

Appendix A - Emails

Email 1

From: 9(2)(a)
Sent: Monday, May 26, 2025 9:46 AM
To: Erica Stanford (MIN) <E.Stanford@ministers.govt.nz>
Subject: Re: ESINV^{9(2)(a)} | Invitation to visit a structured literacy workshop

Tēnā koe 9(2)(a)

Unfortunately, we have had to adjust the dates slightly for the 9(2)(a) Workshop to 9(2)(a) I hope there is an opening on one of these days that will suit the Minister's schedule.

Kind regards

9(2)(a)

From: Erica Stanford (MIN) <E.Stanford@ministers.govt.nz>
Date: Monday, 26 May 2025 at 9:00 AM
To: 9(2)(a) Erica Stanford (MIN) <E.Stanford@ministers.govt.nz>
Subject: RE: ESINV^{9(2)(a)} | Invitation to visit a structured literacy workshop

Tēnā koe 9(2)(a)

Thank you for coming back so promptly with some alternative dates. 9(2)(a) would be ideal for the Minister's schedule. I have held 9(2)(a) that day in the Minister's calendar. Her schedule should be relatively flexible that day though, so the time can change to suit.

Normally we would ask you to complete an event information form to help us with making the necessary arrangements for the Minister to attend. I'm not sure it will be the best form for something like this though, so I have also attached our meeting information form and school visit form, in case one of the alternative forms is a better fit for the information you will be able to provide. Since you are still in the planning phase for the 9(2)(a) and 9(2)(a) dates, please don't feel like you need to rush the form back to our office. A month or so before the date will be absolutely fine.

Thank you for your understanding that we couldn't make the earlier dates work.

Kind regards,
9(2)(a)



Office of Hon Erica Stanford

Minister of Education | Minister of Immigration | Lead Coordination Minister for the Government's Response to Royal Commission's Report into Historical Abuse in State Care and in the care of Faith-based Institutions
MP for East Coast Bays

Email: e.stanford@ministers.govt.nz | www.beehive.govt.nz
Private Bag 18041, Parliament Buildings, Wellington 6160, New Zealand

From: 9(2)(a)
Sent: Thursday, 8 May 2025 10:28 AM
To: Erica Stanford (MIN) <E.Stanford@ministers.govt.nz>
Subject: Re: ESINV^{9(2)(a)} | Invitation to visit a structured literacy workshop

Tēnā koe 9(2)(a)

Many thanks for this reply, and I completely understand the Minister's commitments.

We have just confirmed these workshops for the 9(2)(a) one of which may be more suitable

- 9(2)(a)

We are still in the process of confirming venues for these, I will send that information on when these are finalised.

Kind regards

9(2)(a)

From: Erica Stanford (MIN) <E.Stanford@ministers.govt.nz>
Date: Thursday, 8 May 2025 at 10:10 AM
To: 9(2)(a) Erica Stanford (MIN) <E.Stanford@ministers.govt.nz>, 9(2)(a)
Subject: ESINV1553 | Invitation to visit a structured literacy workshop

Tēnā koe ^{9(2)(a)}

The Minister was delighted by the invitation to visit one of your structured literacy workshops. Unfortunately, the dates in 9(2)(a) won't be possible for the Minister due to ministerial commitments that we can't shift.

Do you have some dates for later in the year that you could send through please, for us to compare against the Minister's calendar?

Kind regards,

9(2)(a)



9(2)(a)

Office of Hon Erica Stanford

Minister of Education | Minister of Immigration | Lead Coordination Minister for the Government's Response to Royal Commission's Report into Historical Abuse in State Care and in the care of Faith-based Institutions
MP for East Coast Bays

9(2)(a)

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Private Bag 18041, Parliament Buildings, Wellington 6160, New Zealand

Email 2

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

Sent: Thursday, May 8, 2025 10:05 AM

To: 9(2)(a) Erica Stanford (MIN) <E.Stanford@ministers.govt.nz>; 9(2)(a)

Subject: RE: Meeting

Tēnā koe 9(2)(a)

Thank you for your email. The Minister was very motivated to discuss this with you. However, her schedule is very constrained at the moment due to the busy pre and post-Budget season we are in. She has asked 9(2)(a) to find a suitable time to meet with you or discuss this on a Teams meeting or on the phone.

We have Budget Day on 22 May, so unfortunately those dates won't be possible for an in-person meeting with 9(2)(a) will work around your availability for a phone call or in-person meeting outside of those dates. I will leave you with 9(2)(a) to confirm a time that works for you.

The Minister passes on her sincere apologies that we couldn't accommodate a meeting for this conversation. She is looking forward to seeing you at 9(2)(a)

Kind regards,

9(2)(a)

PS. I need to email you about your invitation for the Minister to visit one of your structured literacy workshops as well. I'll do that separately to save confusing the logistics of your meeting with 9(2)(a) with the logistics of scheduling the Minister's visit to 9(2)(a).



9(2)(a)

Office of Hon Erica Stanford

Minister of Education | Minister of Immigration | Lead Coordination Minister for the Government's Response to Royal Commission's Report into Historical Abuse in State Care and in the care of Faith-based Institutions
MP for East Coast Bays

9(2)(a)

www.beehive.govt.nz

Private Bag 18041, Parliament Buildings, Wellington 6160, New Zealand

From: 9(2)(a)

Sent: Tuesday, 6 May 2025 8:32 AM

To: 9(2)(a) parliament.govt.nz>; Erica Stanford <erica.stanford@parliament.govt.nz>

Subject: Meeting

Kia ora Minister

The team from 9(2)(a) will be in 9(2)(a) delivering a 9(2)(a) Would it be possible to meet with you for 30 minutes, sometime after 3 pm, to discuss the inequity of children starting school on their birthday? Children who start in Term 2 miss an entire term of teaching/learning, simply because of when their birthday falls, yet we expect them to catch up to the others who have had a term's head start. These students are always playing catch-up because of the system we have of starting on your birthday.

In NZ children can have six terms of learning before they start Year 2, or they can have as few as three terms of learning, inequity right there, and we have created it with the system we have in place.

We have a possible solution and would love the opportunity to discuss this with you.

Kind regards

9(2)(a)



Email 3

From: 9(2)(a)
Sent: Wednesday, April 23, 2025 7:21 PM
To: 9(2)(a) <[redacted]@parliament.govt.nz>; Erica Stanford <erica.stanford@parliament.govt.nz>
Subject: 9(2)(a) Workshops

Kia ora Minister

This is an invitation for you to attend one of our Ministry of Education-funded Structured Literacy Workshops this term, 9(2)(a) [redacted]. If you would like to see the outcome of your courageous decision to offer Structured Literacy PLD, please feel free to pop in any time and stay as long as you like.

9(2)(a) [redacted]
[redacted]

[redacted]
[redacted]

[redacted]
[redacted]

[redacted]
[redacted]

[redacted] and start our 9(2)(a) [redacted], including a dinner Seminar with [redacted]

Warm regards

9(2)(a) [redacted]

Email 4

From: 9(2)(a)
Sent: Thursday, July 11, 2024 4:14 PM
To: Erica Stanford <erica.stanford@parliament.govt.nz>
Subject: ESC^{9(2)(a)} | Phonics Check

Kia ora Erica

Just checking in to see if you are available to open and attend our next 9(2)(a) conference. I emailed an invitation a few weeks ago and wondering if there was a possibility you could open this conference to 9(2)(a) teachers.

It was pleasing to see the mention of a Phonics Check for our Year One students in the near future. Schools that implement the 9(2)(a) assessment. Here is an example of this assessment which I shared on FB and reached 9(2)(a) teachers.

Warm regards
9(2)(a)

Email 5

From: 9(2)(a)
Sent: Friday, June 14, 2024 12:18 PM
To: 9(2)(a) @parliament.govt.nz>
Subject: ESINV^{9(2)(a)} | Auckland 'Sharing Best Practice'

Good evening Erica

To celebrate the country changing to a Structured Literacy approach I would like to invite you to open our 9(2)(a) Apologies, I thought this had been sent!

This will be our 9(2)(a) and our second in 9(2)(a) The last two conferences have been extremely successful. Because we have been delivering Professional Learning in Structured Literacy 9(2)(a) we now have plenty of teachers we can call upon to share Best Practices with other teachers. We will have 9(2)(a) teachers attending the day. Teachers giving up a Saturday to continue their professional learning is very impressive.

9(2)(a)

It will be a pleasure to have you join us and open the day of 9(2)(a) if you have some availability.

Kind regards

9(2)(a)

Email 6

From: 9(2)(a)
Sent: Sunday, May 26, 2024 8:58 PM
To: Erica Stanford <erica.stanford@parliament.govt.nz>
Subject: 9(2)(a)

Good evening Erica

Just a little more information in my advocacy regarding 9(2)(a) who has been delivering 9(2)(a) across Aotearoa from 9(2)(a)

Since 9(2)(a) has worked alongside teachers in 9(2)(a) from Kaitaia to Invercargill, teaching them about the Science of Learning and Reading and coaching them to change their pedagogy to Te Reo Matatini (Structured Literacy). We are fairly certain that 9(2)(a) this crucial PLD when there was nothing on offer from the Ministry of Education. Early adopters signed up with 9(2)(a) and have been changing their practice

9(2)(a)

and here is 9(2)(a) website
9(2)(a)

9(2)(a) has created 9(2)(a) own scope and sequence and the resources needed by teachers to implement this explicit and systematic approach. And I have had the privilege and pleasure of mentoring 9(2)(a) has written 9(2)(a) own decodable series of books as 9(2)(a) was so disappointed when the UC books were released that there were no books available in te reo for 9(2)(a) to teach with a Structured Literacy approach.

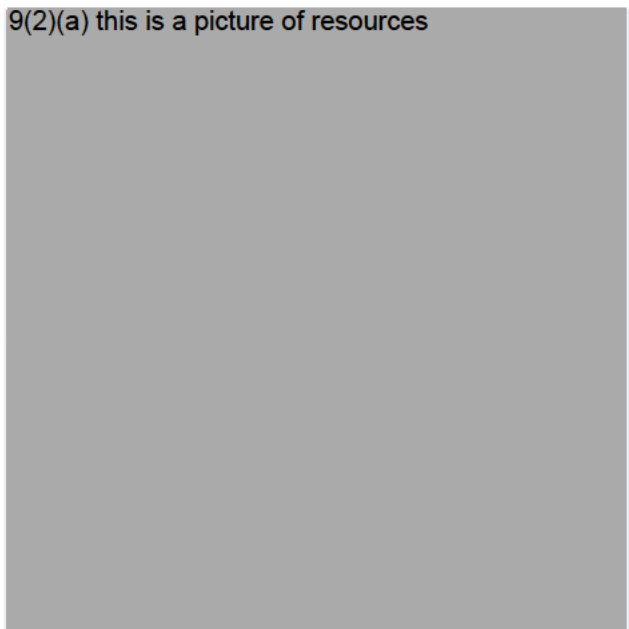
9(2)(a) presented at our 9(2)(a) and will again be presenting at

Will schools that have chosen 9(2)(a) work now have to leave all that behind?
Is this a waste of 9(2)(a) years from a 9(2)(a) who saw the gap once again for Māori in Aotearoa, had the courage, determination and knowledge to stand up for her people, and simply get on and do what should have been done by the Ministry 9(2)(a) years ago?

My plea and the plea of many teachers, school leaders and Resource Teachers is that 9(2)(a) is included as an option for schools when choosing the training of Years 0-3 kaiako in te Reo Matatini.

Schools teaching English will get to choose. Why not Māori?

9(2)(a) this is a picture of resources



9(2)(a)



Email 7

From: 9(2)(a)
Sent: Friday, May 24, 2024 1:00 PM
To: Erica Stanford <erica.stanford@parliament.govt.nz>
Cc: 9(2)(a)
parliament.govt.nz>
Subject: ESC | Te Reo Matatini

Kia ora

It is not often I feel the need to write and share my feelings and thoughts with the Minister of Education.

I attended a zoom this morning regarding the PLD procurement for Structured Literacy/Te Reo Matatini and was shocked to hear that the process for Structured Literacy and Te Reo Matatini are different. I have been delivering PLD in 9(2)(a) across New Zealand through 9(2)(a)

9(2)(a) Te reo Matatini for 9(2)(a) across New Zealand as
The Ministry has upheld 9(2)(a) work as an accredited facilitator as 9(2)(a) has travelled the country presenting workshops 9(2)(a) to create the necessary change in pedagogy when no one else was leading the change.

9(2)(a) had the courage, and the pioneering spirit to begin the change and create high class relevant resources aligned with the Science of Learning and Science of Reading that were not provided by the Ministry in te reo Māori. I have mentored 9(2)(a) over the past 9(2)(a) in this process of change.

I am requesting that 9(2)(a) work be upheld and acknowledged and that schools have a choice when it comes to selecting their provider for Te Reo Matatini, as they will with Structured Literacy.

I was shocked as were many others when that announcement was made.

Ngā mihi
9(2)(a)

Email 8

From: 9(2)(a)
Sent: Friday, August 8, 2025 3:02 PM
To: tepoutahu.engagement@education.govt.nz <tepoutahu.engagement@education.govt.nz>
Cc: Erica Stanford (MIN) <E.Stanford@ministers.govt.nz>; 9(2)(a)
Subject: ESC^{9(2)(a)} | Providers attending national roadshow

Kia ora

I wish to enquire about providers being able to attend the upcoming education roadshow. [Curriculum Roadshow For Leaders](#)

Can you please advise how we go about doing so as the registration form doesn't currently enable us to register. It would be good to be able to hear the messaging and to be part of the conversation, as we work closely alongside leaders as they navigate and implement changes across their kura.
Thanks in advance.

Ngā mihi nui

9(2)(a)

Email 9

From: [REDACTED]
Sent: Wednesday, April 16, 2025 8:47 AM
To: 9(2)(a)
[REDACTED] Erica Stanford (MIN) <E.Stanford@ministers.govt.nz>
Cc: 9(2)(a)
[REDACTED]
Subject: ESINV Request to meet

Kia ora,

I hope this message finds you well. It was great to hear you speak at the SPELD conference in the weekend and to briefly connect.

I'm writing to request the opportunity to meet with you both in person to share feedback on current initiatives. I'll be in Auckland on Monday 28th April, and can meet any time after 2pm. Please let me know if a time that afternoon might suit you both.

I'd really value the chance to connect face-to-face and contribute to the ongoing work in this space.

Ngā mihi nui

9(2)(a)



Email 10

From: 9(2)(a)
Sent: Wednesday, June 26, 2024 9:34 AM
To: 9(2)(a) Erica Stanford (MIN)
<E.Stanford@ministers.govt.nz>
Cc: 9(2)(a)
Subject: Re: Invite


Morena 9(2)(a)

We have actually invited the Minister to open our 9(2)(a) event but have not heard back from her. Is this something you are able to follow up regarding for us please?

Thanks in advance.

Ngā mihi nui

9(2)(a)



From: 9(2)(a)
Sent: Tuesday, June 25, 2024 1:42 PM
To: 9(2)(a)
Subject: RE: Literacy Symposium Invite

Hi 9(2)(a)

That's awesome, thank you – looking forward to it!


Best wishes,

9(2)(a)

From: 9(2)(a)
Sent: Tuesday, June 25, 2024 1:17 PM
To: 9(2)(a)
Cc: 9(2)(a) >
Subject: Re: 9(2)(a) Invite

Kia ora 9(2)(a)
It's great to hear from you. Yes, of course the offer still stands. I have cc'd 9(2)(a) in so 9(2)(a) can add you to our list of invited guests. It's set to be a great day. I look forward to meeting you in person then.

Ngā mihi nui
9(2)(a)



From: 9(2)(a)
Sent: Tuesday, June 25, 2024 1:10 PM
To: 9(2)(a)
Subject: RE: 9(2)(a) Invite

Hi 9(2)(a)

Just touching base to see if it was okay for me to put in a late acceptance! I would love to join in 9(2)(a) on 9(2)(a)

Best wishes,

9(2)(a)

From: 9(2)(a)
Sent: Friday, May 10, 2024 2:54 PM
To: 9(2)(a)
Subject: Re: Invite

My apologies, the PDF is attached now.

Ngā mihi nui

9(2)(a)

From: 9(2)(a)

Sent: Friday, May 10, 2024 2:42 PM

To: 9(2)(a)

Subject: 9(2)(a) Invite

Kia ora,

I'm reaching out to inform you about our 9(2)(a) which will be held in 9(2)(a). The 9(2)(a) offers attendees the opportunity to 9(2)(a). We are delighted to announce that this symposium will take place in 9(2)(a).

Our outstanding lineup of keynote speakers includes 9(2)(a). With a strong emphasis on 9(2)(a) we believe 9(2)(a) will provide an excellent opportunity for educators across Aotearoa to continue the discussion of improving literacy outcomes.

9(2)(a) would like to personally invite you to attend 9(2)(a) and extend one complimentary registration offer for 9(2)(a). Attached to this email is a PDF information flyer containing further details, including dates. We hope you can join us.

Could you kindly let us know if you would like to accept this offer? If we do not receive a response from you by 9(2)(a) we will assume that you will not be able to attend.

If you have any questions, please do not hesitate to contact me. Look forward to hearing from you.

9(2)(a)

Email 11

From: 9(2)(a)
Sent: Monday, May 27, 2024 11:25 AM
To: Erica Stanford (MIN) <E.Stanford@ministers.govt.nz>
Cc: 9(2)(a)
Subject: ESINV | Invitation to

Dear Hon Erica Stanford,

I hope this email finds you well. We recently reached out with the offer of a complimentary ticket for our upcoming 9(2)(a) which will be held in 9(2)(a). The 9(2)(a) offers attendees the opportunity to 9(2)(a)

Following the success of last year's event, we are honoured to invite you to open the 9(2)(a) event on 9(2)(a). While the 9(2)(a) event is scheduled for 9(2)(a) we understand this falls during a sitting week for Parliament, which may conflict with your schedule. If you are unable to attend, we would be greatly honoured to welcome a representative in your place to open the event.

Our outstanding lineup of keynote speakers includes 9(2)(a). With a strong emphasis on evidence-based literacy practices for all, we believe 9(2)(a) will provide an excellent opportunity for educators across Aotearoa to continue the discussion on improving literacy outcomes.

Given the recent government announcements regarding the mandating of Structured Literacy, the content of 9(2)(a) and keynote speakers are particularly relevant to the current New Zealand educational context. We are pleased to advise that more than 9(2)(a) attendees from various educational roles have already secured their tickets, and we look forward to this number growing as the date approaches.

If you have any questions, please do not hesitate to contact me. We look forward to hearing from you.

9(2)(a)

Email 12

Attachments:

9(2)(a)

From: 9(2)(a)

Sent: Monday, April 7, 2025 10:52 AM

To: 9(2)(a)

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

Subject: ESC Our concern around structured literacy teaching

Kiaora 9(2)(a),

We wish to bring to the Minister's attention our deep concern that schools do not have the opportunity to select 9(2)(a) to deliver more indepth and tailored support for structured literacy teaching i.e., PLD for Tier 2 and Tier 3 structured literacy teaching). This email below was sent to schools on Friday. 9(2)(a)

As you are aware 9(2)(a) teaching has proven effective for thousands of children who need more targeted support. The evidence is also clear that Tier 2 targeted support must be aligned to Tier 1 teaching. We are receiving numerous emails from principals who have 9(2)(a) being implemented across their junior schools expressing their concern that they can not select us as a provider for more indepth support to align 9(2)(a) teaching. Our article demonstrating the positive impact of our 9(2)(a) is now published and I have attached again for your interest. This is the only published research related to the effectiveness of Tier 2 structured literacy teaching in NZ that uses a controlled comparison.

We have the capability to deliver this more in-depth support from Term 3 this year and we would like the opportunity to be considered. We are unsure of the rationale as to why we would be excluded from the opportunity to provide Tier 2 and Tier 3 PLD support aligned to our very successful BSLA model.

Nga mihi

9(2)(a)

Classification: In-Confidence

From: PLD Enquiries <pld.enquiries@education.govt.nz>

Sent: Friday, April 4, 2025 3:13 PM

Subject: Targeted and Tailored PLD opportunity from Term 2

Kia ora

You are receiving this email because your school receives a staffing entitlement for Year 0-2 literacy support. Schools with this funding are now eligible to enrol one staff member in a targeted and tailored PLD support

programme. Please note that as eligible schools receive this staffing entitlement, there is no further release time as part of this PLD package.

This PLD will help teachers develop deep expertise in elements of structured literacy approaches (SLA) and effective, targeted and tailored teaching. It will also further support the application of explicit teaching principles. More in depth information on this PLD opportunity can be found here - [SLA PLD for targeted and tailored teaching](#)

The PLD will be delivered over four school terms and Includes:

- Core delivery: Five full day facilitated workshops per teacher
- Ongoing coaching and mentoring (over four terms)
- Specific targeted and tailored content for all elements of SLA as outlined in the English learning area.

Enrolments are currently available for PLD beginning in Terms 2, 3 and 4 2025. If you would like your PLD to begin in Term 2 2025, please enrol as soon as possible.

There are currently two providers for this PLD and information about the PLD programmes they are offering can be found at the links below:

- [Learning Adventures - info](#)
- [Learning Matters - info](#)

To enrol a staff member in this PLD, please follow the link for your preferred provider and enrol with them directly.

- [Learning Adventures – enrol](#)
- [Learning Matters - enrol](#)

To evaluate the effectiveness of this PLD, facilitators will collect information from teachers. All teachers completing this PLD will need to:

- Collect impact assessment data with help from your PLD facilitator/s
- Complete pre-PLD, post-workshop, and post-PLD teacher surveys

Any information given will remain anonymous and be aggregated and used to assess the overall impact of this PLD.

If you have any questions, please email us at: pld.enquiries@education.govt.nz

Ngā mihi
PLD Team – National Office

education.govt.nz

***He mea tārai e mātou te mātauranga kia rangatira ai, kia mana taurite ai ōna huanga
We shape an education system that delivers equitable and excellent outcomes***

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9(2)(a)

Email 13

From: 9(2)(a)
Sent: Friday, August 23, 2024 10:14 AM
To: Erica Stanford (MIN) <E.Stanford@ministers.govt.nz>
Subject: ESINV^{9(2)(a)} | Meeting to update on success of 9(2)(a)

Tēnā Koe Minister Stanford,

As you will have heard through your MoE advisors the 9(2)(a) is now being implemented in over 9(2)(a) primary schools across the country. The Data continue to demonstrate the effectiveness of this structured literacy approach in uplifting our tamariki's early literacy skills.

Principals across the country are noting that the implementation of 9(2)(a) has been a significant positive shift in teaching practice and they are working hard to embed this approach right across their junior school years. They are observing first hand the much stronger early literacy results they are gaining for all their children, including Māori Pacific learners and English Language Learners. They are constantly requesting us to extend 9(2)(a) through to 9(2)(a) and we are currently working on this extension. We are supporting 9(2)(a) schools through our ongoing work to ensure high teaching fidelity and the sustainability of 9(2)(a). These latter aspects are vital to really embed 9(2)(a) early literacy teaching within the school.

We recently presented our data around 9(2)(a) at the 9(2)(a). Reading experts from 9(2)(a) were very impressed and interested in what we are achieving here in NZ in partnership with MoE.

We really do see 9(2)(a) as a national success story and we are keen to celebrate the amazing mahi our teachers and leaders in 9(2)(a) schools are doing to enhance children's oral language, reading and writing.

We would welcome the opportunity to meet with you in Wellington to share some of our latest thinking around 9(2)(a) with you and to highlight the world leading aspects of 9(2)(a) that are attracting significant national and international attention.

We can travel 9(2)(a) to Wgtn to meet with over the next month at a convenient date for you.

Looking forward to meeting with you again soon.

Ngā mihi
9(2)(a)

Email 14

Attachments: 9(2)(a)

From: 9(2)(a)

Sent: Monday, March 17, 2025 12:33 PM

To: ResourceTeacher.Consultation@education.govt.nz <resourceteacher.consultation@education.govt.nz>; 9(2)(a)

Cc: Erica Stanford <erica.stanford@parliament.govt.nz>; 9(2)(a)

Subject: ESC 9(2)(a) | Submission on Aligning Learning Support Roles with a Suggestive Model

Good Afternoon,

Please find attached 9(2)(a) submission on aligning learning support roles with a structured model to enhance literacy and behaviour intervention in mainstream schools. Our proposal 9(2)(a) as we believe the most effective approach is to 9(2)(a)

This submission provides a suggested model demonstrating how this can be implemented.

We propose 9(2)(a) to ensure every school has at least:

- One 9(2)(a)
- One

These roles would provide direct, one-to-one intervention, focusing on 9(2)(a) and high-needs students struggling with reading, writing, spelling, and oral language. While this model does not encompass all learning support needs, it is adaptable and could be expanded with additional funding. Our submission reflects the majority view of 9(2)(a), with 9(2)(a) supporting this approach. Adjustments have been made to ensure flexibility in implementation, consideration of additional learning support roles, and clarity on suggested qualifications. The proposal outlines how this model can function in primary and secondary schools, utilising the existing pool of funded teachers while advocating for increased funding and resources.

Thank you for your time and consideration. Please feel free to contact me if you need any more information.

Best regards,

9(2)(a)

Email 15

Attachments:

9(2)(a)

From: 9(2)(a)

Sent: Tuesday, August 27, 2024 10:19 AM

To: Erica Stanford <erica.stanford@parliament.govt.nz>; 9(2)(a)

<enquiries.national@education.govt.nz>

<enquiries.national@education.govt.nz>; 9(2)(a)

<nationalcurriculum.refresh@education.govt.nz <nationalcurriculum.refresh@education.govt.nz>

Subject: ESC^{9(2)(a)} | 9(2)(a) feedback on target supports to accelerate learning in literacy and te reo martini

The 9(2)(a) was made aware of an email sent out on Friday evening 23 August 2024 that provided the information on target supports to accelerate learning in literacy and te reo martini. I've attached a letter that includes the 9(2)(a) feedback about this announcement.

We look forward to hearing from you and hopefully working together to resolve these issues.

Kind Regards

9(2)(a)

Email 16

Attachments:

9(2)(a) .docx; 9(2)(a)
9(2)(a)
9(2)(a).pdf

From: 9(2)(a)

Sent: Thursday, September 12, 2024 9:06 PM

To: 9(2)(a) Erica Stanford

<erica.stanford@parliament.govt.nz>

Subject: ESC^{9(2)(a)} | Fw: Structured Literacy - How many children need top die before T3 is acknowledged and funded?

Good Evening,

I am advising, that I have sent the letters below to John Campbell on Breakfast TV in regards the Ministers interview tomorrow.

Kind Regards

9(2)(a)

Thanks for your time and for always asking the hard questions.

9(2)(a)

Email 17

From: 9(2)(a)
Sent: Sunday, March 2, 2025 7:45 PM
To: 9(2)(a) @education.govt.nz; Erica Stanford
<erica.stanford@parliament.govt.nz>
Subject: ESC^{9(2)(a)} | RTLit announcement

Good morning, 9(2)(a)

I spoke with Erica over the weekend, and she suggested it would be better to send this email to you directly. Hopefully, you will be able to discuss whether there is a way to provide some extra information to help the community understand the change and direction the ministry and minister are heading in that can be made public.

9(2)(a) was surprised on Friday with the announcement, about RTLits Changes to Funding for Resource Teachers Literacy and Resource Teachers Māori, we felt it would be beneficial to share feedback from the community regarding the announcement on the proposed changes and to seek clarification on specific areas of the document.

We acknowledge that 9(2)(a) has advocated for a change in learning support and appreciate the positive steps the Ministry has taken in structured literacy and support many of the changes being implemented. However, our biggest concern lies in how the information has been communicated. The community, especially the RTLits would greatly appreciate any further clarification that can be provided. Below, we offer some feedback and suggestions to support this discussion.

1. Lack of Retraining or Alternative Employment Pathways for RTLits

We recognise the need for a strategic reshuffle of resources; however, there is significant uncertainty surrounding the future roles of existing RTLits. Many of these educators possess specialised skills in structured literacy, and their expertise should not be lost. Rather than discontinuing their roles entirely, we advocate for a structured transition plan that includes retraining and redeployment into new or enhanced literacy support roles within schools.

2. Transparency in Decision-Making

The manner in which these proposed changes were announced has caused confusion and distress within the education community. It echoes the advice given to the Reading Recovery teachers, who had to wait nearly a year to find out if they would be employed, and who are still waiting for confirmation of any literacy specialist training. This announcement comes across as if the Ministry is not even certain that the money will be reinvested in education in the 2025 budget. Many of the learning support team has worked hard alongside the Ministry with the changes to structured literacy and structured math, and this announcement has undermined the trust and goodwill that had been built over the past year.

The lack of clarity on how funding will be reinvested, along with the absence of a detailed implementation strategy, has left many teachers and school leaders uncertain about the future of literacy support services. We urge the Ministry to work with the RTLit community to provide a clear

and transparent roadmap, outlining how these changes will be executed and ensuring that those affected have ample time and resources to adapt.

3. The Role of LSCs, RTLBs, and Other Learning Supports

The proposal does not address how Learning Support Coordinators (LSCs), Resource Teachers: Learning and Behaviour (RTLBs), and other support roles will be impacted or integrated into this shift. There is a strong case for redefining these roles to work collaboratively under a unified learning support model. For instance:

- RTLits could continue to focus on literacy interventions.
- RTLBs could specialise in behavioural, trauma-informed, and neuro-affirming support, as well as supporting ORS students.

A more integrated approach that considers the collective strengths of these roles would lead to better student outcomes rather than dismantling existing expertise.

4. The Need for a Whole-School Literacy Approach

While we acknowledge the Ministry's investment in structured literacy for early years (0–2) and the broader national curriculum changes, we remain concerned that eliminating RTLits will create even more gaps in literacy support for students beyond Year 2. Without understanding what the ministry has planned. Structured literacy should not be limited to the early years but embedded throughout the entire school system. Furthermore, many school leaders and boards may not yet fully grasp the depth of structured literacy and its long-term benefits, leading to funding choices that do not necessarily align with best practices or best outcomes in literacy intervention.

5. Clarification on the Reinvestment of Funds

The proposal states that funding may be reinvested into "frontline services," but this term remains ambiguous. Without a clear definition, there is no guarantee that these funds will directly support literacy specialists or classroom-based intervention strategies. Additionally, the data informing these decisions appears to be outdated, with references to evaluations from 2014 and earlier. More recent evidence should be considered before making substantial changes to literacy support services.

6. Recommendations

- **Retain, Retrain, and Redefine:** Instead of phasing out RTLits, provide structured retraining opportunities and redefine their roles to transition into in-school literacy specialist positions.
- **Improve Transparency:** Clearly define how funding will be reinvested and provide a detailed implementation plan.
- **Integrate Learning Supports:** Anowing ligh RTLits, RTLBs, and LSCs under a cohesive, collaborative support system.
- **Expand Whole-School Literacy:** Ensure structured literacy is embedded across all year levels, not just early years.
- **Clarify "Frontline Services":** Specify how the reinvestment will directly support literacy and learning outcomes.
- **Maintain Equity:** Ensure that rural and high-needs schools continue to receive specialised literacy support.

We appreciate the opportunity to contribute to this discussion and believe it is essential for the Ministry to be aware of the concerns within the community. We encourage further engagement to ensure that information is communicated effectively, reducing unnecessary stress and confusion. Our goal is to maintain open and honest communication, ensuring we are part of the solution rather than the problem, and working together to get this right.

Best Regards

9(2)(a)



Email 18

Attachments: 9(2)(a) .pdf; 9(2)(a) -2.pdf

From: 9(2)(a)
Sent: Monday, March 25, 2024 12:02 PM
To: Erica Stanford <erica.stanford@parliament.govt.nz>
Subject: ESC^{9(2)(a)} | Clarification of Terms and Reading Recovery

Good Morning Erica,


I hope you are well. You have certainly hit the road running this year. I really need your help and I have emailed you today to ask for your support in seeking clarification of literacy terms .

We have sent the ministry a letter (attached below) seeking clarification of terms. We need clarification of terms from the ministry, if we are respond to their response letter dated 01 March 2024 regarding the removal of Reading Recovery.

As Reading Recovery has been contracted to use the term structured approach to literacy we have concerns the ministry is planning to continue to use Reading Recovery for tier 3 children who in fact need a Structured literary approach. As the Ministry of Education clearly outlines what a structured Literacy approach is their website 9(2)(a) . We are requesting clarification of both terms in relation to Reading Recovery and for all aged children in a Tier 3 setting.

Using the term interchangeably has been a tactic for the ministry with the previous government and is why everything is still unclear.

Kinds Regards
9(2)(a)



Email 19

Attachments: 9(2)(a) .docx

From: 9(2)(a)
Sent: Monday, August 18, 2025 6:40:26 PM
To: 9(2)(a) @parliament.govt.nz>
Subject: 9(2)(a)

Hi Erica,

A warm and fuzzy for you.

I am sure I am going to get in the neck for the post I have just posted on 9(2)(a), but I know many are scared to comment due to the backlash people are getting.

Please know I have your back, and so do many of the 9(2)(a).

You are doing a fantastic job, and you are doing the right thing.

Happy Reading

9(2)(a)

9(2)(a)

Email 20

Attachments:

9(2)(a) .docx; 9(2)(a) .docx

From: 9(2)(a)

Sent: Monday, August 11, 2025 4:49:33 PM

To: 9(2)(a) @parliament.govt.nz>

Subject: 9(2)(a)

Hey Erica

I've created a 9(2)(a) guide, 9(2)(a) (attached below), to help families and schools prepare students for the NCEA Literacy Co-requisite exams or the Foundational Skills Year 11 exam for our 9(2)(a) students who are years behind. It covers essential skills to look out for, including alongside often-overlooked areas like 9(2)(a)

It's designed to support parents, teachers, learning support staff and students working together from Year 9 onwards, ensuring skills are developed well before secondary school. With the 9(2)(a) I've shared it via Google Drive with 9(2)(a) to meet the urgent demand ahead of September's Co-Req exams and to alleviate concerns about the proposed changes to NCEA.

I also created a 9(2)(a) (attached below) for my own 9(2)(a) to refer to as we play catch-up, teaching many of the skills listed, and I have referred to it in the document.

I'd love to have a chat, about how these types of resources could be created by the Ministry in the short term, to ensure all students, especially those needing extra support, have the skills, confidence, and wellbeing strategies they need to succeed.

The reality is that many teachers in years 4-8 don't possess these skills yet and don't understand why some of these skills need to be taught to achieve functional literacy and pass the exams. In time, they will, but my hope is this might offer some help until they know more.

As a mum, I would also be keen to know: would this help you if you didn't know as much as you do about SL?

9(2)(a)

Email 21

From: 9(2)(a)

Sent: Tuesday, August 12, 2025 4:22:46 PM

To: 9(2)(a)@parliament.govt.nz>

Subject: Hi

Hi Erica

Thanks to 9(2)(a) All the links in the document I sent you are now accessible. You may find the link to the 9(2)(a) helpful when speaking with parents.

Happy Reading

9(2)(a)

9(2)(a)

Email 22

Attachments: 9(2)(a) .docx

From: 9(2)(a)
Sent: Friday, June 27, 2025 11:07:44 AM
To: 9(2)(a)@parliament.govt.nz>
Subject: A Heartfelt Thank You

Hi Erica,

I just wanted to send a quick message to say how truly grateful I am and how grateful so many in our community are for everything you've done. Thank you for taking the time to listen, to learn, and to really understand what's happening in education and what our kids need.

You've achieved something incredible with the confirmation of Year 0–6 intervention teachers. It's something no one has done before, and it's such a win for kids, families, and schools across the country. Your hard work and commitment haven't gone unnoticed—we see you, we support you, and we thank you. Plus, I know there is more to come.

I know you're getting it from all directions right now, and I hope this brings a smile and a bit of reassurance, we've got your back.

That's why I wanted to share the 9(2)(a) I wrote on the 9(2)(a) after reading the written confirmation. I know you're not in 9(2)(a), but I thought you should know the response from parents and educators was full of genuine hope and gratitude. It came from a place of real appreciation. You've made a difference, not just for our community, but for all children, and that means the world to so many of us.

Although it's too late for 9(2)(a), knowing that the kids who started Year 1 this year and their parents won't have to go through what 9(2)(a) went through makes this whole journey worthwhile.

With heartfelt thanks,
9(2)(a)

9(2)(a) attached below -

9(2)(a)

Email 23

Attachments: 9(2)(a) .pdf

From: 9(2)(a)
Sent: Tuesday, April 22, 2025 12:19 PM
To: 9(2)(a) @parliament.govt.nz>
Subject: Letter Attached

Hi Erica,

I've attached the formal letter I've written to the Ministry of Education. I wanted to share it with you because this issue is a huge concern not just for me, but for many of us who've been in this space for a long time.

Over the past 9(2)(a) years, we've worked incredibly hard to educate others and push back against the spread of expensive, ineffective, non-evidence-based interventions, what I often call 9(2)(a). So to see these same approaches now being promoted by an Moe-approved provider is honestly soul-destroying. It feels like a massive step backward and deeply damaging for the very kids we're all trying so hard to support.

Thanks for taking the time to read it. I value your thoughts and am happy to chat today to discuss further.

Thanks 9(2)(a)

9(2)(a)