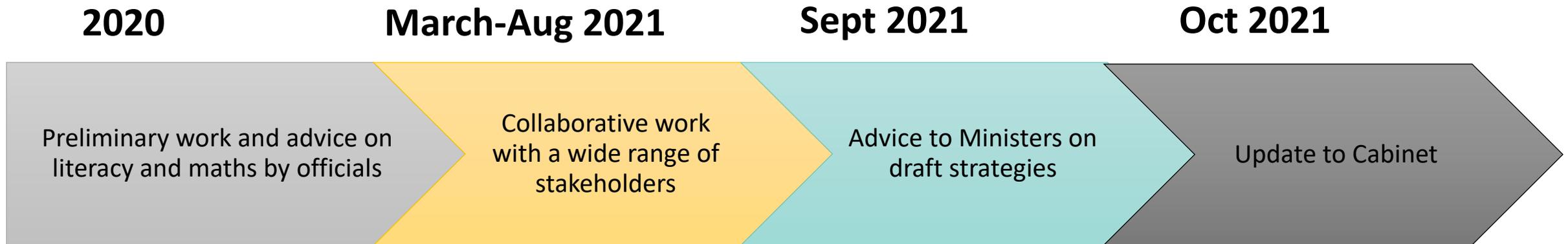
Curriculum work programme



These priorities support conditions to help ākonga flourish



Timeline for Literacy and Maths strategy work



Strategies to strengthen the teaching and learning of literacy and mathematics and statistics, including numeracy (maths)



Webpage

www.education.govt.nz/our-work/changes-in-education/national-curriculum-refresh/new-zealand-curriculum/

Email for strategies

Literacy.maths@education.govt.nz

