



Education Report: Design for the New Zealand Curriculum change programme

To:	Hon Erica Stanford, Minister of Education		
Date:	12 April 2024	Priority:	High
Security Level:	In-Confidence	METIS No:	1326990
Drafter:	9(2)(a)	DDI:	9(2)(a)
Key Contact and Hautū Deputy Secretary:	Ellen MacGregor-Reid	DDI:	9(2)(a)
Seen by the Communications Team:	No	Round Robin:	No

Purpose of Report

This report provides you with the high-level design for the New Zealand Curriculum refresh change programme and seeks confirmation of your decisions as discussed in your meeting with Ministry officials on 12 April 2024.

Overarching design principles

The New Zealand Curriculum is to be designed to deliver equitable and excellent outcomes for all New Zealand children (including ākonga Māori, Pacific students and those with learning support needs), by providing the same high standard curriculum content to every teacher student, regardless of where they live. This approach reduces variability, supporting those who are currently underserved by our education system.

The New Zealand Curriculum is to be a clear statement of what we deem important in education in New Zealand, reflecting the social, cultural and historical context of New Zealand and:

1. Underpinned by the Science of Learning

- Including cognitive load theory and the evidence of what, how much and when content should and can practically be taught and learned.

2. Knowledge-rich

- Selective - Content is chosen purposefully for each subject.
- Coherent - Content progresses and flows through the years within the learning areas and subjects and is carefully interconnected across disciplines.
- Carefully sequenced - Designed to develop knowledge mastery over time by building on prior content and gradually increasing in complexity.



- Specific and clear – Explicitly outlines what students are expected to understand, know and be able to do for learning areas, subjects and topics across all year levels 0 to 13.

3. Inclusive of evidence informed teaching practices

- Clear about the evidence-based teaching, learning and assessment practices to be used, providing direction for teachers on how to teach and assess the curriculum content.

4. Clear and easy to use

- Easy to use and clear for teachers and parents to navigate and understand what students will be taught, when and how, and how students can demonstrate progress and achievement.
- Clear for teachers about the learning that must be covered each year, breaking down into subjects for Years 11, 12 and 13.
- Clear about what schools need to do as part of their curriculum regulatory requirements (i.e., what obligations the updated curriculum statements place on them).

6. Supports the development of core competencies and skills such as xxx at the appropriate time.

5. Internationally comparable

- Provides for a similar high-quality educational experience comparable to high-performing countries that are recognised for excellence in education, as reflected in international benchmark data, such as PISA.
- Provides for strong pathways into further education and employment, nationally and internationally.

Recommended action

- a. The Ministry of Education recommends that you agree to the overarching design principles for the New Zealand Curriculum refresh, as outlined above.

Agree / Disagree

Inclusion and equity

The New Zealand Curriculum recognises that all learners should be supported to reach their full potential. The curriculum is brought to life through context in the classroom, where teachers are supported by a curriculum that allows them to focus on inspiring learning through rich and engaging local, national and global contexts. This includes the use of te reo Māori, tikanga Māori, and contexts that matter for all learners and recognises the wide variety of languages, cultures, and identities of New Zealand children.

- ^{content} Inclusion is defined to mean that every child has opportunities to access the same knowledge and skills as specified by the curriculum regardless of background or identity.
- The curriculum supports educators to differentiate their teaching to meet the needs of individual students. Teaching guidance and support helps teachers to respond to the diversity of learners, recognising the way they engage and are motivated to learn, the way they process and comprehend information, and the way they navigate the learning environment and express what they know.

- The curriculum supports educators to recognise that learners progress at different speeds.
- The curriculum supports educators to understand the indicators of mastery and to know when learners are ready to progress.
- The curriculum supports educators to recognise the value of contextualisation and how effective planning can be used to engage learners and bring the curriculum to life.
- Copies of the curriculum are available in accessible formats.

Recommended action

- b. The Ministry of Education recommends that you agree to the inclusion and equity considerations for the New Zealand Curriculum refresh change programme, as outlined above.

Agree / Disagree

Themes – Knowledge – Skills

9(2)(g)(i) Using a consistent organising model within each learning area of the curriculum enables easier navigation and ~~reduces the cognitive load for teachers~~, especially those teaching across all eight learning areas. The current Understand-Know-Do model will be replaced to better describe the learning that cannot be left to chance through purposeful, sequenced and interconnected statements covering:

- Themes - The big ideas and themes. Growing in complexity through the phases of learning to cover local, national and international concepts.
- Knowledge - The topics to be taught, breaking down into the content of the curriculum. Giving detail of the essential topics and knowledge at each year level.
- Skills - The subject specific skills, strategies and processes that students develop. Encompassing and practicing the emerging key competencies, *such as (LIST)*

Recommended action

- c. The Ministry of Education recommends that you agree to Themes – Knowledge – Skills as the organising model for the refreshed New Zealand Curriculum, as outlined above.

Agree / Disagree

Year-by-year expectations and phases of learning

There are currently five phases of learning in the New Zealand Curriculum refresh. These phases are naturally occurring in our education system, corresponding to lower primary, upper primary, intermediate, lower secondary and upper secondary years of schooling:

- Phase 1 covers Years 0 to Years 3
- Phase 2 covers Years 4 to Years 6
- Phase 3 covers Year 7 and Year 8
- Phase 4 covers Year 9 and Year 10
- Phase 5 covers Years 11 to Years 13.

You have asked that the curriculum better detail the knowledge and skills that are to be covered *each year* of schooling. Phases of learning will be retained as they complement and support the year-by-year approach and each phase will be clearly broken into the year by year progression.

- The themes are designed to cross multiple years, enabling teachers to build on learning from previous years, using the same 'theme'. This is particularly useful for those teaching multiple years in one class and enables the depth and breadth of a topic to be explored as appropriate for different year levels.
- Phases of learning describe the knowledge focus and teaching focus that sits across the learning areas for that phase. This enables teachers to chunk learning reducing the cognitive load for both students and teachers. It also recognises that students start at different points and learn at different paces.

Recommended action

- d. The Ministry of Education recommends that you agree to phases of learning and a year-by-year approach for the refreshed New Zealand Curriculum, as outlined above.

Agree / Disagree

Literacy and Numeracy

Literacy and numeracy are included within and taught across the curriculum. For Years 0-6 the content of the English learning area will predominantly be in service of literacy, and the content of the mathematics & statistics learning area will predominantly be in service of numeracy.

Accordingly, the teaching sequences for literacy (reading, writing, and oral language) and maths will be placed within the English and mathematics & statistics learning areas.

Recommended action

- e. The Ministry of Education recommends that you agree to the literacy (reading, writing, and oral language) and maths sequences being placed within the English and mathematics & statistics learning areas, as outlined above.

Agree / Disagree

Structure for the refreshed New Zealand Curriculum

New Zealand Curriculum Structure	
New Zealand Curriculum Framework	
Table of Contents	A table of contents for the New Zealand Curriculum.
Minister's Foreword	The Minister's Foreword to the New Zealand Curriculum.
Introduction	Describes the intent of the curriculum and the expectations of how to use the New Zealand Curriculum.
National Curriculum Outcomes	How the curriculum enables schools to meet their legislative requirements for outcomes. Describes how the curriculum supports what Boards need to do as described in the Education and Training Act 2020.
Vision for young people and their education	A vision for the curriculum was developed by students. Describes how to use the vision for delivering the curriculum and to enable parents and students to understand the purpose and use of the vision. Section would include calls to action by leaders and teachers e.g. having high expectations for all students and their success.
Supporting Progress	Describes the progression model. • A clear understanding of progression • How learning progresses – according to the science of learning • Understanding the parts of the progression model – includes year by year teaching sequence, within a phase

National Curriculum in a school context	Describes clear instructions to school leaders and teachers to enable the national curriculum to be enacted effectively through the delivery of teaching programmes that support all students to progress and is reviewed regularly. Describes the adaptive practice and essential pedagogies – includes a focus on the science of learning and what this means for teaching practice e.g. explicit teaching, strengthen formative assessment, <u>planning for whole classroom</u>, planning that is inclusive to all. Describes the literacy and maths pedagogies and approaches that are applicable to all learning.
Learning Areas <i>also refer to:</i> <i>Specific Learning Areas</i> <i>Specific Learning Area Content</i>	Introduction for all learning areas. • The learning that matters – includes a description of what a knowledge rich curriculum means • Languages of Aotearoa New Zealand • Key competencies and values
Specific Learning Areas (including subjects as years 11 - 13)	
Mathematics & Statistics ✓ Science ✓ Technology Arts Learning Languages Health and Physical Education Social Sciences English ✓	Following the Introduction provided for Learning Areas, the below content is then provided for each of the eight individual learning areas. Note: Mathematics and Statistics will have an equivalent level of detail providing year by year guidance for years 0-13 on what to teach and how to teach it with a greater emphasis on knowledge building and the science of learning.

Specific Learning Area Content	
Purpose Statement	Describes the value and importance of the learning area, teaching practices, planning guidance and the key themes, knowledge and skills of the learning area.
Phases of Learning	Describes the knowledge and teaching focus that sits across all of the learning areas for that phase.
Teaching Guidance	Describes the learning area specific considerations for teaching and developing programmes of learning year by year. It will include teaching practices that support progress in the learning area based on current research and including the science of learning. It will also include planning that is specific to the learning area including what to teach and when, creating long term overviews and shorter-term plans, lessons, and how for a range of student needs and strengths. Will include an explanation of the evidence underpinning learning area approach (e.g. theory behind science of learning).

Recommended action

- f. The Ministry of Education recommends that you agree to the structure for the refreshed New Zealand Curriculum, as outlined above.

including
our changes
as discussed

☒ Agree / ☐ Disagree

Proactive Release

Recommended action

- g. The Ministry of Education recommends that this paper is not released at this time, as it contains free and frank advice, and that its release is considered as part of future communications activities following any associated Cabinet decisions.

☒ Agree / ☐ Disagree

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Hautū | Deputy Secretary
Te Poutāhū | Curriculum Centre

12/04/2024

Hon Erica Stanford
Minister of Education

30/4/24

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