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**From:** Erica Stanford (MIN)  
**Sent:** Tuesday, October 15, 2024 6:02 PM  
**To:** Erica Stanford (MIN) <E.Stanford@ministers.govt.nz>  
**Subject:** An update on Mathematics resources

Kia ora,

As term 4 begins, I wanted to provide you with an exciting update on the curriculum resources that will be made available to you for Term 1 2025. Please feel free to distribute this email to your teaching staff.

I can confirm Years 0–8 schools and kura using the New Zealand Curriculum can now preview the Ministry-funded maths resources for Years 0-8.

The resources align with the updated maths curriculum, and include games and resources, workbooks, detailed teacher guides, and lesson plans to support kaiako with implementing the curriculum.

A list of Ministry funded resources will be available here: [Structured Approaches to Maths](#).

The key dates are:

- 15<sup>th</sup> October - Approved providers listed online, with details of the resources being offered
- 21<sup>st</sup> October - Schools can begin ordering resources
- 4<sup>th</sup> November - Orders placed by this date will be delivered to schools and kura before the start of Term 1 next year (schools can continue to order resources after this date, but there will be a delay with their delivery)

To ensure those learning through te reo Māori can fully engage with the updated pāngarau curriculum, the Ministry is reviewing pāngarau resources that are already well-utilised in kura. They will be refreshed and redesigned to align with the new curriculum before being delivered as self-contained activity packs. These packs will include teacher guidance and ākonga activities that are ready to use. Each kura and school (with te reo māori settings) will receive up to five sample kits of the refreshed resources at the start of Term 1 2025. Additional pāngarau kits can be ordered through the Ministry's distribution centre starting in Term 2 2025.

This afternoon the Ministry of Education team came across to my office to show me the different resources that are being made available. It's really exciting to know the tangible impact they will have on your students in 2025.

If you have any questions or feedback, please email [tepoutahu.engagement@education.govt.nz](mailto:tepoutahu.engagement@education.govt.nz) – thank you to those of you who have already this year.

Ngā mihi,  
Erica

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**From:** Erica Stanford (MIN)

**Sent:** Friday, April 5, 2024 11:49 AM

**To:** Erica Stanford (MIN) <E.Stanford@ministers.govt.nz>

**Subject:** Government to rephrase the NCEA Change Programme

Tēnā koutou katoa

I hope you all managed to have a nice Easter break and spent time with family, friends and enjoyed a few hot cross buns.

I intend to make writing to principals a regular occurrence so that you can receive updates on policy settings, decisions and key information directly. Your feedback and ideas are really important. Thank you to all of those who reached out following my earlier email on visa changes for secondary teachers moving to New Zealand and those who have got in touch regarding their school's experience with school property provisions.

**I am writing today to let you know about I am announcing a significant change to the NCEA Change Programme and will be delaying implementation of the new Level 2 and Level 3 NCEA qualifications by two years.**

Practically for you and your staff this will mean that for 2024-2027 the current settings will remain in place (using the new NCEA Level 1 and the existing Level 2 and Level 3) before the introduction of Level 2 in 2028 and Level 3 in 2029.

The Ministry of Education will shortly provide you with more detailed timelines and information about when you can expect new curriculum documentation and assessment exemplars for each year group and when and how teachers and subject-experts can best contribute through feedback and consultation.

Please feel free to share this email directly with your wider teaching staff should you wish, so that they might learn of the change directly.

I have not made this decision lightly and have considered extensive feedback from teachers, principals and peak bodies. The primary reason for this delay is so that we can rephrase and re-order the Change Programme, developing the Y11-13 curriculum for each subject area before designing Achievement Standards.

The challenges of implementing the new NCEA Level 1 have also been front of mind for me. Subject associations contacted my office concerned that their members didn't know what to teach due to a lack of subject learning outcomes and NZQA exemplars, a key resource for teachers, were not due to be completed till May 2024. Reports I have seen show that only 40% of schools reported being ready for the introduction of the new NCEA Level 1 and more time is required to prepare for further changes and successful implementation.

Although this decision extends the overall length of the NCEA Change Programme, I am confident that by pausing, re-ordering and giving more time to effectively implement the changes that we will achieve a better result with a stronger national curriculum and qualification.

Key actions that will be undertaken over the next two years include;

- A review of the new NCEA Level 1 will be undertaken by the Education Review Office documenting key learnings.
- There will also be a review of other aspects of the NCEA Change Programme, including the methods for external assessments, periods of study leave, and moderation practices.
- The senior secondary curriculum for Y11-13 students will be developed
- An implementation plan will reflect learnings from ERO's evaluation of Level 1
- NCEA Level 1 (improved) and NCEA Level 2 will be fully implemented by 2028
- NCEA Level 3 will be fully implemented by 2029

The NCEA Professional Advisory Group are supportive of rephrasing the Change Programme for the purpose of greater curriculum alignment and my conversation with unions and peak body representatives have encouraged me that this is the right path.

I will be announcing further components relating to the curriculum refresh for Year 1-10 in the coming weeks after considering advice from my Ministerial Advisory Group and will continue to endeavour to provide you with updates on developments and changes.

Thank you and as always please keep the feedback coming; you as the frontline leaders of our schools are an excellent source of advice and ideas and it is through working together than we can achieve the best outcomes for our learners.

Finally, I would like to say that I know that the sector has been under pressure to adapt to change. I understand that this delay will cause some frustration at the time that has been lost after so much effort has been put in by so many of you. While the situation we find ourselves in is not ideal it is important that we take the time to get this right, we owe it to you and our students.

Ngā mihi,  
Hon Erica Stanford  
**Minister of Education**

**F** [REDACTED]

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**From:** Erica Stanford (MIN)  
**Sent:** Monday, August 26, 2024 11:08 AM  
**To:** Erica Stanford (MIN) <E.Stanford@ministers.govt.nz>  
**Subject:** An update on my work programme

Kia ora,

I wanted to provide you with an update on progress with the curriculum refresh and a few other key areas of my current work programme. Please feel free to distribute this email to your teaching staff.

**Consultation on Year 0-6 English curriculum opens today**

The Ministry of Education will release the draft learning area for English Years 0-6 this morning. I encourage you to review this with your teams over the coming weeks. Your feedback and insights are an invaluable part of this process. Please note that we intend to reopen a further period of consultation in Term 3 of 2025 once the curriculum has been used in your schools.

I want to emphasise this is the start of a process. Many schools have already implemented structured literacy and are ready for mathematics, but I acknowledge there will be some schools who are only just starting the training for structured literacy and two curricula areas in one year will be a big shift. The level of detail provided in the curriculum is intentionally designed to support teachers with this change by making it clear what the essential progressions are to support students to master the knowledge, skills and competencies in each learning area. There will be further support, the Ministry of Education is currently preparing a full implementation guide that will detail the provision of curriculum aligned resources, guidebooks, workbooks, and curriculum days.

By no means, do we expect perfection on day one. Embedding a curriculum refresh, running professional development and responding to your feedback are things we will work on together over the coming years. We will walk alongside you throughout this process so you and your teachers can have confidence in the classroom. We've also doubled the number of Curriculum Advisors working with schools to support you through this change process. Please get in touch with your local Curriculum Advisors with your questions and ideas. I have high expectations of the support that they will provide to schools, and I expect any issues raised to be escalated to Ministry officials and, if necessary, to my office.

Thank you for your response to the new maths curriculum which was released earlier this month. Your feedback is critical, and I appreciate the time taken by school leadership teams and their teachers to provide responses on this learning area.

### **Relief teachers**

I understand access to relief teachers is a key issue facing schools right now. This is due not only to winter illnesses, but to increases in CRT time and the need to access PLD opportunities like structured literacy. I have tasked the Ministry with providing me an urgent plan to address the supply challenges in this space and expect them to look for creative and innovative solutions to support schools. I have also sought advice from the Teaching Council on how they can respond to the relief teacher supply issues by considering the various settings within their control.

I am committed to finding solutions, and understand the particular pressures faced by small and rural schools who are seeking to undertake structured literacy training. I expect to be able to share an update with you in the coming weeks as to how we will respond to these challenges and welcome any suggestions you may have in this space – please send these to [tepoutahu.engagement@education.govt.nz](mailto:tepoutahu.engagement@education.govt.nz)

### **Structured Literacy update on accelerated student supports**

On Friday, the Ministry released further details on the accelerated targeted supports that will be available to accelerate learning in literacy and te reo matatini. Please note the details provided in their update also include the application process and timeline. These supports will be available in schools from Term 1, 2025 and the Ministry are currently working at pace to contract high-quality providers.

Supports for Years 0-8 are aligned to the updated national curriculum and using structured literacy approaches. For learners in Years 9-13, supports are relevant and targeted to supporting students to obtain the NCEA co-requisites.

### **Kōwhiri Whakapae**

[New research](#) from ERO found too many children are starting school without the spoken language skills they need to thrive. Last week we announced the launching of the Oral Language, Literacy and Maths strands of Kōwhiri Whakapae. This tool will help ECE teachers strengthen planning, formative assessment and teaching practice in oral language, literacy and maths within Te Whariki. The Ministry has sent out more information on this and the Kōwhiri Whakapae website and learning progressions can be accessed [here](#). You will notice that the language of Kōwhiri Whakapae has been intentionally reflected in the early progressions of the Oral Language strand of the refreshed English learning area to strengthen the transition between ECE and school. Kōwhiri Whakapae also includes parent resources to support oral language in the home.

### **Learning Support**

Learning Support is one of my six key priorities for education, and I wanted to update you on our

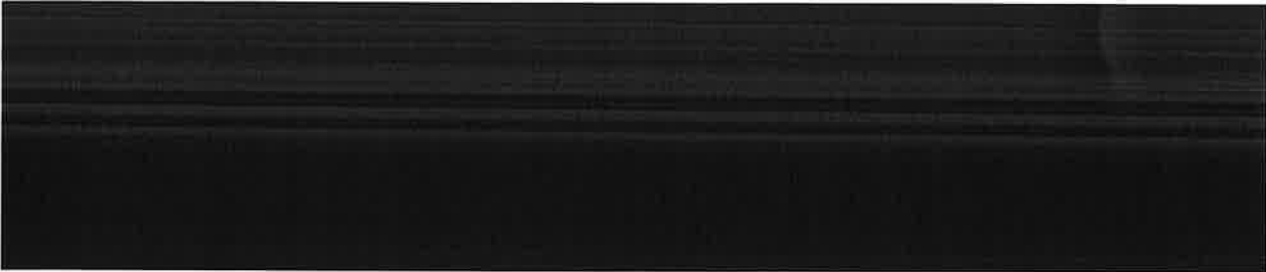


progress in this area. If you haven't read about my six priorities you can read the paper I took to Cabinet [here](#). I have heard loud and clear that Learning Support is the area that is the most challenges for teachers and schools. We are not delivering the right service, to the right child, at the right time, face workforce pressures, have extensive waiting lists for service access and have spent too long analysing the problems without providing meaningful action to respond to the pressures that you are facing in the classrooms.

I am developing a work programme to strengthen learning support so the education system can meet the needs of all learners and their families, reflecting some of the findings of the Highest Needs Review as well as input from a wide variety of sector reference and advisory groups. This will be going to Cabinet shortly. I am in the process of establishing a reference group to support this work alongside ongoing engagement with sector reference groups. I look forward to sharing progress with you in the coming weeks.

As always, if you have any questions or feedback, please email [tepoutahu.engagement@education.govt.nz](mailto:tepoutahu.engagement@education.govt.nz)

Ngā mihi,  
Erica



**From:** Erica Stanford (MIN)  
**Sent:** Monday, August 12, 2024 3:21 PM  
**To:** Erica Stanford (MIN) <E.Stanford@ministers.govt.nz>  
**Subject:** An Update on the Curriculum

Kia ora,

I wanted to send you a brief note regarding a couple of key upcoming updates you will receive from the Ministry of Education.

I would appreciate if you could share these with your teaching staff.

In this email there is information on:

- *Make it Count*: Maths Action Plan
- Feedback on NCEA Level 1
- Consultation process opens for the New Zealand Curriculum
- Tier 2 and Tier 3 supports for structured literacy
- Upcoming information

### **Make it Count Maths Action Plan**

The Government has launched a four-point action plan to help lift maths achievement in our schools. You received an update last week around the key components of this plan. Since then, I have been meeting with sector and body representatives, principal groups, union representatives, and undertaking school visits to seek feedback, refine our approach and accelerate the timeline for providing you with clarity around operational settings and policy decisions; like how Tier 2 supports will be rolled out for mathematics.

I want to acknowledge many schools are doing an excellent job in mathematics, thank you for the great work you do. The intention of *Make it Count* is to get consistency across the sector, like we're doing with literacy.

I would like to clarify a few things that have come up in these engagements.

### ***Is structured maths a programme?***

It's an approach. The New Zealand Curriculum is the foundation of teaching and learning for mathematics. The teaching sequence for mathematics with statistics is built on the principles of the science of learning, supporting gradual and sequential progression towards student mastery. The delivery of this curriculum will be supported by high-quality, curriculum aligned, teaching resources offered by a number of different accredited providers [active process] and \$20 million in professional learning and development funding to support implementation of the new curriculum.

***Does reference to structured maths and workbooks mean rote learning and kids sitting at desks?***

Structured maths is the opposite of rote learning, it's about building understanding of concepts in a sequential way. Great, innovative, exciting maths teaching that grows a love of mathematics in our students is made up of a combination of explicit teaching, group work, maths games, different representations and manipulations of mathematical concepts, written work and ultimately a journey towards the mastery and automation of foundational skills. Student workbooks are just a small part of the picture.

***Is the provision of PLD linked to the suppliers of the workbooks and teacher guides?***

There are different criteria to be an accredited provider of curriculum aligned resources that there are to gain approval to be a PLD provider.

***Are we expecting that this will be up and running by Term 1, 2025?***

We acknowledge it is going to take some time for us to fully implement the New Zealand Curriculum. The current timeline for curriculum introduction, feedback, and implementation runs through until 2027.

Getting the mathematics and statistics curriculum into classrooms next year gives us a longer period of time to embed, refine, and support teachers to make this change.

I know this means introducing two key curricular areas in the same year for Year 0-6 teachers and we will do our utmost to put in place as much support as possible to assist with this process.

***What does this shift in ERO reporting mean for schools?***

The focus on partnership will remain, I have asked ERO to focus its work on making three key changes clear in reporting:

- How schools are implementing the New Zealand Curriculum
- How schools are using quality assessment practice to support student achievement
- How well schools are progressing students who need support/acceleration

**Feedback on NCEA Level 1**

I am concerned by the feedback from principals about their experiences of implementing the new NCEA Level 1. ERO is currently undertaking a review of the implementation of the new NCEA Level 1 this year. I am keen to ensure that principals voices are heard. Please direct any specific feedback on this to [tepoutahu.engagement@education.govt.nz](mailto:tepoutahu.engagement@education.govt.nz)

**Consultation opening on the curriculum**

Shortly, the Ministry of Education will communicate the opening of consultation on the first tranche of the curriculum refresh. I greatly appreciate the time and expertise that will be taken by you and your staff to support the ongoing refinement and improvement of our national curriculum. Thank you for your contribution to this process.

**Structured Literacy update & Tier 2 and Tier 3 Literacy Supports**

You will have recently learned the Ministry has completed the procurement process for Structured Literacy providers. Seven providers have been accredited to deliver in English-medium settings and 12 to deliver PLD in implementing Te Reo Rangatira. PLD will be focussed on

implementation of the new curriculum (not resource specific) and I am delighted we have nearly 4000 primary teachers registered to undertake PLD in structured literacy approaches in Term 3. Next week you will also receive the first update on the implementation approach for Tier 2 and 3 Literacy Supports replacing the previous Reading Recovery programme.

### **Upcoming information**

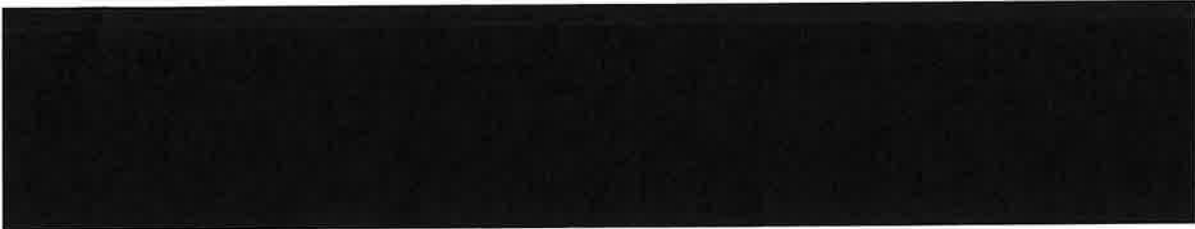
#### **Decodable books and resources for structured literacy**

I have heard from many principals that you have questions about ordering resources for structured literacy implementation. I have also heard intermediate schools are keen to understand how they can access age-appropriate decodables and resources to support readers who may be working at a lower-primary level of the curriculum. I have asked the Ministry to ensure an update is sent to you to provide more details on this in the coming weeks.

Finally, I want to clarify we are not asking you to stop teaching music and the arts. Our intention is all schools implement an hour a day of reading, writing, and maths, and I fully expect the arts and music to remain in your timetable. We often find it is through the arts, for example, that you can bring a curriculum fully to life. I see wonderful examples in schools of creative writing turned into drama sketches or fractions and ratios taught through music. Competence and creativity are foundational to any child's love of learning.

Ngā mihi,

Erica



**From:** Erica Stanford (MIN)  
**Sent:** Sunday, August 4, 2024 11:43 AM  
**To:** Erica Stanford (MIN) <E.Stanford@ministers.govt.nz>  
**Subject:** An Update on Mathematics

Kia ora,

**I wanted to let you know the Prime Minister will be making a significant education announcement shortly and I wanted to share the details with you.**

We have recently received results from the new Curriculum, Insights and Progress Study (CIPS). The results for mathematics were much lower than what we ever imagined.

- **22% of our year 8 students are at or above curriculum benchmark for mathematics.**
- **63% of our year 8 students are more than a year below curriculum benchmark for mathematics.**

This data measures the number of learners at or above curriculum level for year 8, how many are less than one year below and how many are more than one year below curriculum level.

I want to be clear these results are broadly on par with the 2022 NMSSA results that showed 42% of our year 8 learners were at curriculum.

The reason for this different CIPS result is that the previous NMSSA assessments used broad, multi-year bands where a student could be 1-2 years behind where they should be, yet still considered to be 'at curriculum'.

CIPS assessed using the refreshed maths curriculum released in 2023 which, while being more detailed, is broadly comparable to the level of the 2007 maths curriculum at year 8.

For the first time, we are seeing the reality of national student achievement where only year 8 students working at a year 8 level are considered to be at curriculum.

I know you will all agree that having 63% of our learners more than a year behind the year 8 curriculum benchmark is not setting them up for success at high school.

As Minister, it is my responsibility to ensure the system is working for you to improve these results as quickly as we can.

Today we are announcing the first steps in our action plan on mathematics: Make it Count.

- 1. Bringing forward the implementation of the refreshed maths curriculum for years 0-8 by a year to be required in 2025. The 2023 maths refresh has been built upon and incorporates the common practice model. The new draft maths and pāngarau Years 0-8 curriculum will be released for consultation on 12 August.**
- 2. Providing \$20Million of funding for Professional Learning and Development in structured maths.**
- 3. Contracting existing providers to supply every single classroom years 0-8 with resources aligned to the new curriculum including detailed teacher guides and student workbooks.**
- 4. Significantly bolstering and reworking tier two interventions for students who fall far behind the curriculum.**
- 5. The Teaching Council has agreed the minimum requirement for entry into ITE should be lifted to include 14 NCEA maths credits at level 2**

We understand introducing the refreshed years 0-8 maths and pāngarau curriculum next year, alongside literacy and te reo matatini, is a big ask of you and your teams. That's why we are making a significant investment to support our fantastic teachers and kaiako.

To create time and space for you to focus on the delivery of the new English and maths curriculum, we will be consulting on the draft Science and Technology curriculum from Term 3 2025, instead of later this year and into Term 1 2025 as previously announced, whilst retaining the same overall timeframes for other learning areas shared with you earlier in the year. Draft English and Te Reo Rangatira years 7-13 and maths and pāngarau years 9-13 curriculum will be released in Term 4 for consultation through to mid-Term 1 2025.

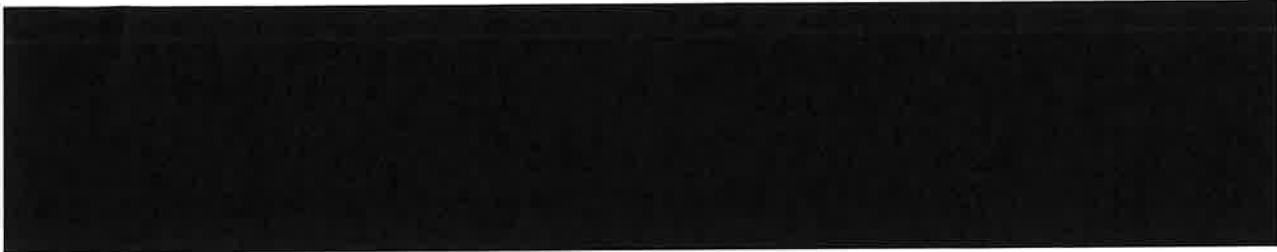
Make it Count is going to take a huge collective effort from all of us – The Ministry, ERO, Principals, Boards of Trustees, teachers and whanau.

I will be meeting with peak bodies and principal associations next week to discuss the road ahead and listen to their feedback, particularly as we plan the resourcing component of this package.

If you have any suggestions, please email my team at [tepoutahu.engagement@education.govt.nz](mailto:tepoutahu.engagement@education.govt.nz).

Ngā mihi,

Erica



**From:** Erica Stanford (MIN)  
**Sent:** Thursday, May 2, 2024 12:54 PM  
**To:** Erica Stanford (MIN) <E.Stanford@ministers.govt.nz>  
**Subject:** Government Announcement on Structured Literacy

Tēnā koutou katoa,

Today the Prime Minister and I will be making a significant announcement about the roll-out of structured approaches to literacy in our primary schools.

Over the past few years more and more schools have undertaken a shift in practice away from the whole language approach to structured literacy with great success. On visits around the country, I have learned of your success stories, particularly in regard to lifting achievement and closing the equity gap.

A structured literacy approach teaches in an explicit and systematic way that aligns with the science of how our brains learn best. There is a strong body of evidence and student outcome data that supports this approach which starts with decoding words using the smallest units of sound (phonemes) and building up from there.

This approach is supported by all of the classroom practice that teachers know engages our students and build a joy for reading. Some of my favourite memories are of being read to by my Year 4 teacher at primary school with a chapter a day of Roald Dahl's *The Twits* and I expect that this will support and enhance the foundational skills that structured literacy offers our students.

Currently, many schools choose to access training for their staff by paying providers directly through operational grants. This often involves substantial cost and waiting times for preferred providers. A structured approach to literacy also requires the use of appropriate decodable books and resources, again which carries cost for schools.

I am absolutely committed to ensuring that every school has access to the resources that they need to train their teachers and resource their classrooms to teach reading using a structured approach to literacy.

To this end, I am pleased to confirm Budget 2024 includes \$54.4 million of additional funding for professional learning and development related to structured approaches to teaching. A further \$8 million has been allocated to support schools in purchasing classroom resources, and \$4.6m for online supports, administration and evaluation of the programme.

We will focus initially on Year 0-3 teachers in 2024 with an aim to providing training to around 10,000 teachers by the end of the year. In 2025 we will move to

the training of Year 4-6 teachers. I am passionate about ensuring school leadership teams are able to be a part of this journey and encourage all principals of schools not yet using structured approaches to literacy to partake in the Year 0-3 training alongside their colleagues.

As well as more support for quality teaching in classrooms, improvements will also be made to accelerative supports and resources, so that there is a coherent approach to what is being taught and how. Practically, this will mean streamlining access to Tier 2 and Tier 3 support for students that require extra help and ensuring that this support builds on classroom learning using the same structured approach to literacy. This will require changes to existing Reading Recovery and Early Literacy Support programmes.

Additionally, the new Curriculum Refresh, due to be released later this year, will ensure that a structured approach to literacy, grounded in the science of learning is reflected in the curricula material to ensure we have consistency across the education system, so all ākonga, no matter where they go to school, are taught what they need to know based on a detailed national curriculum that teachers are prepared to deliver. I will have more to share with you about the overall curriculum refresh timeline in the coming weeks to ensure sufficient time for feedback and implementation. For those teaching in bilingual settings, I can confirm that the same support and resource will be provided in Te Reo Māori.

Work is underway with the Teaching Council to ensure trainee teachers have the skills needed to use structured teaching approaches. I have also asked the Ministry to provide advice on appropriate assessment, aromatawai and monitoring options, so we can check that we are moving towards our achievement targets. I hope to provide further information about this, particularly with regard to an introductory phonics check for our younger learners shortly.

Later today you will receive communications from the Ministry with more explicit detail about the implementation of this announcement including how to access training, order resources and support your school staff to make this change.

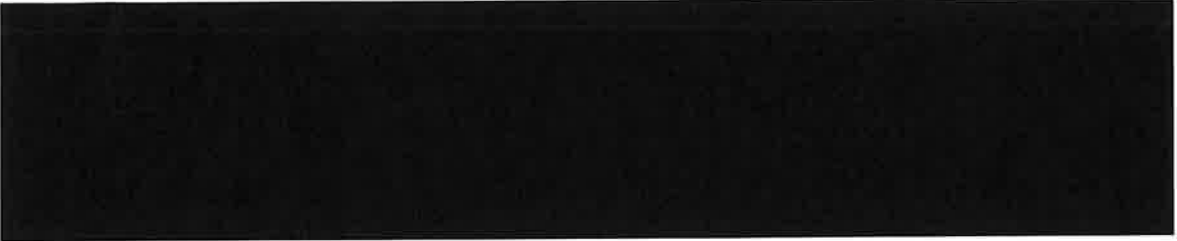
I look forward to your continued support as we work together to strengthen our workforce and enhance our education system. It is extremely important to me, as I know it is to you, that we set up all children and ākonga for success with their schooling, and their lives after school.

Thank you for being part of this positive change and as always please send through your feedback. I may not be able to respond immediately but I do read them all.

Ngā mihi

Hon Erica Stanford  
**Minister of Education**





**From:** Erica Stanford (MIN)  
**Sent:** Wednesday, July 3, 2024 10:02 AM  
**To:** Erica Stanford (MIN) <E.Stanford@ministers.govt.nz>  
**Subject:** Assessment Tools Update

Kia ora,

Before the school term draws to a close, I wanted to let you know that today I'll be making an announcement around a move to a more consistent way of measuring student progress.

As per advice from ERO reports over many years, it is important that we are using consistent tools to measure progress. Many schools are already providing parents with comprehensive information on their child's progress, and we are looking to ensure that this is consistent across New Zealand.

To that end, we've listened to you and have chosen tools that will be well known to most of you, e-AsTTle and PAT.

For those learning through te reo Māori, the tools will be either e-asTTle or Te Waharoa Ararau.

We will also be introducing a simple phonics check at 20 and 40 weeks after a child starts school to help identify where additional support in reading might be required.

The use of these tools is by no means a replacement of the rich formative assessments that teachers use in the classroom every day. It is very much designed to complement what is already in place to ensure we have a nationally consistent approach. It will also mean that when students move school or regions there will be data that travels with them.

The purpose of this approach is to better understand and meet the needs of our learners. This more consistent approach to progression monitoring is designed to complement the work that we have underway in learning support. We will be sharing more details with you about our learning support work later in the year.

I have copied my speech below that I will be making alongside the Prime Minister. The key dates are:

- A phonics check at 20 weeks and 40 weeks after starting school from 2025.
- Twice yearly progression monitoring using e-AITtle or PAT from 2026. 2025 will be a year of building capability and PLD ready for 2026 implementation.

The Ministry will send more comprehensive information shortly. Your thoughts

and feedback are valuable, so as always please email [tepoutahu.engagement@education.govt.nz](mailto:tepoutahu.engagement@education.govt.nz) with any questions or feedback that you have.

Thank you for your effort this term, I wish you a safe and enjoyable break.

Ngā mihi,

Erica

*Tena koutou katoa, nga mihi nui kia koutou.*

*Thank you, Prime Minister and thank you Corey and Lorraine and your team for having us today.*

*A few months ago, I announced our 6 priorities in education and how, together they form our plan to raise achievement and close the equity gap.*

*We want to see 80% of our kids at curriculum by the time they reach high school.*

*To do this we need to know how students are progressing through the curriculum. We need to know as early as possible where we may need to provide extra support.*

*All parents want consistent and regular information on how their children are doing at school.*

*Monitoring student progression is an essential part of a world leading education system. Many schools already do a great job of this, and I meet Principals and teachers up and down the country who shown me examples of great assessment practice in their schools – including here at Silverstream.*

*However, successive ERO reports tell us that this practice isn't consistent across New Zealand, and it's too late to find out half way through secondary school that 40% of our learners do not have basic numeracy and literacy skills.*

*Today I'm proud to announce this Government is going to give parents certainty about how their kids are doing at school.*

*From 2025, all children in their first year of schooling will participate in two simple phonics checks to understand how well a child can read words by sounding out letters.*

*This will be done after 20 weeks of schooling and repeated after 40 weeks and is an essential part of rolling out our structured literacy approaches in schools.*

*Crucially - this will help teachers identify those learners needing a bit of extra help and access additional support as early as possible.*

*Progression monitoring in reading, writing and maths will also be introduced for children in years 3 through 8.*

*These will be done twice each year and will inform teachers about the next steps needed for a child's learning.*

*Schools will be given a choice of which tool to use - either E-AsTTle or PATs.*

*Most teachers are familiar with these tools, but not all schools use them consistently, and to have a world-leading education system we need everyone onboard.*

*These are just the first steps.*


*We are also looking other checks that could be done at critical milestones to ensure that parents know all the way through their children's journey, how they are progressing.*

*We are currently developing ways to improve school reports so they are easy to understand, but detailed enough so parents and carefivers know how well their child is doing.*

*A world-leading education system should be a springboard to a successful future, and we want that for all children in New Zealand.*

*As Minister I have a guiding north star; to lift student achievement and close the equity gap. Every decision I make, every paper I read, every policy I consider is held up against these aspirations, and today's changes are part of making that happen.*

*Thank you.*



**From:** Erica Stanford (MIN)  
**Sent:** Thursday, June 13, 2024 6:40 PM  
**To:** Erica Stanford (MIN) <E.Stanford@ministers.govt.nz>  
**Subject:** RE: Curriculum Refresh Update

Dear Principals,

I am excited to tell you more about the curriculum refresh. We have finalised the high-level details and timeline for the refresh of the New Zealand Curriculum and Te Marautanga o Aotearoa. I have since asked the Ministry to develop a communications pack including information on timelines, consultation, and how the documents are structured. The Ministry will send a separate email to you with this information.

On Monday last week, I took a paper through Cabinet to get the sign off from my colleagues and it is great to share this information with you today.

One of my six priority areas is a knowledge rich curriculum, based on the science of learning. The new refreshed curriculum will bring together the knowledge, skills and competencies that our tamariki need to succeed. We are working at pace on my other five priority areas as they are all crucial parts of supporting you to raise student achievement and close the equity gap.

I very much appreciate that while we have undertaken a stocktake on where the various curriculum documents were at and considered advice on next steps, it has been difficult for you to make plans. If you have any questions after receiving the communications pack from the Ministry, then please feedback by email to: [tepoutahu.engagement@education.govt.nz](mailto:tepoutahu.engagement@education.govt.nz)

I will ask the Ministry to prepare further Q&A sheets to send to the sector based on your questions and feedback.

As you will see, it is our plan to work iteratively and collaboratively with you over the coming years to finalise the work on the curriculum refresh by 2027. Draft curriculum content will be released in stages as follows:

### **Curriculum Timeline**

#### **Phase 1**

- Available from Term 3, 2024: English and Te Reo Rangatira (Years 0-6) *required for use from Term 1, 2025.*

Preparation to implement the Year 0-6 English and Te Reo Rangatira learning areas is already underway with the recently announced \$70million of professional learning and development in structured literacy and decodable resources for schools. The curriculum document will be a foundational tool for the introduction of structured literacy

approaches (required for use from 2025) which is why we are focussed on delivering this ahead of other learning areas.

### **Phase 2**

- Available from Term 4, 2024: English and Te Reo Rangatira (Years 7-13), maths and Pāngarau (Years 0-13), *required for use from Term 1, 2026*, science (Years 0-13) and technology (Years 0-13) *required for use from Term 1, 2027*.

### **Phase 3**

- Term 4, 2025: Years 0-13 all other learning areas (Health & PE, learning languages, the arts, and social sciences) and wāhanga ako (Te Ao Māori, Pūtaiao me te Hangarau, Toi Ihiihi, Waiora, Te Reo Pākehā, and Ngā Reo), and the overall curriculum frameworks for both The New Zealand Curriculum and Te Marautanga o Aotearoa *required for use from Term 1, 2027*.

### **Years 11-13**

As I have previously shared with you, the pausing of the NCEA Change Programme earlier this year gives us the opportunity to develop the Senior Secondary Year 11-13 subject curriculum documents before the new Level 2 and Level 3 is introduced. For consistency we have kept as close as we can to the same document structure and delivery timelines. The writing groups will take the curriculum refresh work that has already been completed and will fill in any gaps, strengthening the material and create year by year content where this had not been done yet.

While I am keen to ensure we don't lose any more time, I am also mindful that we must get the implementation right. I know that curriculum change places a lot of additional work on teachers and Principals. We are deliberately staging the roll out in such a way that gives time for PLD, lesson planning, resource gathering and collaboration between teachers and schools. It is important that we work with the sector to ensure that the implementation goes well and to that end we will be taking on board all the feedback that we get and making changes where necessary.

I have talked a lot about the importance of consistency, to ensure that every child, no matter where they go to school has access to the same foundational content across New Zealand. It will be very clear in the document that while the curriculum lays out the knowledge skills and competencies that are to be covered, teachers will use their skill, professional judgment, experience and relationships with their students to continue to bring the curriculum to life, contextualising the content and engaging the children in front of them.

### **Ministerial Advisory Group and their report**

I convened a Ministerial Advisory Group (MAG) late last year to undertake a short review of where the curriculum refresh was up to and provide me with some advice on how we may wish to progress. Some of their recommendations have been accepted, for example - combining the curriculum and the common practice model into one document and ensuring that all subjects have year by year content to complement the phases. The MAG's report will be available on the Ministry of Education's website by the end of the week. I am thankful to them for their work in preparing this report.

### **Writing groups**

To progress work with the curriculum learning areas of Maths and English which are to be introduced first, the Ministry have moved at pace to establish writing groups using an established set of criteria for writer selection. We have a fantastic group of people contributing to the writing groups, 19 on the English learning area alone, and again I am thankful to the principals, teachers and experts involved with getting this work underway.

While a great deal of consultation on the existing curriculum refresh material and structure has already been undertaken, we have deliberately inbuilt many opportunities throughout the entire process for extensive consultation and feedback from you, the sector. Full details of this will be shared by the Ministry.

Thank you for your patience while we worked through this process. I look forward to your thoughts and feedback along the way.

Ngā mihi,

Erica



**From:** Erica Stanford (MIN)

**Sent:** Monday, March 11, 2024 2:24 PM

**To:** Erica Stanford (MIN) <E.Stanford@ministers.govt.nz>

**Subject:** Re: Announcement of Ministerial Inquiry into school property

Tēnā koe,

You may have seen my recent announcement of a Ministerial Inquiry into School Property. I want to thank all the principals, teachers, board members, parents and community leaders who have taken the time to write to me and meet with about this important issue.

I am writing to you to reassure you this Government views school property as a priority.

Since I became Minister, many schools have contacted me with concerns about unclear communications and a lack of certainty regarding their school building projects. Some school like Marlborough College and Rolleston College were weeks away from starting projects only to be told they had to be paired back.

I have listened to that feedback from schools and those issues will be investigated as part of the inquiry. Additionally, I will look at issues of roll growth, remediation and core infrastructure needs of the education sector.

I want to be transparent with you that the scale of the challenges faced in school property is unprecedented. In late 2023 the Ministry of Education advised me of 20 building projects they felt the need to pause and review. After requesting more detail, I was informed in January there could be around 350 projects in various stages, from design through to pre-construction.

Accordingly, I have asked the Ministry to work on a plan to make sure we are building cost effective classrooms so that we can deliver more classrooms and learning spaces and to bring certainty to schools.

I have made it clear to the Ministry of Education that while its review is underway, I expect schools is to receive timely, accurate information about their projects, so that they can plan and ensure as little disruption for students as possible.

It is my expectation that building, and design work continue while, the Ministerial Inquiry is underway.

The inquiry will report back in three months' time.

Nāku noa, nā

Hon Erica Stanford  
**Minister of Education**



**From:** Erica Stanford (MIN)

**Sent:** Wednesday, April 3, 2024 8:52 AM

**To:** Erica Stanford (MIN) <E.Stanford@ministers.govt.nz>

**Subject:** Re: Update on addressing secondary teachers and school property

Tēnā koutou

I am writing to let you know that today I will be announcing that migrant secondary teachers will be put on a fast track to residence.

I want to incentivise high-quality and capable international teachers to consider bringing their skills and expertise to New Zealand so that we can provide great opportunities for our learners.

We will continue to develop more medium-term options for improving homegrown teacher supply, especially in specialist subject areas.

The changes will see migrant secondary teachers move from the 'Work to Residence' pathway to the 'Straight to Residence' pathway on the Green List to help address shortages.

I have made this decision after hearing from principals, teachers and peak bodies about the persistent shortages in secondary teachers in many subject areas and in the regions. I understand the pressure that staffing shortages place on your existing staff and the impact on student outcomes.

This government is focussed on lifting achievement and attendance and supporting our teaching workforce is a key driver of achieving these outcomes.

I know that some of you may question why secondary teachers and not primary, and the reason is that the data shows us that the need is more immediate in secondary. Primary teacher recruitment and shortage rates is something that I will continue to monitor very closely.

Today's announcement will combine with the work that the Ministry of Education is already doing in helping to attract overseas teachers. You can find more information on how to access the different schemes as well as information for overseas teachers on [Home | TeachNZ](#).

In terms of school property, I have also this week confirmed the names of the three independent reviewers who will lead the Ministerial Inquiry. I expect them to report back to me in early July.

I am also establishing a reference group of construction sector experts, principals, education peak body representatives and school board representatives to provide insights on the education sectors' views and experiences.

If you would like to share your own ideas/feedback and experiences about improvements that can be made to the delivery of school property you can email school [schoolproperty.review@education.govt.nz](mailto:schoolproperty.review@education.govt.nz) to support the review.

Finally let me say thank you for all your work over the first term of 2024. For me as Minister it has been exciting to visit schools and hear directly from teachers and principals about what is important to them and their students.




I also want to thank all of those who have written to me and met with me over the past several months on what can be done to support teachers. Your feedback has been heard and over the next few weeks and months I will be making more announcements on structured literacy, curriculum and school property.

Ngā mihi nui

Hon Erica Stanford

Minister of Education

Minister of Immigration



**From:** Erica Stanford (MIN)  
**Sent:** Friday, September 13, 2024 4:27 PM  
**To:** Erica Stanford (MIN) <E.Stanford@ministers.govt.nz>  
**Subject:** An update on relief teachers, NCEA & curriculum

Kia ora,

With Term 3 drawing to a close soon, I wanted to provide an update on actions we are taking in response to feedback we've heard from you. I've really enjoyed meeting with principals up and down the country in recent weeks and hearing what's important to you and your teachers. We have implemented a lot of suggestions we have received. Thank you for being honest with me and sharing your expertise.

Please feel free to distribute this email wider to your staff.

### **Relief teachers**

I've heard from you that the struggle to find relief teachers at short notice has become a much greater problem as the year has progressed. We know that staff illness has increased, and this is being compounded with CRT and PLD time out of the classroom. I know a lot of CRT time is being used covering classes when relievers are not able to be found and some schools have not yet been able to do the PLD on structured literacy because they can't access relievers. I asked the Ministry to listen to sector suggestions and to prepare to implement a plan in response. Action is being taken by the Ministry and the Teaching Council, in both the short and long-term to increase the number of relief teachers. This is part of my wider work programme to attract more people to the teaching profession.

### *Short term*

- The Teaching Council has agreed to introduce a time-limited change to its eligibility criteria for Limited Authorities to Teach (LATs) to allow previously registered teachers to receive a LAT. This means both experts who aren't qualified teachers **and** previously registered teachers can come into classrooms as relievers on a LAT. This creates the option of working without having to go through a teacher refresher process or paying for a new three-year practising certificate, instead they only pay for a one-year LAT
- 200 one-year LATS and 150 teaching certificate renewals will be available free of charge to get this kick-started
- The Ministry of Education and the Teaching Council are contacting recently retired teachers and those who are looking at returning from parental leave to work flexible hours as a relief teacher.
- The Teaching Council is urging schools and principals encourage for teacher aides to work as LATs and to allow them to fill a relief teacher role.
- A website is being stood up to support teachers and principals understand the processes

associated with LATs/returning to teaching.

### *Long term*

The Ministry of Education and the Teaching Council are also looking at longer-term options including:

- A practising certificate for those who just want to be a relief teacher.
- Changing legislation to allow qualified teachers who do not have a current practising certificate to work longer than the current maximum of 20 half days before they need an exemption from the Teaching Council.
- Encouraging overseas trained teachers who are in New Zealand to look at relief teaching work.

We understand this issue is much wider than just relievers, we need to grow the overall workforce. That's why we're supporting the training and recruitment of 1500 new teachers via Teach First, BeTTER, expanding the on-site training programme and extending the overseas relocation grant. 113 primary teachers came across the border this year to July, a 40% increase on last year and 359 secondary teachers arrived during that same timeframe, a 54 percent increase on the same period in 2023.

I know there is more to do, It is essential we encourage and grow our own teachers. I will continue to focus on how we can build the workforce of the future.

### **NCEA co-requisites**

I understand the 20-credit co-requisite has been a significant change, often requiring you to rethink how you provide support for students to improve their literacy and numeracy capability. I have heard how it has also created significant additional work for your staff.

I can confirm the current two-year transitional period (2024 and 2025) will be extending for a further two years until the end of 2027.

Funding will also increase to support this additional administrative work schools need to complete this. The Ministry will provide more information in due course.

Further to this, to help me with my wider work programme to strengthen NCEA, I tasked ERO with undertaking a thorough review of NCEA and the rollout of new Level 1 the report is due in November, but we are working at pace to respond to substantial feedback from you about what could strengthen the qualification.

I have also refreshed the NCEA Professional Advisory Group. The PAG provides me with independent advice on policy decisions and other matters related to NCEA. It is made up of current and former secondary school principals with valuable sector expertise. The PAG also provides support and advice to the Ministry of Education on matters related to NCEA where needed.

### **Curriculum update**

Next week the Ministry will release a Year 0-8 Implementation Plan for the new curriculum. I know there has been a lot of uncertainty in the sector without a clear plan detailing what is coming, especially for maths.

The implementation plan will include information on:

- The implementation timeline
- Use of Curriculum Days next year

- Ongoing PLD support and how it will be delivered including flexibility for rural and isolated schools
- How to access resources for maths and when they will become available to order
- When guidance will be provided on reporting for schools. This will cover how to incorporate information from PAT or e-asTTle, guidance on language use regarding student progression against the curriculum
- Guidance on principal's annual implementation plans in relation to the curriculum refresh process
- Guidance on how to get started - e.g. initial assessments, working out where kids are at against the new curriculum and a three year implementation guide.
- Information and dates on when we will open for further feedback on the maths and English curricula next year. We will further refine both after this feedback has been sought.

Implementing the curriculum refresh is a multi-year journey and we are committed to continual investment in this over many years. I acknowledge schools are all at different readiness levels for implementation. For those who haven't done structured literacy & maths before, as I've said before, just make a start. The Ministry will provide you with suggestions on certain things you might like to consider to get underway and a three year plan on how to fully roll out the new curricula. The Ministry & ERO will work alongside you to provide the support you need. Finally, I'm pleased to confirm From Term 1, teacher to children ratios from Years 4-8 will reduce from 1:29 to 1:28. Schools will be able to use their staffing entitlement to best meet their needs, whether that be reducing class sizes or increasing staffing in roles such as leadership positions or specialist teachers

If you have any questions or feedback, please email [tepoutahu.engagement@education.govt.nz](mailto:tepoutahu.engagement@education.govt.nz)

Ngā mihi,  
Erica

# Hon Erica Stanford

Minister of Education  
Minister of Immigration



1 JUL 2024

Tim O'Connor  
Headmaster  
Auckland Grammar School

Ref: ESC2844

Email: t.oconnor@ags.school.nz

Dear Tim

Thank you for your email of 22 May, about the use of te reo Māori in the Numeracy common assessment activity. NZQA made me aware of the issue on 21 May.

I am receiving regular updates from NZQA about these assessments and I am closely monitoring these to ensure I have confidence that they are fair, valid, and robust.

I am informed that the Numeracy assessments are routinely translated into te reo Māori, as well as into the languages of realm countries, so our domestic students can access these assessments in their first language. The set-up of the original diagram caused a minor technical issue with the display that shows students the questions they have completed. NZQA discovered this on the first day of the assessment event and inadvertently replaced the faulty diagram with the te reo Māori version instead of the English language version.

I have been advised while the text of the question was in English, the timeline was needed to answer part (a) of the question. Most students would have been able to answer the question correctly using the numerical information in the timeline. NZQA has assured me that the marking schedule will ensure no student is disadvantaged, and NZQA has communicated this assurance to principals.

Thank you again for writing.

Yours sincerely

A handwritten signature in blue ink, appearing to read 'Erica Stanford'.

Hon Erica Stanford  
Minister of Education



**From:** Tim O'Connor <t.oconnor@ags.school.nz>  
**Sent:** Wednesday, May 22, 2024 2:46 PM  
**To:** David Seymour <David.Seymour@parliament.govt.nz>  
**Cc:** Erica Stanford (MIN) <E.Stanford@ministers.govt.nz>  
**Subject:** ESC2844 | RE: Numeracy CAA

Thanks David, As you will have seen [redacted] has said this was a technical error. I can't imagine what that technical error could be, and therefore it is concerning that this critical assessments that are now more important than ever, have questions that are unfair and call upon previous knowledge gained in another subject domain.

We will continue to monitor, but it's fair to say this question has been shared amongst many Auckland Principals, and we share the same concerns about the quality of the numeracy and literacy assessments. With questions of this nature we will be presenting inaccurate data about the knowledge our students have acquired in numeracy (in this instance).

[redacted]  
[redacted]  
[redacted]



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New iMessage

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To: Tim Oconnor |



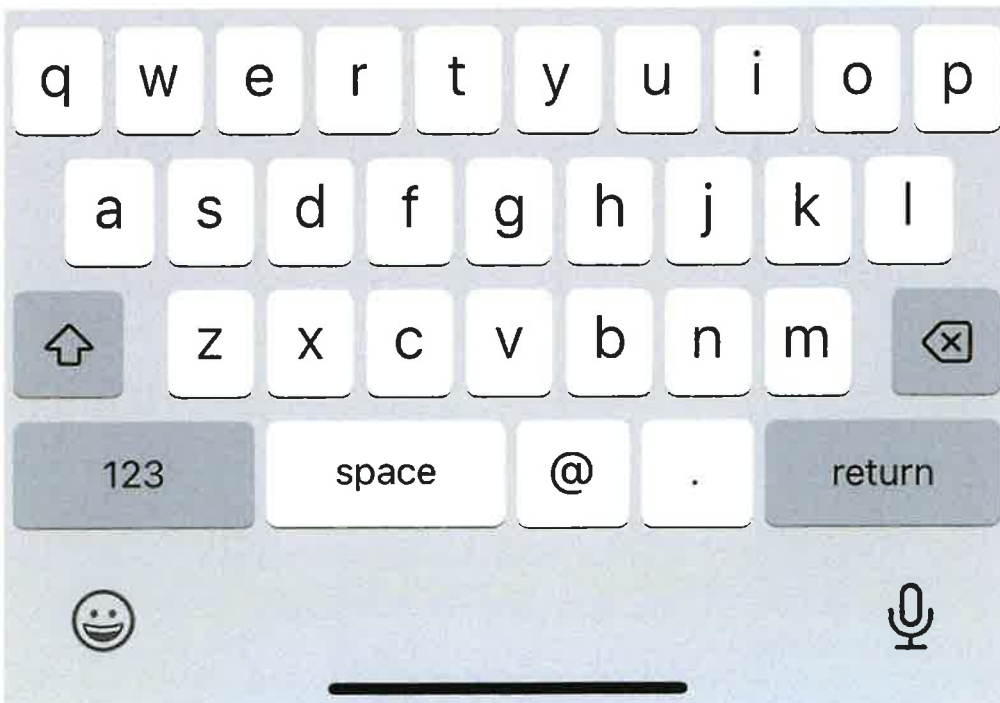
Thu, 15 Feb at 12:03 PM

Erica Rob Mill has emailed principals asking to meet online next week regarding curriculum refresh & NCEA change. Apparently at your request. I'll give him the paper I gave you if you are happy for me to do that. I also mentioned stopping the curriculum refresh & NCEA Level 2 & 3 changes to the PM this morning. I'm happy to push the message at the MOE meeting if that helps. Tim

Fri, 5 Apr at 12:16 PM



iMessage



**Attn: Minister of Education:**

## **NCEA**

### **1. Pause**

- a. The schedule for review of Level 2 and Level 3 has not worked. The overlapping timelines and missed deadlines have increased anxiety
- b. Information about Level 1 and reviews of subsequent levels has been poorly communicated and almost all deadlines have been missed
- c. NCEA is already extremely complicated
- d. The new arrangements have caused significant extra confusion

Therefore, please:

- i. Pause the review of NCEA Level 2 and Level 3 until further notice
- ii. Make any review coherent, with all levels considered together
- iii. Simplify, rather than make the system more complex
- iv. Present the draft documents simultaneously; clearly signal the stages of draft and consultation processes
- v. Provide a lead-in of at least 12 months after final publication of all information before first teaching

### **2. Curriculum first**

- a. NCEA has become a default curriculum, so assessment drives the system
- b. The amount of change across the system has created anxiety and confusion

Therefore, please:

- i. Put curriculum ahead of assessment: embed curriculum changes before renovating the assessment system
- ii. Consult with international experts on curriculum, rather than relying on Ministry of Education personnel or members of the community

### **3. Assessment specialists**

- a. The standards-based assessment and internal assessment model are at the root of many of the problems with NCEA
- b. There is too much low-quality assessment, and not enough assessment that is of high quality
- c. The focus on modes of assessment (digital, internal/external/portfolio, etc.) distracts from a focus on the quality of the assessments

Therefore, please:

- i. Consider real alternatives to the status quo, rather than slight modifications to it
- ii. Consult with international experts on assessment, rather than the Ministry of Education or members of the community
- iii. Focus on ensuring quality of assessments



# Curriculum

## 1. Curriculum “Refresh” Process

- a. The process has been rushed
- b. The communications about the process and aims have been poor
- c. Engagement is difficult. This is because schools have to sign up for webinars before being allowed access to draft documents
- d. The subject timelines are different, with some overlapping making it difficult to monitor and respond to
- e. There are different draft versions in circulation

### Therefore, please:

- i. Slow the process
- ii. Align the timelines between subjects
- iii. Publish draft documents on paper and send them to schools; abandon the web pages and the PDF downloads
- iv. Clearly signal phases of drafting processes
- v. Explain rationales for changes between drafts

## 2. Structures

- a. The Know/Understand/Do structure does not work for all subjects
- b. The progression model in draft documents is weak
- c. The proliferation of documentation is causing confusion. This includes: what is the status of the 2007 NZC compared with the new “refreshed” documents? Common Practice Model? Teaching guides?

### Therefore, please:

- i. Re-centre subjects and disciplinary knowledge in the curriculum
- ii. Allow disciplinary experts to choose the structures for their subjects—do not force them to use the Know/Understand/Do structure
- iii. Clarify how the documents fit together and the relationships between them
- iv. Use international benchmarks to base o

## 3. Content

- a. There are low expectations for students implied in the content
- b. Foundations to subjects are missing at primary year levels
- c. Subject disciplines have been sidelined. Subject experts no longer recognise their own subjects in the curriculum documents
- d. Shift to 50% Maturanga Maori means that important non-Maori subject content has been pushed out

### Therefore, please:

- i. Take an evidence-based approach rather than a socio-cultural approach to content
- ii. Establish the foundational knowledge of the disciplines from the beginning
- iii. Re-centre disciplinary subject knowledge in the curriculum
- iv. Establish the value of Maturanga Maori, but not at the expense of knowledge from elsewhere
- v. Prioritise the recruitment and training of teachers of Te Reo Maori—Maturanga Maori in the curriculum will follow