



Information Update: Timeline of advice for curriculum Out of scope

To:	Hon Erica Stanford, Minister of Education		
Date:	21 February 2025	Priority:	High
Security Level:	In-Confidence	METIS No:	1343366
Drafter:	9(2)(a)	DDI:	9(2)(a)
Key Contact and Hautū Deputy Secretary:	Pauline Cleaver, Acting Hautū, Te Poutāhū	DDI:	9(2)(a)
	Jen Fraser, General Manager, Schools Policy		9(2)(a)
Seen by the Communications Team:	No	Round Robin:	No

Request

You have requested an integrated timeline of advice across the curriculum and Out of scope due to their interdependent nature.

Alignment with Government priorities

This work is progressing actions in the delivery plan for the Achievement Target under the 'clearer curriculum' and 'smarter assessment and reporting' priorities.

Information

A high-level timeline is attached as Annex 1. It includes an indication of the decisions to be made in the advice papers. Note that some decisions may lead to further advice. Some of this is indicated in the timeline as it would be integrated into an already planned paper, but there may be some matters that require separate papers to be added into our planning.

out of scope

[Redacted]

Annex 1: Integrated timeline of advice across the curriculum **Out of scope**

What	When
out of scope	out of scope
out of scope	out of scope
<p>Curriculum advice on key design choices and high-level requirements. Decisions on:</p> <ul style="list-style-type: none"> • approach to structuring the curricula in senior secondary • relationship between phases and year levels • relationship between subjects in the curricula and NCEA achievement standards and assessment tasks • requirements for what needs to be taught in Years 0 to 10, including status of learning languages and Ngā Reo. 	26 February 2025
out of scope	out of scope
out of scope	out of scope
<p>Curriculum advice on position papers to underpin the writing and QA processes for remaining learning areas and wāhanga ako. Agreement to final position papers sought.</p>	7 March 2025 (was moved from 28 Feb 2025 due to English timelines)
out of scope	out of scope
<p>Drafting of remaining learning areas and wāhanga ako (and subjects).</p>	March – August 2025
out of scope	out of scope
out of scope	out of scope
out of scope	out of scope
out of scope	out of scope
out of scope	out of scope
out of scope	out of scope
<p>Curriculum advice on overarching requirements for teaching and learning programmes. Decisions on:</p> <ul style="list-style-type: none"> • next steps for draft content that sits outside of the learning areas and wāhanga ako (i.e. for the NZC, the other components of Te Mātaiaho whakapapa framework) 	30 April 2025

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<ul style="list-style-type: none"> requirements that need to be met when putting together teaching and learning programmes. 	
out of scope	out of scope
out of scope	out of scope
out of scope	out of scope
out of scope	out of scope
out of scope	out of scope
out of scope	out of scope
Consultation on remaining learning areas and wāhanga ako (with senior secondary subjects) along with overarching teaching and learning programme requirements.	August – October 2025
out of scope	
Submissions analysis and finalisation of full curricula.	9(2)(f)(iv)
(TBC) Cabinet: Update on full and final curriculum to be implemented from 2027 and plan for review and maintenance.	
Release of final full curricula.	
New curricula in force.	

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Report: Revised curriculum development timelines and approach

To:	Hon Erica Stanford, Minister of Education		
Date:	23/04/2025	Deadline:	30/04/2025
Security Level:	In-Confidence	Priority:	High
From:	Pauline Cleaver Acting Hautū – Te Poutāhū	Phone:	9(2)(a)
Drafter:	9(2)(a)	METIS No:	1344254

Why are we sending this to you?

- This report provides you with an update to the approach and high-level timeline for the development of the remaining New Zealand Curriculum (NZC) learning areas and Te Marautanga o Aotearoa wāhanga ako, based on lesson learned from the initial development of Position Papers, and from Curriculum Coherence Group input.

What action do we need, by when?

- We are seeking your agreement to the revised timeline and approach for development and delivery of the updated national curricula.
- Please return the signed paper by 30 April 2025.

Key facts, issues and questions

- We have been working to complete the remaining NZC learning areas and Te Marautanga o Aotearoa wāhanga ako in 2025, in alignment with the current curriculum development process [METIS 1340921 refers].
- On 11 February 2025, we provided you with an updated development timeline for the remainder of 2025 and into early 2026 [METIS 1342593 refers]. This has been further revised to include additional points of engagement with the Coherence Group, and to streamline development phases per lessons learned throughout the development of the Position Papers.
- As part of the revised approach, we have adjusted to allow for the development of subject curriculum at years 11 to 13, as well as the ground work required to include achievement standards in a form in the curriculum.

Alignment with Government priorities

1. This report aligns with Government priorities to establish a knowledge-rich curriculum grounded in the science of learning.

Background

2. The national curriculum for schooling (The New Zealand Curriculum and Te Marautanga o Aotearoa) is being updated so that it is knowledge-rich, internationally comparable, and clear about what students need to understand, know, and do in each year from Years 0 to 13 and the evidence-based teaching practices to use [SOU-24-MIN-0051 refers].
3. On 31 October 2024, we released the finalised English learning area and Te Reo Rangatira wāhanga ako for Years 0-6, and mathematics & statistics learning area and pāngarau wāhanga ako for Years 0-8 for implementation in schools and kura from the beginning of 2025.
4. On 27 January 2025, we released the updated draft Te Reo Rangatira wāhanga ako for Years 7-13 and the mathematics & statistics learning area and pāngarau wāhanga ako for Years 9-13 for consultation.
5. We released the draft English learning area for Years 7-13 for consultation on 31 March 2025. This timing was due to further updates being required as a result of feedback received through the various reviews undertaken as part of the quality assurance process.
6. Lessons learned throughout the 2024 curriculum development process for the English and Mathematics & Statistics learning areas, and Te Reo Rangatira and Pāngarau wāhanga ako resulted in the development of a refreshed approach for 2025 in completing the remainder of the curriculum learning areas and wāhanga ako. We provided you with an education report outlining the revised curriculum development approach on 4 December 2024 [METIS 1340921 refers].
7. On 11 February 2025, we provided you with a further revised high-level timeline for development and delivery throughout the remainder of 2025 and into early 2026 [METIS 1342593 refers].
8. We have been working to complete the remaining learning areas and wāhanga ako in 2025, in alignment with the current curriculum development process, however, we have identified the need for further process refinement.
9. The additional work required to complete the English years 7-13 learning area (which is one of the most complex learning areas by its nature) showed that we need to put more effort into developing knowledge and progression year by year, and once we have this right, the Understand, Know, Do (UKD) and teaching guidance will flow on from that. This approach has been confirmed through our recent work with Dr Ben Jensen (Learning First) based on his experience in knowledge-rich curriculum development and how he has seen other jurisdictions approach it.

Changes since last update

10. We have moved development teams from focusing on the English and Mathematics & Statistics learning areas, and Te Reo Rangatira and Pāngarau wāhanga ako to the new development approach for the remaining learning areas and wāhanga ako. As we have made this change, several factors have become clear:
 - 10.1. We will continue to work closely with the Coherence Group, including more regular discussions, and providing the group with additional time for document input. This is adding value to the process and outputs.
 - 10.2. The development approach previously approved needs to be further adjusted to build in a stronger focus on knowledge earlier in the development process, and to

allocate additional time for this phase. While this increases time required in the knowledge and progressions phase, it reduces time in the UKD and teaching guidance phases, meaning the overall timelines have not changed.

- 10.3. The Contributing Groups providing input and support for writing do not fully understand the shift to a knowledge-rich curriculum and are focused on a refresh of the 2007 curriculum, as opposed to the new curriculum approach. This has negatively impacted on timeframes for writing work.
- 10.4. We need to include specific subjects (Y11-13) into the curriculum that add to ensuring that the curriculum drives assessment, not NCEA driving the curriculum.
11. The above required changes have driven further refinement and reorganisation of the development approach for the remaining learning areas and wāhanga ako. This has resulted in the need for changes to timing (while not changing the overall timelines), as well as the need to move budget across years.

Timeline Changes

12. In making these changes, we need to be mindful of the triple constraint within the programme, balancing time, cost, and quality. This balance is crucial and must be managed carefully. Ensuring high-quality work often impacts the schedule, leading to increased costs due to tight deadlines. These will be mitigated by clearly defining the design components and focusing on critical aspects as per the updated approach, helping manage time and cost effectively without compromising quality.
13. We will extend the timelines of the combined knowledge and progression steps to ensure we can deliver quality work in the required timeframe. As part of this process, we will also outsource more of the writing work in advance of the required timeframes to increase capability and capacity in the programme delivery. This approach has been used successfully in developing curriculum materials for Te Marautanga o Aotearoa, and we will adopt it for the New Zealand Curriculum materials to improve efficiency.
14. We have also put in an additional Minister review and check point in August/September to ensure any feedback is included in the curriculum before Minister agreement.
15. The revised timeline is included in table one below. While dates within the delivery timelines are at times subject to change, the overall timeline is the same as we have reduced the time available on teaching sequence development and later phases as these will be started earlier than originally planned.
16. Through working with Dr Ben Jensen from Learning First we have also identified that we need to improve our design to include more detail. This is based on what he has seen in other jurisdictions. For example, the complexity and challenges we have faced in completing English were similar to those identified in NSW, and a more detailed design would have substantially reduced this. We are focusing on this design now with Learning First's support, direction and input. We will update you on this design once completed.

Table One: Revised curriculum development timelines

NZC and TMoA learning area / wāhanga ako	Start	Finish
Minister briefing Knowledge papers	Wed 30/04/25	Fri 09/05/25
Knowledge and progression outline development for all year levels	Mon 17/03/25	Thu 10/04/25
Reviews – internal and external process	Fri 11/04/25	Tue 13/05/25
Minister briefing Knowledge and progression outline	Fri 16/05/25	Thu 22/05/25
Knowledge and progression detail for all year levels	Fri 11/04/25	Fri 04/07/25
Reviews – internal and external process	Mon 07/07/25	Fri 25/07/25
Minister briefing Knowledge and progression Y0-13	Mon 28/07/25	Fri 01/08/25
Update Knowledge and progression detail	Mon 04/08/25	Fri 15/08/25
Reviews – internal and external process	Mon 18/08/25	Fri 29/08/25
Minister signoff Knowledge and progression Y0-13	Mon 01/09/25	Fri 12/09/25
Go / No go decision	Fri 12/09/25	Fri 12/09/25
Teaching sequence / guidance development	Mon 18/08/25	Fri 12/09/25
Reviews – internal and external process	Mon 15/09/25	Fri 03/10/25
Minister briefing Teaching sequence / guidance	Mon 06/10/25	Wed 15/10/25
Finalise UKD	Thu 07/09/25	Wed 15/10/25
Reviews – internal and external process	Thu 16/10/25	Tue 04/11/25
Minister briefing UKD (NZC only)	Fri 07/11/25	Thu 13/11/25
Full learning area / wāhanga ako	Thu 16/10/25	Thu 06/11/25
Reviews – internal and external process	Fri 07/11/25	Thu 21/11/25
Minister briefing full curriculum (NZC and TMoA)	Fri 24/11/25	Fri 28/11/25
Go / No go decision	Fri 28/11/25	Fri 28/11/25
Release for In Class Testing / Consultation	Mon 01/12/15	Thu 02/04/26
Reviews – internal and external process	9(2)(f)(iv)	
Gazetting	9(2)(f)(iv)	

Changes to curriculum development approach

Coherence Group

- We have built in a dedicated two-week period within each stage to allow the Coherence Group adequate time to review and engage with final draft materials after the other

necessary reviews have been undertaken. Coherence Group meeting frequency has also increased.

18. We are including additional opportunities for the Coherence Group to engage with the Ministry writers and provide briefings on work. This will help ensure a joint understanding of the knowledge-rich outcomes as they are built into the curriculum.

The Refined Development Approach

Knowledge and progression phases

19. We have refined our development approach to combine the previously distinct phases of Knowledge and Progression into a single, unified phase. This ensures that the knowledge and progressions for each learning area/wāhanga ako is developed concurrently. Within the existing development approach, the Progression phase outlines the overall knowledge for each learning area/wāhanga ako. The Knowledge phase then builds on this to capture the key questions, topics, and contexts by learning phase and year level.
20. Combining the knowledge and progression phases is necessary to define the knowledge in tandem with the progressions, rather than sequentially. This approach will be undertaken in two steps:
 - 20.1. Knowledge and progression outline phase. This phase will outline the year-by-year knowledge and progressions that will be developed as one document per learning area/wāhanga ako. This is intended to show the knowledge at a high level linked to the progression. This combined phase will enable us to outline the topics covered, identify key questions, split into the subjects and outline the knowledge to be included in the learning areas/wāhanga ako.
 - 20.2. Knowledge and progression detail years 0 to 13 phase. This phase develops the in-depth knowledge that is then needed to align and support the overall curriculum framework. It details the overall knowledge and progression from years 0 to 13 for the learning area/wāhanga ako. It is based on other jurisdictions and includes key competence checks. It details the topics, questions, and knowledge to be included in the learning areas/wāhanga ako and includes a tracking sheet of the knowledge expected to be learnt, as well as an overview of topics by phases and subjects in phase 5.
21. By developing these in this manner, we build on knowledge over time and identify how different disciplines contribute to student development. We will at times need to update the outlines as we work through the details and realise changes are needed. The progression will help outline how students will build upon their knowledge and skills over time. It moves from foundational concepts to more complex and abstract thinking.
22. These changes are a result of feedback on the Position Papers and Knowledge summaries indicating that rework and additional clarification was needed to ensure clarity around knowledge-rich content. It is intended that this refined development approach will help to better inform the future development phases for the remaining curriculum learning areas and wāhanga ako.

Teaching sequence and Understand, Know, Do phases

23. The UKD input will flow on from the above knowledge and progression phase. Getting the knowledge and progression phase right will enable us to complete the UKD phase quickly alongside the teacher guidance.

Contributing Groups

24. The current development approach uses Contributing Groups to provide guidance, input, and expert knowledge to the Ministry. This approach allows for sector representatives to be engaged at different development phases depending on the expertise required.

25. In implementing the Contributing Group approach, we have found that their involvement has added complexity and not supported the development of curriculum materials at pace. Many members from the sector are still focused on a refresh of the 2007 curriculum and its competence-based approach rather than the development of a knowledge-rich curriculum-based approach. We are often having to refocus groups by reminding them of what a knowledge-rich curriculum is, causing distraction for the Ministry writing teams.
26. As a result, once we have completed the knowledge and progression detail phase, we intend to reduce the role of the Contributing Groups from the development process and increase the use of Review Groups and subject experts as needed to test curriculum materials as they are developed.

Review Groups

27. Along with this revised approach we have refined the review process. This allows us to set clear expectations on the purpose and outcomes with review groups, and advise on what they will and will not see in the documentation that they will be asked to review. We plan to engage with the review groups in late May 2025, to ensure the groups have an in depth understanding of the meaning of a knowledge-rich curriculum and the move away from a competency-based curriculum.
28. The reviews will be held between July and October 2025. We will engage with each review group approximately once per month throughout that period, ahead of the draft curriculum materials being released for consultation. We will look to do both in person and online sessions.
29. The external review groups will be paid in accordance with the Cabinet Fees Framework [Cabinet Office Circular (22) 2]. As a Group 4, Level 2 body, and are provided with Terms of Reference (TOR) rather than a contract agreement.
30. The overall Independent Quality Assurance process will be conducted by ERO through an international review and internally by the Coherence Group. This independent and objective assessment will provide valuable information for decision-making, giving stakeholders confidence that business outcomes and benefits from investments will be achieved.

Risks

31. Failure to meeting completion dates per the new timeline will have a significant impact on delivery of the materials for consultation, gazetting, and implementation. This will be closely managed through regular hygiene processes.

Financial Implications

32. Ensuring a higher quality product with revised timelines does have cost impacts, however these impacts are focused on moving funding between years rather than increases in overall funding, with the exception of contingency increases.
33. We will require available funding of \$5.5 million operational expenditure from the current financial year to be transferred into 2025/26.

34. 9(2)(f)(iv)

Next Steps

35. Action the revised timeline and approach to working with others.

Recommended Actions

The Ministry of Education recommends you:

- a. **Note** the Ministry has revised the curriculum development approach to allow for additional points of engagement with the Coherence Group, and to group the development of knowledge and progression Y0-13, including more review points.

Noted

- b. **Agree** to the revised development approach and timeline as outlined in table one.

Agree / Disagree

- c. **Agree** to the Ministry reducing the role of Contributing Groups and increasing the use of Review Groups to test curriculum materials as they are developed.

Agree / Disagree

Proactive Release:

- d. **Agree** that the Ministry of Education release this paper once considered by you, with any information needing to be withheld done so in line with the provisions of the Official Information Act 1982.

Agree / Disagree

Release

Pauline Cleaver

Hautū Taupua | Acting Deputy Secretary

Te Poutāhū | Curriculum Centre

23/04/2025

Hon Erica Stanford

Minister of Education

___/___/___



Information Update: Timeline of advice for curriculum Out of scope

To:	Hon Erica Stanford, Minister of Education		
Date:	17 April 2025	Priority:	High
Security Level:	In-Confidence	METIS No:	1346356
Drafter:	9(2)(a)	DDI:	9(2)(a)
Key Contact and Hautū Deputy Secretary:	Pauline Cleaver, Acting Hautū, Te Poutāhū	DDI:	9(2)(a)
	Jen Fraser, General Manager, Schools Policy		9(2)(a)
Seen by the Communications Team:	No	Round Robin:	No

Request

Attached is an updated integrated timeline regards curriculum out of scope

[Redacted] This timeline supersedes the previous timeline presented in January 2025 (METIS 1343366)

Alignment with Government priorities

This work is progressing actions in the delivery plan for the Achievement Target under the 'clearer curriculum' and 'smarter assessment and reporting' priorities.

Information

9(2)(f)(iv) [Redacted] Annex 2 covers the most recent past period - 1 January 2025 to 11 April 2025. Note that that the impending timeline will continue to change as content is developed or new matters come to light. We will provide a refreshed timeline each month to ensure your office is kept up to date.

Reminder

This timeline:

- out of scope [Redacted]



Key Deliverables from 15 April 2025- mid 2026

Strengthening Curriculum – Changes to NZC & TMoA design and content	Year	out of scope
	out of scope	out of scope
		out of scope
<p>Advice on progression and knowledge and decision to proceed (go/no go). Accompanied by further advice on:</p> <ul style="list-style-type: none"> • approach to managing load and dosage, including critical choices • need for, and approach to, constrained choice in Years 9 and 10 (and earlier if suggested by progression mapping) • need for, and approach to, constrained choice in Phase 5 subjects • any impacts on previous advice on requirements that need to be met by schools and kura when putting together teaching and learning programmes. 	11 July 2025	
	out of scope	out of scope
<p>Advice on curriculum guidance and methods framework</p>	9(2)(f)(iv)	
<p>Advice on teaching sequence and an update on approach to managing load and dosage</p>	9(2)(f)(iv)	
<p>out of scope</p>		
	out of scope	out of scope
	out of scope	out of scope
<p>out of scope</p>	out of scope	
<p>Advice on full curriculum, including wider curriculum framework and requirements</p>	9(2)(f)(iv)	
<p>out of scope</p>		
<p>Advice on full learning areas and wāhanga ako and subjects</p>	9(2)(f)(iv)	
<p>Advice on draft curriculum documents for consultation and testing (decision to release – frameworks, remaining learning areas and wāhanga ako, subjects)</p>	9(2)(f)(iv)	
<p>Consultation on remaining learning areas and wāhanga ako (with senior secondary subjects) along with overarching teaching and learning programme requirements.</p>	9(2)(f)(iv)	
<p>out of scope</p>	out of scope	
<p>out of scope</p>	out of scope	out of scope

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Key Deliverables from 15 April 2025- mid 2026

Strengthening Curriculum – Changes to NZC & TMoA design and content	Year	out of scope
Submission analysis and finalisation of full curricula	9(2)(f)(iv)	
<p style="text-align: right;">Cabinet process (tbc)</p> Update on full and final curriculum to be implemented from 2027		
Release of full curricula		
New curricula come into effect		
out of scope	out of scope	out of scope
	out of scope	out of scope
out of scope	out of scope	out of scope

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Annex 2: Curriculum and **Out of scope** you have received for the period January 2025 to 11 April 2025

Colour Key: Curriculum advice out of scope o u

Strengthening Curriculum – Changes to NZC & TMoA design and content	Year	out of scope
	out of scope	out of scope
out of scope	out of scope	
	out of scope	out of scope
<p align="center">Curriculum - Key Design and High-Level Requirements (METIS 1343551)</p> <p>Agreed to use learning areas and wāhanga ako curriculum content through to Y10 and then only use subjects in Y11-13.</p>	27 February	
	out of scope	out of scope
	out of scope	out of scope
	out of scope	out of scope
out of scope	out of scope	
out of scope	out of scope	
out of scope	out of scope	out of scope
	out of scope	out of scope
out of scope	out of scope	

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Information Update: National curriculum development timeline

To:	Hon Erica Stanford, Minister of Education		
Date:	6 May 2025	Priority:	High
Security Level:	In-Confidence	METIS No:	1347171
Drafter:	9(2)(a)	DDI:	9(2)(a)
Key Contact and Hautū Deputy Secretary:	Pauline Cleaver	DDI:	9(2)(a)
Seen by the Communications Team:	No	Round Robin:	No

Request

This information update provides you with supplementary information to the timeline for the ongoing development of the national curriculum.

Alignment with Government priorities

This report aligns with Government priorities to establish a knowledge-rich curriculum grounded in the science of learning.

Information

On 23 April 2025, we provided you with an education report updating you on the approach and high-level timeline for the development of the remaining New Zealand Curriculum (NZC) learning areas and Te Marautanga o Aotearoa wāhanga ako [METIS 1344254 refers].

Your office requested additional information be included describing the purpose and content of the material that will be provided to you throughout the various development phases and how the material interconnects with each other.

The below table provides you with the additional information linked to the timeline for the development of the learning areas and wāhanga ako.

NZC and TMoA learning area / wāhanga ako	Start	Finish	Description
Minister briefing Knowledge papers	Wed 30/04/25	Fri 09/05/25	Provided to you on 30 April.
Knowledge and progression outline development for all year levels	Mon 17/03/25	Thu 10/04/25	
Reviews – internal and external process	Fri 11/04/25	Tue 13/05/25	
Minister briefing Knowledge and progression outline	Fri 16/05/25	Thu 22/05/25	Learning Area Structure: This will provide a view of the knowledge domains and topics by learning area to show what will be taught year by year. For example, it will show the topics within science and the key knowledge.
Knowledge and progression detail for all year levels	Fri 11/04/25	Fri 04/07/25	
Reviews – internal and external process	Mon 07/07/25	Fri 25/07/25	
Minister briefing Knowledge and progression Y0-13	Mon 28/07/25	Fri 01/08/25	Draft teaching sequences: This deliverable lays out the knowledge for the full learning area and subject aligned to the year, ready for feedback and reviews (i.e. approximately 75% complete). This is the major draft and check point to identify what is missing.
Update Knowledge and progression detail	Mon 04/08/25	Fri 15/08/25	
Reviews – internal and external process	Mon 18/08/25	Fri 29/08/25	
Minister signoff Knowledge and progression Y0-13	Mon 01/09/25	Fri 12/09/25	Full draft of teaching sequences: This deliverable covers all the knowledge for the full learning area and subject aligned to the year and with coherence looked at across the learning areas. After the draft check point this is the completion point. Draft outline for the proposed overarching curriculum framework (Te Mātaiaho).
Go / No go decision	Fri 12/09/25	Fri 12/09/25	
Teaching sequence / guidance development	Mon 18/08/25	Fri 12/09/25	

Reviews – internal and external process	Mon 15/09/25	Fri 03/10/25	
Minister briefing Teaching sequence / guidance	Mon 06/10/25	Wed 15/10/25	Final teaching sequences for all learning areas within the draft curriculum framework: The complete learning areas within an incomplete draft framework.
Finalise UKD	Thu 07/09/25	Wed 15/10/25	
Reviews – internal and external process	Thu 16/10/25	Tue 04/11/25	
Minister briefing UKD (NZC only)	Fri 07/11/25	Thu 13/11/25	First full draft of the NZC.
Full learning area / wāhanga ako	Thu 16/10/25	Thu 06/11/25	
Reviews – internal and external process	Fri 07/11/25	Thu 21/11/25	
Minister briefing full curriculum (NZC and TMoA)	Fri 24/11/25	Fri 28/11/25	This includes the full curriculum, all learning areas, (both NZC and TMoA) and the associated frameworks. This will be the final documents for consultation.
Go / No go decision	Fri 28/11/25	Fri 28/11/25	
Release for In Class Testing / Consultation	Mon 01/12/25	Thu 2/04/26	
Reviews – internal and external process	9(2)(f)(iv)		
Gazetting	9(2)(f)(iv)		This includes the full curriculum, all learning areas, (both NZC and TMoA) and the associated frameworks. This will include all consultation feedback and the documents in a final version ready to approve for gazetting.

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te Mātauranga**
Ministry of Education

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**Te Tāhuhu o
te Mātauranga**
Ministry of Education



Information Update: Timeline of advice for curriculum and out of scope

To:	Hon Erica Stanford, Minister of Education		
Date:	22 May 2025	Priority:	High
Security Level:	In-Confidence	METIS No:	1348066
Drafter:	9(2)(a)	DDI:	9(2)(a)
Key Contact and Hautū Deputy Secretary:	Pauline Cleaver, Acting Hautū, Te Poutāhū	DDI:	9(2)(a)
	Jen Fraser, General Manager, Schools Policy		9(2)(a)
Seen by the Communications Team:	No	Round Robin:	No

Request

Attached is an updated integrated timeline of curriculum and out of scope out of scope

This timeline supersedes the previous timeline presented in April 2025 (METIS 1346356).

Alignment with Government priorities

This work is progressing actions in the delivery plan for the Achievement Target under the 'clearer curriculum' and 'smarter assessment and reporting' priorities.

Information

9(2)(f)(iv) [redacted] Annex 2 covers the most recent past period - 1 January 2025 to 15 May 2025. Note that that the impending timeline will continue to change as content is developed or new matters come to light. We will provide a refreshed timeline each month to ensure your office is kept up to date.

Reminder

This timeline:

- out of scope [redacted]
- [redacted]
- [redacted]



Annex 1: Integrated timeline of advice across the curriculum Out of scope

Colour Key: Curriculum advice out of scope out of scope out of scope

Key Deliverables from 12 May 2025- 9(2)(f)(iv)		
Strengthening Curriculum – Changes to NZC & TMoA design and content	Year	out of scope
out of scope		
Knowledge and Progression: Learning Area Structure Provides a view of the knowledge domains and topics by learning areas to show what will be taught year by year.	16 May 2025	
out of scope		out of scope
Advice on curriculum content outside learning areas/wāhanga ako (tbc) for the NZC, and components of Te Mātaiaho whakapapa framework	30 May 2025	
out of scope		
	out of scope	out of scope
out of scope	out of scope	
	out of scope	

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Key Deliverables from 12 May 2025-9(2)(f)(iv)		
Strengthening Curriculum – Changes to NZC & TMoA design and content	Year	out of scope
	out of scope	
<p>Knowledge and Progression Y0-Y13: Draft Teaching Sequence</p> <p>Paper lays out the knowledge for the full learning area and subject aligned to the year, ready for feedback and reviews (approximately 75% complete). This is the major draft and check point to identify what is missing.</p>	28 July 2025	
	out of scope	
out of scope		
<p>Knowledge and progression Y0-Y13: Full draft of teaching sequences</p> <p>This deliverable covers all the knowledge for the full learning and subject aligned to the year and with coherence looked at across the learning areas. Includes assessment and aromatawai requirements. After the draft check point this is the completion point. Draft outline for the proposed overarching curriculum framework (Te Mātaiaho)</p>	1 September 2025	
	out of scope	
<p>Teaching sequence/guidance</p> <p>Final teaching sequences for all learning areas within the draft curriculum framework. The complete learning areas within an incomplete draft framework.</p>		
	out of scope	out of scope
	out of scope	
	out of scope	out of scope
		out of scope
out of scope	out of scope	
<p>First full draft of the NZC (only)</p>	7 November 2025	
<p>Full Curriculum (NZC and TMoA)</p> <p>This includes the full curriculum, all learning areas (both NZC and TMoA) and the associated frameworks. This will be the final documents for consultation.</p>	24 November 2025	
out of scope	out of scope	
<p>Consultation on remaining learning areas and wāhanga ako (with senior secondary subjects) along with overarching teaching and learning programme requirements.</p>	Dec 25 – April 2026	

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Key Deliverables from 12 May 2025-9(2)(f)(iv)		
Strengthening Curriculum – Changes to NZC & TMoA design and content	Year	out of scope
out of scope		
		out of scope
Submission analysis and finalisation of full curricula	9(2)(f)(iv)	
	out of scope	out of scope
Cabinet process (tbc) Update on full and final curriculum to be implemented from 2027	9(2)(f)(iv)	
Gazetting This includes the full curriculum, all learning areas, (both NZC and TMoA) and the associated frameworks. This will include all consultation feedback and the documents in a final version ready to approve for gazetting.	9(2)(f)(iv)	
Release of full curricula	9(2)(f)(iv)	
New curricula come into effect	9(2)(f)(iv)	
out of scope	out of scope	out of scope
	out of scope	out of scope
out of scope	out of scope	
	out of scope	out of scope

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Annex 2: Curriculum and Out of scope you have received for the period January 2025 to mid-May 2025

Colour Key: Curriculum advice

Strengthening Curriculum – Changes to NZC & TMoA design and content	Year	out of scope
Provided an update to the approach and high-level timeline for the development of the remaining NZC learning areas and TMoA wāhanga ako, based on lesson learned from the initial development of Position Papers, and from Curriculum Coherence Group input.		
out of scope		
Knowledge Summary for each learning area METIS 1346869	30 April 2025	
out of scope		
out of scope		
out of scope		
out of scope		

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**Te Tāhuhu o
te Mātauranga**
Ministry of Education

Report: Approach to national curriculum consultation

To:	Hon Erica Stanford, Minister of Education		
Date:	30/07/2025	Deadline:	6/08/2025
Security Level:	In-Confidence	Priority:	Medium
From:	Pauline Cleaver Acting Hautū – Te Poutāhū	Phone:	9(2)(a)
Drafter:	9(2)(a)	METIS No:	1351042

Why are we sending this to you?

- This report provides you with the proposed approach to consultation on the remaining New Zealand Curriculum (NZC) learning areas and Te Marautanga o Aotearoa wāhanga ako.

What action do we need, by when?

- We are seeking your agreement to the proposed approach to engaging with the sector and wider public on curriculum content.
- Please return the signed paper by Wednesday 6 August 2025.

Alignment with Government priorities

1. This report aligns with Government priorities to establish a knowledge-rich curriculum, that is internationally comparable and grounded in the science of learning.

Background

2. On 17 June 2025, we provided you with an education report updating you on the Curriculum and NCEA implementation timeline [METIS 1348675 refers]. We confirmed that final content for the full Phase 1-4 (Years 0-10) curricula would be available by the start of Term 4 2025. This would also modify our approach to engaging on the curriculum content as it is drafted, and consultation with the sector and wider public.
3. We advised that we are taking a more targeted 'focus group' approach to gathering feedback on the content, while focusing broader engagement on helping the sector to understand the shifts in the content as part of preparing for implementation. This included visibility of draft content for the wider sector in August, with an opportunity to provide feedback if they wish (rather than a formal consultation period that seeks broad feedback).
4. We also advised that a Term 2 feedback loop with early adopters of the Phases 1-4 (Years 0-10) learning areas and wāhanga ako will be used to identify any matters to be addressed before the fully refreshed curricula are formally issued in the New Zealand Gazette in mid-2026 (and become required from the start of 2027).
5. Phase 1-4 (Years 0-10) curriculum content development is progressing well. Reviews by Learning First and the Coherence Group have, however, indicated that sharing draft content in August with the sector as currently planned could be disruptive to content development and change and implementation activities. Given this, we have made further adjustments to our approach while making sure that, at the start of Term 4 2025, we will still have Phases 1-4 (Years 0-10) of the full curricula complete and able to be used in classrooms from the start of 2026.
6. The table below provides you with an outline of the updated consultation approach.

Consultation step	Timeframe	Expected outcome
Review Groups	July 2025 to May 2026	Input from sector and other interested groups on aspects of the curriculum and implementation.
Release Phases 1-4 to sector	Start of Term 4 2025	Support change and implementation activities, including feedback processes.
Release of Phase 5 to sector	Start of Term 1 2026	Support change and implementation activities, including feedback processes.
In-class testing of Phases 1-4 and wider feedback on all Phases	9(2)(f)(i)	Input based on the use of the curriculum elements in the classroom and wider sector and public feedback.
Formal release of final curriculum in NZ Gazette	9(2)(f)(iv)	9(2)(f)(iv)

Approach to targeted consultation

7. Review Groups have been established for both the NZC and Te Marautanga o Aotearoa to gather quality feedback [METIS 1350512 refers]. These are structured groups covering a range of perspectives across various focus, academic and employer groups.

8. Review Groups will review materials once it has been revised by Learning First, the Coherence Group, and copies have been provided to your office. These reviews will provide valuable insights and perspectives at key stages of the process, helping to shape and inform the next phases of work for the remaining learning areas and wāhanga ako.
9. These groups all operate under non-disclosure agreements to minimise the chance of versions of the documents being shared prior to the full release. As part of the terms of reference for each member we have asked that they be required to also provide support and information sharing later in the development process if requested by the Ministry.
10. As previously advised [METIS 1348675 refers], given the relatively low volume of feedback in recent consultations on curricula, we consider that this more streamlined and targeted approach using Review Groups will provide sufficient input to prepare curriculum documents that are ready for use.

Approach to in-class testing and wider feedback

11. Phase 1-4 (Year 0-10) curriculum content and supporting material will be published on the Ministry's Tāhūrangi website by the start of Term 4 2025. We will not immediately seek feedback, as our change approach is to build shared understanding first. We will also be supporting people to begin planning for implementation, including encouraging early adoption of the new curriculum with Year 9 students given they will be the first to experience the proposed new qualification.
12. To identify any matters to be addressed before the fully refreshed curricula are formally issued in the New Zealand Gazette we will:
 - 12.1. Conduct targeted in-class use during Term 1 2026 for the new Phase 1-4 (Years 0-10) curriculum content.
 - 12.2. Provide the sector and wider public the opportunity to provide feedback on all of the new curriculum content during Term 1 2026. This includes the Phase 1-4 (Years 0-10) learning areas and wāhanga ako and the Phase 5 (Years 11-13) subjects.
13. In late August, we will provide you with an update on our planned approach to in-class testing of Phase 4 (Years 0-10) content in Term 1 2026.
14. Your earlier update to Cabinet indicated that updated curriculum content will be tested in schools and kura before it becomes required [SOU-24-MIN-0051 refers]. While we do not plan to undertake in-class testing of the Phase 5 (Years 11-13) subjects at this stage (i.e. before the content is issued in the New Zealand Gazette), in-class testing is planned to occur alongside preparatory activities for implementation of the proposed new qualifications. If this identifies a need to update the gazetted curriculum content, this will be done before those Year levels become required. ✓

Engaging on resources and tools to support implementation

15. To implement a knowledge-rich curriculum grounded in the science of learning, the Ministry will deliver a coherent and high-quality suite of resources and tools that empower teachers and leaders to plan and teach with clarity and consistency. We will engage educators and stakeholders through a nationwide roadshow, and regular communication channels such as bulletins, newsletters, and online forums.
16. Resources and tools will span all learning areas and wāhanga ako, enabling explicit instruction and systematic knowledge-building across classrooms and year levels. Key products will include curriculum maps and unit overviews to guide content progression, knowledge organisers to summarise essential concepts and vocabulary, lesson planning advice to support consistent delivery, retrieval practice packs to reinforce memory, and assessment tools aligned with curriculum goals.

17. Professional development modules will build teacher expertise in instructional strategies and cognitive science, while implementation guides will support leaders with practical steps for pacing, resource rollout, and monitoring.
18. We will use the targeted Review Groups (as set out above) to help us ensure that these tools and approaches are responsive and well-integrated. We will also work with the Curriculum Voices Group, Disability Voices Group and ITE Forum as we design our implementation approach and activities.
19. In early implementation, we will gather feedback and use implementation monitoring insights to improve our supports and implementation activities. This is important for making sure they are effective in building shared understanding and supporting successful adoption across the system, so that all students develop secure, connected knowledge as set out in the new curriculum.

Next Steps

20. Subject to your agreement, communications will be updated to reflect the timelines and engagement activities set out in this Report once the amended implementation timeline for Phase 5 (Years 11-13) has been announced [METIS 1348675 refers].

Recommended Actions

The Ministry of Education recommends you:

- a. **note** that Learning First and the Coherence Group have advised us that the remaining Phase 1-4 (Years 0-10) curriculum content will not be ready for the wider sector until the start of Term 4 2025.

Noted

- b. **agree** that the Ministry undertake a targeted approach to gathering feedback on the content as it is drafted to make sure that, when it is released at the start of Term 4 2025, it is ready for use in classrooms.

Agree / Disagree

- c. **agree** that wider input on the curriculum content will be gathered before it is finalised and formally issued in the New Zealand Gazette via in-class testing and opportunities for the sector and wider public to provide feedback in Term 1 2026.

Agree / Disagree

Proactive Release:

- d. **agree** that the Ministry of Education release this paper once it has been considered by you with any information needing to be withheld done so in line with the provisions of the Official Information Act 1982.

Agree / Disagree

Released

Pauline Cleaver

Acting Hautū

Te Poutāhū

30/07/2025



Hon Erica Stanford

Minister of Education

4,8,25

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